Instructional Materials Evaluation Review for Alignment in ELA Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

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.[1] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[2] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **IRLA: Foundational Skills Toolkit** Grades: **K-2**

Publisher: **American Reading Company, Inc.** Copyright: **2016**

Overall Rating: **Tier I, Exemplifies quality** *(Reviewed only for Foundational Skills for use in Small Groups)*

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

STRONG	WEAK
3. Foundational Skills (Non-Negotiable*)	

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.

Tier 1 ratings received a "Yes" for all Criteria 1-8.
Tier 2 ratings received a "Yes" for all non-negotiable criteria, but at least one "No" for the remaining criteria.
Tier 3 ratings received a "No" for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

Grade K (Tier 1) Grade 1 (Tier 1) Grade 2 (Tier 1)

[1] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[2] A range of texts are texts written at different reading levels.

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.[3] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[4] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **IRLA: Foundational Skills Toolkit** Grade: **K**

Publisher: **American Reading Company, Inc.** Copyright: **2016**

Overall Rating: **Tier I, Exemplifies quality** *(Reviewed only for Foundational Skills for use in Small Groups)*

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

STRONG	WEAK
3. Foundational Skills (Non-Negotiable*)	

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

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

[3] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[4] A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
Tier 1 and 2 Non-Negotiable **1. QUALITY OF TEXTS:** 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	**REQUIRED** **1a)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[5] Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**N/A**	
	REQUIRED **1b)** At least 90% of texts are authentic[6] 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.	**N/A**	

[5] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5. More information may be found in the Louisiana Believes Documents: "Guide for Determining Text Complexity" and "Creating Text Sets for Whole-Class Instruction"
[6] Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
progression of complex texts as stated by Reading Standard 10. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☐ Yes ☐ No	**REQUIRED** **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.	**N/A**	
	1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	**N/A**	
2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the 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.)	**REQUIRED** **2a)** In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)	**N/A**	
	REQUIRED **2b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☐ No	**2c)** Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	**N/A**	
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	**N/A**	
Section II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non-Negotiable* **3. 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. ☒ Yes ☐ No *As applicable (e.g., when the scope of the materials is	**REQUIRED *Indicator for grades K-2 only** **3a)** Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**Yes**	The scope and sequence of the Foundational Skills Toolkit for Kindergarten moves through 4 steps. The Yellow groups move from Making Sense to Concept of Word to Initial Consonants. This is the pre-reading stage. The first Green group focuses on the first 60 high-frequency or power words. On page 12 of the Yellow and 1 Green documents, a chart showing the progression of standards taught is displayed. The Yellow Group has three zones. 1Y is Making Sense (F.K.1d, F.K.4), 2Y is Concept of Word (F.K.1a, F.K.1c), 3Y is Using Initial Consonant Sounds (F.K.2d, F.K.3a, F.K.1b). Zone 1G meets the following standards: F.K.1b, F.K.3c, and F.1.3g. These zones are taught in a small group setting and do not have to be taught in order. The Independent Reading Level Assessment (IRLA) is used to assess students to place them in the proper group based on their instructional needs.
	REQUIRED **3b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.	**Yes**	The texts used at each level are specific to the foundational skills taught during small group instruction. Several guided readings texts are included for each zone. Each story is used through several lessons to allow for systematic, explicit, and frequent practice. For example, in 1G, the guided reading text "I

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comprehensive and considered a full program)	In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.		Love Basketball" is used for six lessons. Students are completing activities and playing games that set them for successfully reading the guided reading text.
	REQUIRED **3c)** In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* 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.	**Yes**	In level 3Y, an objective of Lessons 7 - 9 is for students to understand that letters signal sounds. In level 1G, the main objective is for students to use up to 60 known power words (sight words and high-frequency words). There are two ways 1G lists for students to practice power words. First with association learning, connecting concrete things students like with words helping to store the words in long term memory and secondly, with VAKT (visual, auditory, kinesthetic, and tactile) process. Guided reading texts are provided for each level. These provide predictable sentence structures accompanied with mini lessons that teach decoding, encoding, and pronunciation practice. In level 3Y, Lesson 8 provides an example of encoding, using inventive spelling.
	REQUIRED **3d)** Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	**Yes**	In level 2Y students will learn to "self correct: noticing when the voice/print matching does not work and self-correct without prompting." This group moves away from the pre-reading stage and moves into Concepts of Word. Lesson 6 in 2Y begins teaching and modeling self-monitoring strategies. In level 1G, during Lesson 10 (page 59) students reread a familiar text and are asked several comprehension questions from the coach. For fluency, students then choral read, partner read, and practice until the text is read without effort.
	REQUIRED **3e)** Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This	**Yes**	The IRLA is used to place students in the appropriate level. The guided reading texts are grade-level appropriate for each level. The guided reading texts provided are informational texts. The texts are meant to include topics interesting to the students. In group Y titles include, Bikes, The Butterfly Looks Like This, See

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	should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.		the Mammals, Sunflowers Grow, Clothes Hounds, and Red All Around. The guided reading texts for 1G include, I Love Basketball, I Love to Sleep, See the Cactus, Caterpillars Love to Eat, Penguin Baby, and What Do Houses Look Like in Africa? For each guided reading text students read silently, choral/partner read, and answer comprehension questions. The coach is instructed to "kid watch" only intervening if students struggle. Coaches monitor reading for rate, expressiveness, and accuracy having students read the same text until they read without effort. Students are exposed to prose, poetry, and songs through the student display pages in the handbook (Level Y, pages 78, 104, and 105).
	REQUIRED **3f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**Yes**	For each guided reading text students are given several opportunities to make frequent connections between the skills and making meaning from reading. In level 1G, Lessons 2-5 students are introduced to power words that will be seen in the guided reading text, I Love Basketball. The students will say the words, trace them, skywrite them, write them, and practice them through games. In Lesson 6 the students read the text, I Love Basketball, for meaning by answering comprehension questions. The students are encouraged to use syntax, meaning, and initial consonant sounds to figure out a word.
	3g) *Indicator for grades K-2 only Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	**Yes**	The handbook provided for coaches provides opportunities for informally assessing students. There are specific "Passing Lane" criteria listed to guide coaches in moving students up a level (1Y page 27, 3Y page 63, 1G page 27). There are also "Warning Signs" criteria to guide coaches to provide additional support (3Y page 67 and 75). There is also a checklist provided for all level Y skills on page 85. The IRLA is an assessment tool used to place students in their correct level based on their specific instructional needs.

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	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**Yes**	On pages 14 and 15 for the Yellow level and 1Green level a chart is provided listing all of the materials needed to teach each mini-lesson. This allows the coach to have all materials ready to go for each day. The curriculum provides an abundance of materials to use throughout the curriculum, including guided reading texts, initial consonant books, initial consonant picture cards, power word kits, initial blends and digraphs picture cards, and handbooks with student pages, scripts, and tips.
Section III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable **4. COHERENCE OF TASKS:** 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. ☐ Yes ☐ No	**REQUIRED** **4a)** Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	**N/A**	
	REQUIRED **4b)** Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	**N/A**	
	REQUIRED **4c)** Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word	**N/A**	

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	families, etc.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).		
Tier 1 and 2 Non-Negotiable **5. TEXT-DEPENDENT QUESTIONS:** 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. ☐ Yes ☐ No	**REQUIRED** **5a)** A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.	**N/A**	
	REQUIRED **5b)** 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. *(**Note:** not every standard must be addressed with every text.)*	**N/A**	
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: 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.	**REQUIRED** **6a)** Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.	**N/A**	
	REQUIRED *Indicator for grades 3-12 only **6b)** A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-	**N/A**	

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	defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.		
	REQUIRED *Indicator for grades K-2 only **6c)** Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**N/A**	
	REQUIRED **6d)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	**N/A**	
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	**N/A**	
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.	**N/A**	
7. ASSESSMENTS: Materials offer assessment	**REQUIRED** **7a)** Measurement of progress via assessments should include	**N/A**	

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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). ☐ Yes ☐ No	gradual release of supporting scaffolds for students to measure their independent abilities.		
	REQUIRED **7b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**N/A**	
	REQUIRED **7c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**N/A**	
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**N/A**	
Section IV. Scaffolding and Support			
8. SCAFFOLDING AND SUPPORT: 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. ☐ Yes ☐ No	**REQUIRED** **8a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**N/A**	
	REQUIRED **8b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	**N/A**	
	REQUIRED **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	**N/A**	
	REQUIRED **8d)** The materials are easy to use and well organized for students and teachers. The reading selections are centrally	**N/A**	

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	located within the materials and obviously the center of focus.		
	8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	**N/A**	
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**N/A**	

FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts **(Non-Negotiable)**	**N/A**	
	2. Range and Volume of Texts	**N/A**	
II: Foundational Skills (grades K-5 only)	3. Foundational Skills **(Non-Negotiable*)**	**Yes**	The Foundational Skills Toolkit provides intensive word work study through small group instruction. A variety of manipulatives and reading materials are provided to enhance instruction.
III: Questions and Tasks	4. Coherence of Tasks (**Non-Negotiable)**	**N/A**	
	5. Text-Dependent Questions **(Non-Negotiable)**	**N/A**	
	6. Writing to Sources, Speaking and Listening, and Language	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7. Assessments	**N/A**	
IV: Scaffolding and Support	8. Scaffolding and Support	**N/A**	
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality** *(Reviewed only for Foundational Skills for use in Small Groups)*			

*As applicable

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.[7] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[8] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **IRLA: Foundational Skills Toolkit** Grade: **1**

Publisher: **American Reading Company, Inc.** Copyright: **2016**

Overall Rating: **Tier I, Exemplifies quality** *(Reviewed only for Foundational Skills for use in Small Groups)*

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STRONG	WEAK
3. Foundational Skills (Non-Negotiable*)	

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

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	REQUIRED **1b)** At least 90% of texts are authentic[10] 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.	**N/A**	

[9] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5. More information may be found in the Louisiana Believes Documents: "Guide for Determining Text Complexity" and "Creating Text Sets for Whole-Class Instruction"
[10] Authentic texts are previously published rather than "commissioned."

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progression of complex texts as stated by Reading Standard 10. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☐ Yes ☐ No	**REQUIRED** **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.	**N/A**	
	1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	**N/A**	
2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the 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.)	**REQUIRED** **2a)** In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)	**N/A**	
	REQUIRED **2b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	**N/A**	

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☐ Yes ☐ No	**2c)** Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	**N/A**	
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	**N/A**	
Section II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non-Negotiable* **3. 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. ☒ Yes ☐ No *As applicable (e.g., when the scope of the materials is	**REQUIRED *Indicator for grades K-2 only** **3a)** Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**Yes**	The scope and sequence of the Foundational Skills Toolkit for First Grade moves through 4 steps. The first step is 2G (2 green) it focuses on initial blends and digraphs. The next steps are 1B (1 blue) and 2B (2 blue); these move from onset + sight word to 1-syllable word families to 2-sylable words. On page 12 for the 2G group, a chart shows the progression of the foundational skills taught. The 2G group has three zones: Consonant blends and Digraphs (F.1.2b), Know 120+ Power Words at Flash Speed (F.K.3c), and Apply Foundational Skills (F.1.3g). The 1B group has four zones with a chart displayed on page 14. These zones include: Power Words without Onsets (F.1.2b), Power Words with Onsets (F.1.3b), New Key Words with High Leverage Phonograms (F.1.3g), and Phonemes: Common Vowel Patterns (F.1.3c). Group 2B displays the same chart on page 12. These zones include: What is a Syllable? (F.K.2b), Compound Words (F.2.4d), Inflectional Endings (F.1.3f), and 2-Syllable Words (F.1.3e, F.1.3d, F.2.3b, F.2.3f). These zones are taught in a small group setting and do not have to be taught in order. The Independent Reading Level Assessment (IRLA) is used to assess students to place them in the proper group based on

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
comprehensive and considered a full program)			their instructional needs.
	REQUIRED **3b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	**Yes**	The texts used at each level are specific to the foundational skills taught during small group instruction. Several guided readings texts are included for each zone. Each story is used through several lessons to allow for systematic, explicit, and frequent practice. For example, in Lessons 1 and 2 for the 2G group initial consonant l blends are taught. Students use a guided reading text, Birds, to figure out new l blend words. The students also engage in other activities including picture matching with provided cards. The students continue to practice l blends with a new visual, Clean Up, provided on a student display page. Students will sort bl and pl initial blend pictures, read tongue twisters, and fill in missing blends allowing for frequent practice of the skill.
	REQUIRED **3c)** In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* 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.	**Yes**	In the 2G group, Lessons 1-11 teach consonant blends and digraphs; Lessons 12-20 teach high-frequency words. In the 1B group, high-frequency words and tricky words are a majority of the lessons (1-42). Lessons 43-50 in group 1B teach vowel patterns. In group 2B, syllables compound words, and inflectional endings are taught. Students practice application of foundational skills through mini-lessons with student pages and guided reading texts. Lesson 16 in group 2G has students complete a writing activity using conventional spellings as they write about their families. In group 1B, zone four (Lessons 43-50) has the following phonological awareness objective: Use common vowel patterns, rime, onset, and analogy, to decode and spell most one-syllable words encountered in text. In group 2B, Lesson 5 page 43, students are listening for the three different sounds the -ed ending can make. Several activities are provided to practice this skill.
	REQUIRED	**Yes**	In group 2G, page 15, there is a list of objectives for students. Students will learn to read 2G books

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.		independently and successfully, self-correcting all errors that interfere with meaning. There are several lessons in 2G that demonstrate this objective. In Lesson 4, the strategy is for students to use blends to self-prompt and cross-check reading. Students choral read, partner read, and practice until they can read the text (Crayons) without effort. In Lesson 8 the same process is used for initial digraphs, reading the text Whales Can Whine. Lesson 10, on page 87 encourages students to read a text, Birds, without any help, using various strategies if they get stuck. On page 56 for group 2B, a visual is supplied specifically stating that the most crucial reading skill is self-monitoring, reminding coaches to make sure students are using a strategy to self-monitor. Coaches are advised to not intervene, but rather teach them to be problem solvers using a strategy previously taught.
	REQUIRED **3e)** Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.	**Yes**	The Independent Reading Level Assessment (IRLA) is used to place students in the appropriate level. The guided reading texts are on-level texts and are intended to be read by students on the student reading level, not the student grade-level. The guided reading texts provided are informational texts and fiction stories. The texts are meant to include topics interesting to the students. The guided reading texts for 2G include, You Can Do it, My Ride, I Love to Sleep, The Gorilla Family, Birds, Mondays, and Polar Bear Babies. The guided reading texts for 1B include a balance of information and literature texts. The first zone uses seven Sam and Dave stories. The second zone uses authentic informational texts from Zoology magazine. Zones three and four use a variety of informational and literature texts. In group 2B, texts include fiction and nonfiction stories about sports and animals. For each guided reading text students read silently, coral/partner read, and answer comprehension

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			questions. The coach is instructed to "kid watch" only intervening if students struggle. Coaches monitor reading for rate, expressiveness, and accuracy having students read the same text until they read without effort. Students are exposed to prose, poetry, nursery rhymes, and songs through the student display pages in the handbook (Level 2G page 95, Level 1B pages 48, 58, 72, 94, and 100).
	REQUIRED **3f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**Yes**	For each guided reading text students are given several opportunities to make frequent connections between the skills and making meaning from reading. In group 2G Lessons 12-15 use the text, Polar Bear Babies. In these lessons the students will focus on number words. The students will say the words, trace them, skywrite them, write them, and practice them through games. The students will use the text in Lesson 15 to connect the foundational skills and make meaning from the reading by answering comprehension questions. The students are encouraged to use syntax, meaning, and initial consonant sounds to figure out a word.
	3g) *Indicator for grades K-2 only Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	**Yes**	The handbook provided for coaches provides opportunities for informally assessing students. There are specific "Passing Lane" criteria listed to guide coaches in moving students up a level (2G page 83, 1B page 33). There are also "Warning Signs" criteria to guide coaches to provide additional support (1B page 47). The IRLA is an assessment tool used to place students in their correct level based on their specific instructional needs.
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**Yes**	On pages 16-19 for level 2G, pages 24-27 for level 1B, and pages 14-15 for level 2B, a chart is provided listing all of the materials needed to teach each mini-lesson. This allows the coach to have all materials ready to go for each day. The curriculum provides an abundance of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			materials to use throughout the curriculum, including guided reading texts, initial consonant books, initial consonant picture cards, power word kits, initial blends and digraphs picture cards, and handbooks with student pages, scripts, and tips.
Section III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable **4. COHERENCE OF TASKS:** 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. ☐ Yes ☐ No	**REQUIRED** **4a)** Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	**N/A**	
	REQUIRED **4b)** Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	**N/A**	
	REQUIRED **4c)** Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Tier 1 and 2 Non-Negotiable **5. TEXT-DEPENDENT QUESTIONS:** 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. ☐ Yes ☐ No	**REQUIRED** **5a)** A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.	**N/A**	
	REQUIRED **5b)** 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. *(**Note:** not every standard must be addressed with every text.)*	**N/A**	
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: 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.	**REQUIRED** **6a)** Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.	**N/A**	
	REQUIRED *Indicator for grades 3-12 only **6b)** A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	**N/A**	
	REQUIRED *Indicator for grades K-2 only **6c)** Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	REQUIRED **6d)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	**N/A**	
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	**N/A**	
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.	**N/A**	
7. ASSESSMENTS: 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	**REQUIRED** **7a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**N/A**	
	REQUIRED **7b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**N/A**	
	REQUIRED	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
text(s). ☐ Yes ☐ No	**7c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.		
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**N/A**	
Section IV. Scaffolding and Support			
8. SCAFFOLDING AND SUPPORT: 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. ☐ Yes ☐ No	**REQUIRED** **8a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**N/A**	
	REQUIRED **8b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	**N/A**	
	REQUIRED **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	**N/A**	
	REQUIRED **8d)** The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**N/A**	
	8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**N/A**	

FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts **(Non-Negotiable)**	**N/A**	
	2. Range and Volume of Texts	**N/A**	
II: Foundational Skills (grades K-5 only)	3. Foundational Skills **(Non-Negotiable*)**	**Yes**	The Foundational Skills Toolkit provides intensive word work study through small group instruction. A variety of manipulatives and reading materials are provided to enhance instruction.
III: Questions and Tasks	4. Coherence of Tasks (**Non-Negotiable)**	**N/A**	
	5. Text-Dependent Questions **(Non-Negotiable)**	**N/A**	
	6. Writing to Sources, Speaking and Listening, and Language	**N/A**	
	7. Assessments	**N/A**	
IV: Scaffolding and Support	8. Scaffolding and Support	**N/A**	

FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality** *(Reviewed only for Foundational Skills for use in Small Groups)*

*As applicable

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.[11] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[12] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **IRLA: Foundational Skills Toolkit** Grade: **2**

Publisher: **American Reading Company, Inc.** Copyright: **2016**

Overall Rating: **Tier I, Exemplifies quality** *(Reviewed only for Foundational Skills for use in Small Groups)*

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

STRONG	WEAK
3. Foundational Skills (Non-Negotiable*)	

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

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

[11] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[12] A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
Tier 1 and 2 Non-Negotiable **1. QUALITY OF TEXTS:** 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	**REQUIRED** **1a)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[13] Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**N/A**	
	REQUIRED **1b)** At least 90% of texts are authentic[14] 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.	**N/A**	

[13] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5. More information may be found in the Louisiana Believes Documents: "Guide for Determining Text Complexity" and "Creating Text Sets for Whole-Class Instruction"
[14] Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
progression of complex texts as stated by Reading Standard 10. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☐ Yes ☐ No	**REQUIRED** **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.	**N/A**	
	1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	**N/A**	
2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the 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.)	**REQUIRED** **2a)** In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)	**N/A**	
	REQUIRED **2b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☐ No	**2c)** Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	**N/A**	
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	**N/A**	
Section II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non-Negotiable* **3. 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.	**REQUIRED *Indicator for grades K-2 only** **3a)** Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**Yes**	The scope and sequence of the Foundational Skills Toolkit for Second Grade moves through 2 steps. The first step is 1R Multisyllabic Words and the second step is 2R Irregularly Spelled Words. On page 16 for the 1R group a chart shows the progression of the foundational skills taught. The 1R group has four zones: Regular 3-Syllable Words (F.2.3), Common Suffixes (F.2.3d), Three-Letter Blends (F.2.3), and Tricky Letter Sounds (F.2.3b, F.2.3e). The 2R group has three zones with a chart displayed on page 14. These zones include: Flexible Decoding (F.2.3f), Affixes (F.2.3d), and Chapter Books (F.2.4). These zones are taught in a small group setting and do not have to be taught in order. The Independent Reading Level Assessment (IRLA) is used to assess students to place them in the proper group based on their instructional needs.
☒ Yes ☐ No *As applicable (e.g., when the scope of the materials is	**REQUIRED** **3b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.	**Yes**	The texts used at each level are specific to the foundational skills taught during small group instruction. Several guided readings texts are included for each zone. Each story is used through several lessons to allow for systematic, explicit, and frequent practice. For example, in Lesson 5 in the 1R group the text, Mr. Putter and Tabby Pick the Pears is used to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
comprehensive and considered a full program)	In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.		reinforce 3-syllable words while also teaching the -ly suffix through the lesson. The guided reading text is used for it's content (3-syllable words, words with suffixes, tricky words, and vocabulary). The lesson allows for systematic, explicit, and frequent practice of suffixes and 3-syllable words. Students are given a -ly suffix chart, and then they look for patterns, complete spelling/dictation activities, read the story for comprehension, and word on decoding/fluency from word work taken directly from the story.
	REQUIRED **3c)** In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* 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.	**Yes**	Pronunciation is taught through each of the colored levels. In 3Y initial consonants are taught, in 2G initial blends and digraphs are taught. In the Blue and Red groups 1, 2, and 3-syllable words are taught through an appropriate progression. Roots, prefixes, and suffixes are taught in 1R zone 2, Common Suffixes (Lessons 5-7) and in 2R zone 2 (Lessons 7-14). Spelling/sound correspondence for additional vowel teams are taught in 1R under zone 4, Lessons 12-18.
	REQUIRED **3d)** Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	**Yes**	In the introduction for the 1R group, on page 22, there are strategies listed for both the readers and the coaches to remind students how to self-correct and self-monitor, previously taught in other groups. In Lesson 2 for the 1R group students read George and Martha. A 'word attack strategies' chart is displayed to remind students how to self-correct unknown words. The students are encouraged to read independently and coaches are encouraged to only step in to remind

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students of a strategy to help them self-correct (see coaching tip on page 43). Students will answer comprehension questions and be introduced to vocabulary to self-monitor for understanding.
	REQUIRED **3e)** Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.	**Yes**	Group 1R has 7 guided reading texts including informational texts and fiction stories. Songs, poems, and other articles can be found on student pages in the handbook (page 30). On page 55 a list of activities to give students practice with prosody include Reading/Buddy Mentor, News Reporting, Whisper Phones, Poetry Circle, Speeches, Jokes, and Readers' Theater. Group 2R has 6 guided reading texts. Three are fictional stories and three are informational texts including biographies and science. Songs, poems, and other articles can be found on student pages in the handbook (page 30). In Lesson 10, the basic format for guided reading texts is evident. Students read independently before completing activities to help with automaticity and practice with prosody: adjusting rate. Coaching tips are provided (page 83) to remind coaches of the importance of mastering decoding skills.
	REQUIRED **3f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**Yes**	The 1R and 2R handbooks provide several opportunities for students to read grade-level text with purpose and understanding making connections between foundational skills and making meaning from reading. For example, in 1R on pages 76 and 77 for Lesson 8, beginning three-letter blends are taught. The students are given a copy of "Spring Training." The students are asked to fill in the story with the correct three-letter blend word, answer comprehension questions, reread for fluency, and connect the story to real life.
	3g) *Indicator for grades K-2 only Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the	**Yes**	When viewing the American Reading Company's website, the formative assessment link followed by the 'Real-Time Data Tracking' link, the following

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.		information is provided for the IRLA: "The IRLA allows you to track progress in real time. Each standard has been assigned a point value relative to the amount of time it should take a student to acquire that skill or concept. In each formative assessment conference, teachers score students on any standards they have mastered, allowing teachers and schools to track rate of reading growth for every student."
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**Yes**	On pages 18-21 for level 1R, and pages 16-19 for level 2R, a chart is provided listing all of the materials needed to teach each mini-lesson. This allows the coach to have all materials ready to go for each day. The curriculum provides an abundance of materials to use throughout the curriculum, including guided reading texts, series/author study texts, additional chapter books, and handbooks with student pages, scripts, and tips.
Section III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable **4. COHERENCE OF TASKS:** 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.	**REQUIRED** **4a)** Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	**N/A**	
	REQUIRED **4b)** Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☐ No	**REQUIRED** **4c)** Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**N/A**	
Tier 1 and 2 Non-Negotiable **5. TEXT-DEPENDENT QUESTIONS:** 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. ☐ Yes ☐ No	**REQUIRED** **5a)** A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.	**N/A**	
	REQUIRED **5b)** 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. *(**Note:** not every standard must be addressed with every text.)*	**N/A**	
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: 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.	**REQUIRED** **6a)** Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	REQUIRED *Indicator for grades 3-12 only **6b)** A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	**N/A**	
	REQUIRED *Indicator for grades K-2 only **6c)** Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**N/A**	
	REQUIRED **6d)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	**N/A**	
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	**N/A**	
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction and writing after	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	texts as a way to develop more complex sentence structure and usage.		
7. ASSESSMENTS: 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). ☐ Yes ☐ No	**REQUIRED** **7a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**N/A**	
	REQUIRED **7b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**N/A**	
	REQUIRED **7c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**N/A**	
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**N/A**	
Section IV. Scaffolding and Support			
8. SCAFFOLDING AND SUPPORT: 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. ☐ Yes ☐ No	**REQUIRED** **8a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**N/A**	
	REQUIRED **8b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	REQUIRED **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	**N/A**	
	REQUIRED **8d)** The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**N/A**	
	8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	**N/A**	
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**N/A**	

FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts **(Non-Negotiable)**	**N/A**	
	2. Range and Volume of Texts	**N/A**	
II: Foundational Skills (grades K-5 only)	3. Foundational Skills **(Non-Negotiable*)**	**Yes**	The Foundational Skills Toolkit provides intensive word work study through small group instruction. A variety

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			of manipulatives and reading materials are provided to enhance instruction.
III: Questions and Tasks	4. Coherence of Tasks (**Non-Negotiable)**	**N/A**	
	5. Text-Dependent Questions **(Non-Negotiable)**	**N/A**	
	6. Writing to Sources, Speaking and Listening, and Language	**N/A**	
	7. Assessments	**N/A**	
IV: Scaffolding and Support	8. Scaffolding and Support	**N/A**	
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality** *(Reviewed only for Foundational Skills for use in Small Groups)*			

*As applicable

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.