

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

Title: EL Grade 2
Grade: G01200

Reviewer	Section I	Section II	Section III	Section IV	Overall
53	Pass	Pass	Pass	Pass	
76	Fail	Fail	Fail	Pass	
78	Fail	Pass	Fail	Fail	
69	Pass	Pass	Pass	Pass	
66	Pass	Pass	Pass	Pass	
Overall	Pass	Pass	Pass	Pass	PASS

Publisher Notes:

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

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

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

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

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

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

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

Grade & Subject:G01200

Title Name:EL Grade 2

Original Reviews Submitted:5

ISBN:9781949732597

Publisher:LearnZillion, EL

Reviewers:53, 76, 78, 69, 66

SECTION I						
Alignment to Shifts						
Materials must meet 100% of the indicators in Section I.						
The instructional shifts are key to understanding the increased rigor of the standards. They reflect the skills and knowledge students need to be successful in the postsecondary or workforce arena. In an English language arts course, students should experience: building knowledge through content-rich literary and informational text; regular practice with complex text and its academic vocabulary; and reading and writing grounded in evidence from both literary and informational text.						
Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Text sets: Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	53	Yes	0			
	76	Yes	0			
	78	No	The correlation guide provided by the publisher did not identify specific lessons with evidence of direct and contextual instruction for Tier II and Tier III vocabulary that supports knowledge building. The lessons evaluated did not show evidence to meet this indicator. Consider revising by providing direct and indirect contextual instruction for Tier II and Tier III words and listing the lessons on the correlation guide.			
	69	Yes	0			
	66	Yes	0			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
d. Texts used for Interactive Read Aloud are 1-3 years above grade level determined by quantitative and qualitative measurements.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
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.	53	Yes	0			
	76	No	This indicator does not meet the expectations because shared reading as defined within a balanced literacy program as a means of instructing students using explicit and direct instruction with text at the students' appropriate grade reading levels is not provided. Although a variety of levels of texts are provided, planning should include an opportunity for shared reading of text each day.			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
	53	Yes	0			
	76	Yes	0			

f. Text plays a central role in the literacy block.	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
g. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
h. Text-dependent questions: • At least 80% of 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.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
i. Writing to sources: At least 80% of writing tasks require students to respond to texts and/or include textual evidence.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
j. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	53		0		Total indicators to be re-reviewed:	0
	76		0			
	78		0			
	69		0			
	66		0			
Materials meet 100% alignment with Section I: Shifts in instruction? This means that all boxes in this section were marked “yes” and no boxes were marked “no”. If any boxes are marked “No”, then this program does not pass.	Reviewer	Aligned				
	53	Pass				
	76	Fail				
	78	Fail				
	69	Pass				
	66	Pass				
	Overall	Pass				

Grade & Subject: G01200 ISBN: 9781949732597
 Title Name: EL Grade 2 Publisher: LearnZillion, EL
 Original Reviews Submitted: 5 Reviewers: 53, 76, 78, 69, 66

SECTION II						
Alignment to Tennessee English Language Arts Standards						
Materials must meet at least 90% of indicators in Section II.						
The instructional materials represent alignment with the Tennessee English Language Arts Standards and explicitly focus teaching and learning on the grade-level standards, at the rigor necessary for students to reach mastery. Tennessee expects the full breadth and depth of the standards to be taught in an integrated and spiraled manner throughout the school year.						
FOUNDATIONAL LITERACY STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments
Standard 1 Category Print Concepts Cornerstone Demonstrate understanding of the organization and basic features of print.	Not applicable					
Standard 2 Category Phonological Awareness Cornerstone Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Not applicable					
Standard 3 Category Phonics and Word Recognition Cornerstone Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a.Distinguish long and short vowels when reading regularly spelled one-syllable words. b.Know spelling-sound correspondences for additional common vowel teams. c.Decode regularly spelled two-syllable words with long vowels. d.Decode words with common prefixes and suffixes. e.Identify words with inconsistent but common spelling-sound correspondences. f.Recognize and read grade-appropriate irregularly spelled words. g.Decode grade-level texts with purpose and understanding.	53	Yes	0		
		76	Yes	0		
		78	Yes	0		
		69	Yes	0		
		66	Yes	0		
Standard 4 Category Word Composition Cornerstone Know and apply grade-level phonics and word analysis	2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a.Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives. b.Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. c.Spell words with suffixes that require consonant	53	Yes	0		
		76	Yes	0		
		78	Yes	The main sub-parts of this standard was met so the indicator is met. The only one that wasn't met calls for students to consult reference materials, including beginning dictionaries, to check and correct spelling.		

skills when encoding words; write legibly.	<p>Upper words with letters that require consonant doubling, dropping silent -e, and changing y to i.</p> <p>d. Write most common, frequently used words and most irregular words.</p> <p>e. Consult reference materials, including beginning dictionaries, to check and correct spelling.</p> <p>f. Print legibly in manuscript; write many upper and lowercase letters in cursive.</p>	69	Yes	There are instructional practices for printing upper and lower letters in manuscript, but no instructions for cursive. <i>Consider adding this piece for students to write upper</i>			
		66	Yes	0			
Standard 5 Category Fluency Cornerstone Read with sufficient accuracy and fluency to support comprehension.	2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. 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.	53	Yes	0			
		76	Yes	0			
		78	Yes	0			
		69	Yes	0			
		66	No	This indicator is not met because the publishers did not include instruction or opportunities for students to use context to confirm or self-correct word recognition nor practice fluency on repeated readings. There also appears to be a			
Standard 6 Category Sentence Composition Cornerstone Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns such as myself and ourselves. d. Form and use the past tense of frequently occurring irregular verbs. e. Use adjectives and adverbs correctly. f. Produce, expand, and rearrange simple and compound sentences. g. Use common coordinating conjunctions. h. Capitalize holidays, product names, and geographic names. i. Use commas in the greeting and closing of a letter. j. Use an apostrophe to form contractions and frequently occurring possessives. k. With prompting and support, link sentences into a	53	Yes	0			
		76	Yes	0			
		78	No	This indicator is not met because each sub-part of the standard is not addressed. In order to meet the expectations of this indicator, you should add lessons for each sub-part.			
		69	Yes	0			
		66	Yes	0			
Standard 7 Category Vocabulary Acquisition Cornerstone Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Determine the meaning of the new word formed when a known affix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root. iv. Use knowledge of the meaning of individual words to predict the meaning of compound words. v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings. i. Identify real-life connections between words and their use. ii. Distinguish shades of meaning among closely related words. 2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and	53	Yes	0			
		76	Yes	0			
		78	No	This indicator is not met because each sub-part of the standard is not met. In order to meet this indicator, revise to include lessons to address 2.FL.VA.7a.v and 2FL.VA.7b.			
		69	Yes	All components are within the lessons except using a beginning dictionary. A digital version of vocabulary words and definitions are provided in some lessons.			
		66	Yes	0			

READING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Key Ideas and Details Cornerstone Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Literature: 2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	53	Yes		0		
		76	Yes		0		
		78	Yes		0		
		69	Yes		0		
		66	Yes		0		
	Informational Text: 2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	53	Yes		0		
		76	Yes		0		
		78	Yes		0		
		69	Yes		0		
		66	Yes		0		
Standard 2 Category Key Ideas and Details Cornerstone Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Literature: 2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	53	Yes		0		
		76	Yes		0		
		78	Yes		0		
		69	Yes		0		
		66	Yes		0		
	Informational Text: 2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	53	Yes	This standard is coded wrong in the links listed. Only	0		
		76	Yes		0		
		78	Yes		0		
		69	Yes		0		
		66	Yes		0		
Standard 3 Category Key Ideas and Details Cornerstone Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Literature: 2.RL.KID.3 Describe how characters in a story respond to major events and challenges.	53	Yes		0		
		76	Yes		0		
		78	Yes		0		
		69	Yes		0		
		66	Yes		0		
	Informational Text: 2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.	53	Yes		0		
		76	Yes		0		
		78	Yes		0		
		69	Yes		0		
		66	Yes		0		
Standard 4 Category Craft and Structure Cornerstone Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Literature: 2.RL.CS.4 Describe how words and phrases supply meaning in a story, poem, or song.	53	Yes		0		
		76	No	This indicator does not meet the expectations because of the lack of rigor.			
		78	No	Consider revising by adding more evidence to the text and providing more context.			
		69	Yes	This indicator is not met because students are not asked to describe how words and phrases supply meaning in a story, poem, or song. Consider revising by adding more context.	0		
		66	Yes		0		
	Informational Text: 2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	53	Yes		0		
		76	Yes		0		
		78	Yes		0		
		69	Yes		0		
		66	Yes		0		
Standard 5 Category Craft and Structure Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Literature: 2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	53	Yes		0		
		76	No	This indicator does not meet the expectations because there is not enough coverage of the standard. Consider revising by identifying the standard earlier in the text.			
		78	Yes		0		
		69	Yes		0		
		66	Yes		0		
	Informational Text: 2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.	53	Yes	Module 2 Unit 2 Lesson 1 does not meet the standard the lesson focuses on reading and listening and does not use text features in a book. All other samples meet the standard.	0		
		76	Yes		0		
		78	Yes		0		
		69	Yes		0		
		66	Yes		0		
	Literature: 2.RL.CS.6 Determine when characters have	53	Yes		0		
		76	Yes		0		

Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Literature: 2.RL.CS.6 Determine when characters have different points of view.	78	No	This standard is not addressed in the lessons listed on the correlation guide. In order to meet the expectations, you should include lessons where the students are					
		69	Yes		0				
		66	Yes		0				
		53	Yes		0				
	Informational Text: 2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe.	76	Yes	0					
		78	Yes	0					
		69	Yes	0					
		66	Yes	0					
Standard 7 Category Integration of Knowledge and Ideas Cornerstone Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	Literature: 2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	53	Yes	0					
		76	Yes	0					
		78	Yes	0					
		69	Yes	0					
	Informational Text: 2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.	66	Yes	0					
		53	No	examples from module 1 unit 3 do not meet the standard. The standards ask to identify and explain how illustrations and words contribute to the clarity of a text					
		76	Yes	0					
		78	Yes	0					
Standard 8 Category Integration of Knowledge and Ideas Cornerstone Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Literature: Not applicable								
		Informational Text: 2.RI.IKI.8 Describe how reasons support specific points an author makes in a text.	53	Yes	0				
			76	No	This indicator does not meet the expectations because there is not enough coverage of the standard. Consider revising by identifying the standard earlier in				
			78	Yes	0				
			69	Yes	0				
		66	Yes	0					
		53	Yes	0					
		76	No	This indicator does not meet the expectations because there is not enough coverage of the standard. Consider revising by identifying the standard earlier in					
Standard 9 Category Integration of Knowledge and Ideas Cornerstone Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	Literature: 2.RL.IKI.9 Compare and contrast two or more versions of the same story by different authors or different cultures.	78	Yes	0					
		69	Yes	0					
		66	Yes	0					
		53	Yes	0					
	Informational Text: 2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic.	76	No	This indicator does not meet the expectations because there is not enough coverage of the standard. Consider revising by identifying the standard earlier in					
		78	Yes	0					
		69	Yes	0					
		66	Yes	0					
Standard 10 Category Range of Reading and Level of Text Complexity Cornerstone Read and comprehend complex literary and informational texts independently and proficiently.	Literature: 2.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	53	Yes	0					
		76	Yes	0					
		78	Yes	0					
		69	Yes	0					
	Informational Text: 2.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	66	Yes	0					
		53	Yes	0					
		76	Yes	0					
		78	Yes	0					
SPEAKING AND LISTENING STANDARDS		69	Yes	0					
		66	Yes	0					
		53	Yes	0					
		76	Yes	0					
	Standard 1 Category Comprehension and Collaboration Cornerstone		78	Yes	0				
			69	Yes	0				
			66	Yes	0				
			53	Yes	0				

Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.	78	Yes	0			
		69	Yes	0			
		66	Yes	0			
Standard 2 Category Comprehension and Collaboration Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	53	Yes	0			
		76	Yes	0			
		78	Yes	0			
		69	Yes	0			
		66	Yes	0			
Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.	53	Yes	0			
		76	Yes	0			
		78	Yes	0			
		69	Yes	0			
		66	Yes	0			
Standard 4 Category Presentation of Knowledge and Ideas Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.	2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	53	Yes	0			
		76	Yes	0			
		78	Yes	0			
		69	Yes	0			
		66	Yes	0			
Standard 5 Category Presentation of Knowledge and Ideas Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	2.SL.PKI.5 Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.	53	Yes	0			
		76	Yes	0			
		78	Yes	0			
		69	Yes	0			
		66	Yes	0			
Standard 6 Category Presentation of Knowledge and Ideas Cornerstone Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	53	Yes	0			
		76	Yes	0			
		78	Yes	0			
		69	Yes	0			
		66	Yes	0			

WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Text Types and Protocol Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	2.W.TTP.1 Write opinion pieces on topics or texts. a.Introduce topic or text. b.State an opinion. c.Supply reasons to support the opinion. d.Use linking words to connect the reasons to the opinion. e.Provide a concluding statement or section.	53	Yes	0			
		76	No	This indicator does not meet expectations. Consider revising by identifying the standard earlier in the year and providing more opportunities for practice.			
		78	Yes	0			
		69	Yes	0			
		66	Yes	0			
Standard 2 Category Text Types and Protocol Cornerstone Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	2.W.TTP.2 Write informative/explanatory texts. a.Introduce a topic. b.Use facts and definitions to provide information. c.Provide a concluding statement or section.	53	Yes	0			
		76	Yes	0			
		78	Yes	0			
		69	Yes	0			
		66	Yes	0			
Standard 3 Category Text Types and Protocol Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	2.W.TTP.3 Write narratives recounting an event or short sequence of events. a.Include details to describe actions, thoughts, and feelings. b.Use time order words to signal event order. c.Provide a sense of closure.	53	Yes	0			
		76	Yes	This indicator meets the expectation and includes enough rigor, but consider including more opportunities for practice across the year for deeper mastery.			
		78	Yes	0			
		69	Yes	0			
		66	Yes	0			
Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	53	Yes	0			
		76	Yes	0			
		78	Yes	0			
		69	Yes	0			
		66	Yes	0			
Standard 5 Category Production and Distribution of Writing Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.	53	Yes	0			
		76	Yes	0			
		78	Yes	0			
		69	Yes	0			
		66	Yes	0			
Standard 6 Category Production and Distribution of Writing Cornerstone Use technology, including the Internet, to produce and publish writing.	2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.	53	Yes	The links provided support for this standard in terms of technology and the publishing of work. This standard was not listed at the top of the lesson.			
		76	No	This indicator does not meet the expectation of cognitive demand for student development or mastery. Consider revising by providing more opportunities for students to have explicit and direct access to scaffolded and independent			
		78	Yes	0			

to produce and present writing. Internet, to produce and publish writing and to interact and collaborate with others.		69	Yes	0			
		66	Yes	0			
Standard 7 Category Research to Build and Present Knowledge Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	2.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.	53	Yes	0			
		76	Yes	0			
		78	Yes	0			
		69	Yes	0			
		66	Yes	0			
Standard 8 Category Research to Build and Present Knowledge Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question.	53	Yes	0			
		76	Yes	0			
		78	Yes	0			
		69	Yes	0			
		66	Yes	0			
Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.	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.	2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency.	53	Yes	0			
		76	Yes	0			
		78	Yes	0			
		69	Yes	0			
		66	Yes	0			
Additional Comments		Reviewer	Evidence/Notes				
Additional Comments on Section II Standards		53				Total indicators to be re-reviewed:	0
		76					
		78					
		69					
		66					
Alignment with Section II: ELA Standards.		Reviewer	Aligned				
This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass. (Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.)		53			Pass		
		76			Fail		
		78			Pass		
		69			Pass		
		66			Pass		
Overall		Pass					

Grade & Subject:G01200ISBN:9781949732597

Title Name:EL Grade 2Publisher:LearnZillion, EL

Original Reviews Submitted:5 Reviewers:53, 76, 78, 69, 66

SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet at least 80% of indicators in Section III.						
Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students' knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Units are built around a concept or topic and include essential questions and enduring understandings.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
b. Lessons integrate two or more strands of the Tennessee English Language Arts standards.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g. gender, cultural, age, geographical) while appealing to students' interests.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
d. Most texts used for Interactive Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
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.	53	Yes	0			
	76	No	This indicator does not meet the expectation. Shared reading is not an explicitly planned opportunity with instruction from the teacher on the student grade-level/reading level. Consider revising to specifically indicate text to be used			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
g. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e. close reading).	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			

h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	53	Yes		0			
	76	Yes		0			
	78	Yes		0			
	69	Yes		0			
	66	Yes		0			
i. Texts for small group reading instruction should be at a variety of complexity levels with a focus on continued skill- and knowledge-based competency building capabilities.	53	Yes		0			
	76	No	This indicator does not meet the expectation. Consider developing the decodable readers at a variety of reading levels to be more effective for differentiating across various student reading levels and more accessible for all students.				
	78	No	A list of texts at a variety of complexity levels is not included for small group instruction. You can meet this indicator by adding a list of texts for small group reading.				
	69	No	Decodable readers are included, but mainly focus on foundational skills. Suggestion would be to include texts at a variety of complexity levels with a focus on continued knowledge-based competency building capabilities.				
	66	Yes		0			
j. Within and across units, writing assignments, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progress in breadth, depth, and development.	53	Yes		0			
	76	Yes		0			
	78	Yes		0			
	69	Yes		0			
	66	Yes		0			
k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	53	No	No link was provided for review.[]				
	76	No	This indicator does not meet the expectation of explicitly teaching the writing process and craft of writing to students. Consider implementing lessons of explicitly teaching the writing process (plan, write, review, revise, publish), structure, and writing craft.				
	78	Yes		0			
	69	Yes		0			
	66	Yes		0			
l. Materials include multiple and varied opportunities for students to be exposed to and engaged in writing (i.e., modeled writing, shared writing, interactive writing, small-group writing, and independent writing).	53	Yes		0			
	76	Yes		0			
	78	No	This indicator is not met because each of the required writing opportunities is not included. Revise by adding small group writing lessons				
	69	Yes		0			
	66	Yes		0			
m. Writing tasks are balanced across writing modes (narrative, informative/explanatory, opinion).	53	Yes		0			
	76	No	This indicator does not meet the expectation of balancing the writing modes across the school year for students to develop mastery. Consider revising by incorporating more opinion and narrative writing opportunities explicitly throughout the year.				
	78	Yes		0			
	69	Yes		0			
	66	Yes		0			
n. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g. dialogue in narrative, description vs. compare/contrast in explanatory/informational, and reasons in opinion).	53	Yes		0			
	76	Yes		0			
	78	Yes		0			
	69	Yes		0			
	66	Yes		0			
o. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence.	53	Yes		0			
	76	Yes		0			
	78	No	The correlation guide provided by the publisher did not identify specific lessons with evidence of lessons to promote academic discussions around grade level concepts. The lessons evaluated did not meet this indicator. Consider revising by identifying specific lessons that promote academic discussions around grade level concepts.				
	69	Yes		0			
	66	Yes		0			
p. Units and lessons clearly consider student learning differences in the design of instruction,	53	Yes		0			
	76	Yes		0			

activities, and the classroom environment to provide access for all students, including English learners, students with disabilities, and students performing below grade level.	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
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.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
r. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	53	No	No materials were submitted for review.[]			
	76	No	This indicator does not meet the expectation. Consider revising by creating this document.			
	78	No	This is not included in the curriculum. In order to meet this indicator, you should add.			
	69	No	Suggestion would be to clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.			
	66	No	The publishers should provide a document that clearly aligns standards with tasks and assessments.			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	53				Total indicators to be re-reviewed:	0
	76					
	78					
	69					
	66					
Alignment with Section III	Reviewer		Aligned			
Materials meet at least 80% alignment with Section III: High-Quality instruction? This means no more than 3 indicators were marked no in Section III. If more than 3 "No" boxes are marked, then this program does not pass.	53		Pass			
	76		Fail			
	78		Fail			
	69		Pass			
	66		Pass			
	Overall		Pass			

Grade & Subject:
Title Name:
Original Reviews Submitted:

ISBN:
EL Grade 2 Publisher:
5 Reviewers:

9781949732597
LearnZillion, EL
53, 76, 78, 69, 66

Section IV: Foundational Skills						
Materials meet at least 80% of indicators in Section IV.						
The goal of the foundational literacy skills is to develop fluent readers and writers who are able to comprehend and analyze texts across a wide range of texts and express their thoughts and ideas effectively. Before proficiency can be achieved, children must master the essential foundational skills during the early grades.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Materials provide explicit, systematic, sequential, and evidence-based instruction of grade level foundational skills including: phonological awareness, phonics and word recognition, word composition, fluency, sentence composition, grammar, and conventions.	53	Yes	0			
	76	Yes	0			
	78	No	This indicator is not met because each of the grade level expectations for grammar and contractions are not addressed.			
	69	Yes	0			
	66	Yes	0			
b. Evidence-based practice materials (e.g., manipulatives, word sorts, etc.) are abundant, varied, practical and can be used both independently and with support.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
d. Explicit encoding instruction is evidence-based and uses a systematic scope and sequence that connects to the reciprocal process of encoding and decoding.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
e. Effective reading fluency instruction includes the following: •Evidence-based teaching strategies and varied practice opportunities; •Lessons in oral reading fluency, including word recognition and accuracy, pacing, rate, phrasing and prosody; and •Use of different text types.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	No	This indicator does not meet expectations because there are the limited opportunities to practice fluency with different text types. The majority of the texts are decodable texts. A suggestion would be to include additional text types such as poetry or opportunities to read			
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.	53	Yes	0			
	76	Yes	0			
	78	No	This indicator is not met because frequent formative assessments are not included. Optional snapshot assessments are included. You can strengthen this indicator by including frequent formative assessments that are not optional and clear and specific instructions on how to best support students performing below grade level.			
	69	Yes	0			
	66	Yes	0			
g. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			

Additional Comments:	Reviewer	Evidence/Notes			
Additional comments about foundational skills within the materials:	53			Total indicators to be re-reviewed:	0
	76				
	78				
	69				
	66				
Alignment with Section IV:	Reviewer	Aligned			
Materials meet at least 80% alignment with Section IV: Foundational Skills? This means that no more than 1 box was marked "No." If more than 1 "No" box is marked, then this program does not pass	53	Pass			
	76	Pass			
	78	Fail			
	69	Pass			
	66	Pass			
	Overall	Pass			

Grade & Subject:
Title Name:
Original Reviews Submitted:

G01200
EL Grade 2
5 Reviewers:

ISBN:
Publisher:
53, 76, 78, 69, 66

9781949732597
LearnZillion, EL

SECTION V: Additional Components						
These components are areas that districts consider when making purchasing decisions to meet the unique needs of their districts. Although these additional components do not prevent publishers from being on the state-approved adoption list, they do provide districts with additional information to use during their decision-making process.						
Teacher Support	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Teacher-facing materials (e.g. teacher's edition) provide background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.	53	Yes		0		
	76	Yes		0		
	78	No	Consider revising to include more than just a list.			
	69	Yes		0		
	66	Yes		0		
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	53	No	No links were provided for review			
	76	No	This indicator does not meet the expectation. Not annotated explicitly for TN ELA Standards.			
	78	No	No evidence was listed on the correlation guide. Revise to add passages that include extensive annotations aligned to the Tennessee English Language Arts Standards.			
	69	No	Suggestion would be to include extensive annotations aligned to TN ELA standards for close reading passages.			
	66	No	Not included			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	53	No	Standards were often out of order at the top of the lessons. Links to the evidence would allow for more proficient planning. Incorrect nomenclature			
	76	No	This indicator does not meet the expectation. Consider revising by adding TN Standard nomenclature within the lessons where the standard is explicitly			
	78	Yes		0		
	69	No	Not all lessons include standards. Module 1, Units 1,2, and 3 do not list any standards. Modules 2, 3, and 4 list the standards at the top of each lesson			
	66	Yes		0		
d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.	53	No	No clear connection to TN standards for Science and SS.			
	76	No	This indicator does not meet the expectation. No clear connection to TN Academic Standards. Consider adding the connection documentation.			
	78	Yes		0		
	69	No	Topics and/or enduring understandings are connected to grade-level content, however there are no clear connections to the TN Academic Standards			
	66	No	There are no references to connections between topics and other TN Academic standards. A suggestion would be to review these standards and include			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	53	Yes		0		
	76	Yes		0		
	78	Yes		0		
	69	Yes		0		
	66	Yes		0		
f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.	53	Yes		0		
	76	Yes		0		
	78	Yes		0		
	69	Yes		0		
	66	Yes		0		
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	53	Yes		0		
	76	Yes		0		
	78	Yes		0		
	69	No	Publisher lists that curriculum includes extensions for advanced students already meeting mastery under the Optional: Experts, Fieldwork, Service,			

	66	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	53	No	The publisher indicated that this indicator was not met.			
	76	No	This indicator does not meet the expectation. Consider adding an optional home-project for families to complete across a module or			
	78	No	0			
	69	No	Consider adding extended learning opportunities to reinforce classroom instruction and provide additional practice of skills that hav			
	66	No	Not included			
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	53	Yes	0			
	76	Yes	0			
	78	No	0			
	69	Yes	0			
	66	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
Monitoring Student Progress	Reviewer	Meets Expectation	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
k. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	53	No	Assessments do not align with TN standards. □			
	76	No	This indicator does not meet the expectation. Not aligned with TN ELA Standards.			
	78	No	0			
	69	No	Quarterly benchmarks are provided. Consider adding assessment aligned to the TN ELA Standards.			
	66	No	Not included			
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
n. Materials include suggestions and tools to keep students and parents informed about students' progress.	53	Yes	0			
	76	Yes	0			
	78	No	0			
	69	Yes	0			
	66	Yes	0			
Organization	Reviewer	Meets Expectation	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
o. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
p. Units and instructional sequences are	53	Yes	0			

p. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior grade levels or earlier in the grade.	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
q. Program components, lesson plans, and the relationships among the parts are clear.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
r. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
s. Each lesson contains a list of required materials.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
t. Lessons, chapters, and units contain estimated instructional times.	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
	66	Yes	0			
u. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	53	Yes	0			
	76	No	This indicator does not meet expectations. Access to text is limited to digital. The publisher should consider expanding to offer the purchase of print			
	78	Yes	0			
	69	Yes	0			
v. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	66	Yes	0			
	53	No	No organizational materials of this kind were available for review. □			
	76	No	This indicator does not meet the expectation. Consider adding these resources with clickable links for ease of use. This should provide the user with			
	78	No	0			
	69	No	Not exactly in this form of chapters table of contents, indexes, and glossaries. Suggestion would be to include important ELA terms within each Mod			
w. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	66	Yes	0			
	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	Yes	0			
x. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	66	Yes	0			
	53	Yes	0			
	76	Yes	0			
	78	Yes	0			
	69	No	TN ELA Standards are in the Curriculum Map, but not all standards are listed in each lesson.			
Additional Comments:	66	Yes	0			
	Reviewer	Evidence/Notes				
	53				Total indicators to be re-reviewed:	0

Additional Comments about Section V: Additional Components	76				
	78				
	69				
	66				

[illegible]

[illegible]