

ENGLISH LANGUAGE ARTS INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT

Grade 1

SECTION I

Alignment to Shifts

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

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

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

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

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SECTION II

Alignment to Tennessee English Language Arts Standards

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

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

FOUNDATIONAL LITERACY STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
Standard 1 Category Print Concepts Cornerstone Demonstrate understanding of the organization and basic features of print.	1.FL.PC.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.			
Standard 2 Category Phonemic Awareness Cornerstone Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).			

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<p>Standard 3</p> <p>Category Phonics and Word Recognition</p> <p>Cornerstone Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p>	<p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <ul style="list-style-type: none"> a. Know the sound-spelling correspondence for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know the final –e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. h. Read grade-level decodable text with purpose and understanding. 			
<p>Standard 4</p> <p>Category Word Composition</p> <p>Cornerstone Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p>	<p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <ul style="list-style-type: none"> a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends. b. Use conventional spelling for one-syllable words with common vowel spelling patterns including CVCe, common vowel teams, final -y, and r-controlled vowels. c. Spell words with inflectional endings. d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed 			

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	syllables. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. f. Write many common, frequently used words and some irregular words. g. Print all upper and lowercase letters.			
Standard 5 Category Fluency Cornerstone Read with sufficient accuracy and fluency to support comprehension.	1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.			
Standard 6 Category Sentence Composition Cornerstone Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	1.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 common, proper, and possessive nouns. b. Use singular and plural nouns with correct verbs in basic sentences. c. Use personal, possessive, and indefinite pronouns. d. Use verbs to convey a sense of past, present, and future. e. Use frequently occurring adjectives. f. Use frequently occurring conjunctions. g. Use articles and demonstratives. h. Use frequently occurring prepositions such as <i>during, beyond, and toward</i> .			

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	<ul style="list-style-type: none"> i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. j. Capitalize names of people and dates. k. End sentences with correct punctuation. l. Use commas in dates and to separate single words in a series. 			
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.	<p>1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Use frequently occurring affixes as a clue to the meaning of a word. iii. Identify frequently occurring root words and their inflectional forms. <p>1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> i. Sort words into categories to gain a sense of the concepts the categories represent. ii. Define words by category and by one or more key attributes. iii. Identify real-life connections between words and their use. iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings. <p>1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple</p>			

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	relationships.			
READING STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
Standard 1 Category Key Ideas and Details Cornerstone Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Literature: 1.RL.KID.1 Ask and answer questions about key details in a text.			
	Informational Text: 1.RI.KID.1 Ask and answer questions about key details in a text.			
Standard 2 Category Key Ideas and Details Cornerstone Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Literature: 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.			
	Informational Text: 1.RI.KID.2 Identify the main topic and retell key details of a text.			
Standard 3 Category Key Ideas and Details Cornerstone Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Literature: 1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.			
	Informational Text: 1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate,			

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	describe the connections between two individuals, events, ideas, or pieces of information in a text.			
Standard 4 Category Craft and Structure Cornerstone Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Literature: 1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.			
	Informational Text: 1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.			
Standard 5 Category Craft and Structure Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Literature: 1.RL.CS.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.			
	Informational Text: 1.RI.CS.5 Know and use various text features to locate key facts or information in a text.			
Standard 6 Category Craft and Structure	Literature: 1.RL.CS.6 Identify who is telling the story at various points in a text.			

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Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Informational Text: 1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.			
Standard 7 Category Integration of Knowledge and Ideas Cornerstone Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	Literature: 1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.			
	Informational Text: 1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.			
Standard 8 Category Integration of Knowledge and Ideas Cornerstone Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Literature: Not applicable			
	Informational Text: 1.RI.IKI.8 Identify the reasons an author provides to support points in a text.			
Standard 9 Category Integration of Knowledge and Ideas	Literature: 1.RL.IKI.9 Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.			

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Cornerstone Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	Informational Text: 1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.			
Standard 10 Category Range of Reading and Level of Text Complexity	Literature: 1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.			
Cornerstone Read and comprehend complex literary and informational texts independently and proficiently.	Informational Text: 1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.			
SPEAKING AND LISTENING STANDARDS		Yes	No	Evidence/Notes
Standard 1 Category Comprehension and Collaboration	1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.			
Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.				
Standard 2 Category Comprehension and Collaboration	1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.			

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Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.				
Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.			
Standard 4 Category Presentation of Knowledge and Ideas Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.	1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.			

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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.	1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.			
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.	1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.			
WRITING STANDARDS		Yes	No	Evidence/Notes
Standard 1 Category Text Types and Protocols Cornerstone Write arguments to support claims in an analysis of substantive topics	1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.			

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or texts, using valid reasoning and relevant and sufficient evidence.				
Standard 2 Category Text Types and Protocols Cornerstone Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.			
Standard 3 Category Text Types and Protocols Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.			
Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)			

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<p>Standard 5</p> <p>Category Production and Distribution of Writing</p> <p>Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.</p>			
<p>Standard 6</p> <p>Category Production and Distribution of Writing</p> <p>Cornerstone Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.</p>			
<p>Standard 7</p> <p>Category Research to Build and Present Knowledge</p> <p>Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.</p>	<p>1.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions.</p>			

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Standard 8 Category Research to Build and Present Knowledge Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			
Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.	Not applicable			
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.	1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.			

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<p>Additional comments on Section II: Standards:</p>		
<p>Alignment with Section II: ELA Standards.</p> <p>This means that <u>no more than 3</u> boxes were marked “No” in Section II. <u>If more than 3 “No”</u> boxes are marked “no”, then this program does <u>not</u> pass.</p> <p><i>(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.)</i></p>	Yes	No

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SECTION III

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

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

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

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

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

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



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Section IV: Foundational Skills

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

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

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

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

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SECTION IV: Additional Components

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

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

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