



## F.0 English Language Arts - Grade K

### PROVIDER/PUBLISHER / MATERIAL INFORMATION (TO BE COMPLETED BY PROVIDER/PUBLISHER)

|                               |                                                                              |                       |               |
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| Section 1: Standards Review: English Language Arts          |          |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
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|                                                             |          | <div>Reviewer directions for English Language Arts Standards Review:</div>                                                                                             | <div>Columns D-G: The provider/publisher will provide a citation from the Teacher Edition (print and/or digital) for the standard. Review the cited material and score the material by determining the degree to which it meets the standard:<div><div>o M = Meets the standard</div><div>o P = Partially meets the standard</div><div>o D = Does not meet the standard</div></div>Evidence for each publisher citation is required if you score the materials with a D. For your evidence for each standard that scores a D, choose one of the options from the dropdown menu in Column G. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column G.<div><div>o Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</div><div>o Each score cell will turn green as you score the materials.</div></div></div> |       |                                            | <div>Columns H-K: Using the Student Edition, Student Workbook, or other student-facing materials, provide a citation in Column H from the student materials that best meets the standard and addresses all components of the standard. Review the cited material, score the material by determining the degree to which it meets the standard, and provide evidence to support your determination:<div><div>o M = Meets the standard</div><div>o P = Partially meets the standard</div><div>o D = Does not meet the standard</div></div><div><div>o Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</div><div>o Each citation cell, score cell, and evidence cell will turn green as you score the materials.</div><div>o If you are unable to find a citation within the student materials for a standard, please provide one from the Teacher Edition if possible.</div></div></div> |       |                     |                                        |
| Criteria #                                                  | Standard | F.0 Grade K English Language Arts                                                                                                                                      | Provider/Publisher Citation from Teacher Edition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Score | Reviewer's Evidence for Publisher Citation | Reviewer Citation from Student Edition/Workbook                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Score | Reviewer's Evidence | Comments, other citations, or feedback |
| Reading Standards for Literature (RL)                       |          |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| Key Ideas and Details -- Literature                         |          |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| 1                                                           | RL1      | With prompting and support, ask and answer questions about key details in a text.                                                                                      | TE S6 L2: Discussion Questions, p. 36                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| 2                                                           | RL2      | With prompting and support, retell familiar stories, including key details.                                                                                            | TE K4 L7: Application, p. 83                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| 3                                                           | RL3      | With prompting and support, identify characters, settings, and major events in a story.                                                                                | TE S6 L1: Discussion Questions, p.23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| 4                                                           | NM B.1   | Identify the main topic, retell key details of a text, and make predictions.                                                                                           | TE K1 L4A: Introducing the Read-Aloud, p. 57-59                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| Craft and Structure -- Literature                           |          |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| 5                                                           | RL4      | Ask and answer questions about unknown words in a text.                                                                                                                | TE S8 L1: Wrap-Up, p.22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| 6                                                           | RL5      | Recognize common types of texts (e.g., storybooks, poems).                                                                                                             | TE K3 L6: Introducing the Read-Aloud, p. 72                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| 7                                                           | RL6      | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.                                               | TE K7 L7: Introducing the Read-Aloud, p. 84                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| Integration of Knowledge and Ideas -- Literature            |          |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| 8                                                           | RL7      | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | TE K3 L4: Read Aloud, p. 46                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| 9                                                           | RL9      | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.                                                     | TE K3 L7: Comprehension Questions, p. 91                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| Range of Reading and Level of Text Complexity -- Literature |          |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| 10                                                          | RL10     | Actively engage in group reading activities with purpose and understanding.                                                                                            | TE S10 L2: Reread "Scott and Lee", p. 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| Reading Standards for Informational Text (RI)               |          |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| Key Ideas and Details -- Informational Text                 |          |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| 11                                                          | RI1      | With prompting and support, ask and answer questions about key details in a text.                                                                                      | TE K9 L7: Syntactic Awareness Activity, p. 102                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| 12                                                          | RI2      | With prompting and support, identify the main topic and retell key details of a text.                                                                                  | TE K2 L3: Comprehension Questions, p. 35                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| 13                                                          | RI3      | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.                                        | TE K6 L1: Comprehension Questions, p. 17                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| Craft and Structure -- Informational Text                   |          |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| 14                                                          | RI4      | With prompting and support, ask and answer questions about unknown words in a text.                                                                                    | TE K2 L8: Essential Background Information or Terms, p. 92                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |
| 15                                                          | RI5      | Identify the front cover, back cover, and title page of a book.                                                                                                        | TE K8 L2: Weather Diary, p. 34                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                     |                                        |

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| 16                                                                           | RI6      | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.                                                                              | TE K10 L2: Domain-Related Trade Book, p. 31                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| <b>Integration of Knowledge and Ideas -- Informational Text</b>              |          |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 17                                                                           | RI7      | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).        | TE K7 L1: Read-Aloud, p. 11-13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 18                                                                           | RI8      | With prompting and support, identify the reasons an author gives to support points in a text.                                                                                                        | TE K8 L8: Comprehension Questions, p. 111                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 19                                                                           | RI9      | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).                                | TE K4 L9: Comprehension Questions, p. 103-104                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| <b>Range of Reading &amp; Level of Text Complexity -- Informational Text</b> |          |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 20                                                                           | RI10     | Actively engage in group reading activities with purpose and understanding.                                                                                                                          | TE K9 L2: Read-Aloud, p. 26-28                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| <b>Reading Standards for Foundational Skills (RF)</b>                        |          |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| <b>Print Concepts</b>                                                        |          |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 21                                                                           | RF1      | Demonstrate understanding of the organization and basic features of print.                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 22                                                                           | RF1A     | Follow words from left to right, top to bottom, and page by page.                                                                                                                                    | TE S6 L7: Reread "Kits Cats", p. 95                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 23                                                                           | RF1B     | Recognize that spoken words are represented in written language by specific sequences of letters.                                                                                                    | TE S7 L14: Teacher Demonstration, p. 165                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 24                                                                           | RF1C     | Understand that words are separated by spaces in print.                                                                                                                                              | TE S4 L12: Teacher Demonstration, p. 144                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 25                                                                           | RF1D     | Recognize and name all upper- and lowercase letters of the alphabet.                                                                                                                                 | TE S9 L4: Review Uppercase Letters, p. 46-47                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| <b>Phonological Awareness</b>                                                |          |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 26                                                                           | RF2      | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 27                                                                           | RF2A     | Recognize and produce rhyming words.                                                                                                                                                                 | TE K1 L2A: Rhyming Words, p. 29                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 28                                                                           | RF2B     | Count, pronounce, blend, and segment syllables in spoken words.                                                                                                                                      | TE S2 L4: Warm-Up, p. 19-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 29                                                                           | RF2C     | Blend and segment onsets and rimes of single-syllable spoken words.                                                                                                                                  | TE S6 L6: Warm-Up, p. 81-82                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 30                                                                           | RF2D     | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) | TE S4 L1: Warm-Up, p. 10-12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 31                                                                           | RF2E     | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.                                                                                                      | TE S5 L12: Teacher Chaining, p. 139                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |

| Section 1: Standards Review: English Language Arts |          |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
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| Phonics and Word Recognition                       |          |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 32                                                 | RF3      | Know and apply grade-level phonics and word analysis skills in decoding words.                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 33                                                 | RF3A     | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.                                                                                                     | TE S5 L1: Sound/Spelling Review, p. 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 34                                                 | RF3B     | Associate the long and short sounds with common spellings (graphemes) for the five major vowels.                                                                                                                                                                  | TE S8 L6: Warm-Up, p. 69-70                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 35                                                 | RF3C     | Read common high-frequency words by sight (e. g., the, of, to, you, she, my, is, are, do, does).                                                                                                                                                                  | TE S4 L14: Introduce Tricky Word, p. 152-154                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 36                                                 | RF3D     | Distinguish between similarly spelled words by identifying the sounds of the letters that differ.                                                                                                                                                                 | TE S5 L13: Large Card Chaining, p. 151-152                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| Fluency                                            |          |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 37                                                 | RF4      | Read emergent-reader texts with purpose and understanding.                                                                                                                                                                                                        | TE S8 L3: Read "Fun at the Pond", p. 44-45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| Writing Standards (W)                              |          |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| Text Types and Purposes -- Writing                 |          |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 38                                                 | W1       | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). | TE K3 L8: Application, p. 104-105                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 39                                                 | W2       | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.                                                                         | TE K11 L5: Recycling Story, p. 66                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 40                                                 | W3       | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.                                              | TE K7 L4: Old King Cole Story, p. 54                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| Production and Distribution of Writing             |          |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 41                                                 | W5       | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.                                                                                                                           | TE K11 L4: Interactive Illustrations, p. 52-53                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 42                                                 | W6       | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.                                                                                                                  | TE K12 L3: Application, p. 46                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 43                                                 | NM E.1   | Apply digital tools to gather, evaluate, and use information.                                                                                                                                                                                                     | TE K11 L9: Application, p. 121-122                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| Research to Build and Present Knowledge            |          |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 44                                                 | W7       | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).                                                                                                                       | TE K11 L10: Application, p. 134-135                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |

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| 45                                                 | W8       | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                                                                       | TE K8 L1: Weather Diary, p. 19-20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                     |                                        |
| Speaking and Listening Standards (SL)              |          |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                     |                                        |
| Comprehension and Collaboration                    |          |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                     |                                        |
| 46                                                 | SL1      | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                     |                                        |
| 47                                                 | SL1A     | Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).                                                                        | TE S7 L9: Discussion Questions, p. 111                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                     |                                        |
| 48                                                 | SL1B     | Continue a conversation through multiple exchanges.                                                                                                                                                                | TE K12 L2: Brainstorming Links, p. 25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                     |                                        |
| 49                                                 | SL2      | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | TE S9 L3: Discussion Questions, p. 40                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                     |                                        |
| 50                                                 | SL3      | Ask and answer questions in order to seek help, get information, or clarify something that is not understood.                                                                                                      | TE S10 L5: Discussion Questions, p. 62                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                     |                                        |
| Presentation of Knowledge and Ideas                |          |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                     |                                        |
| 51                                                 | SL4      | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.                                                                                                   | TE S10 L19: Wrap-Up, p. 197                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                     |                                        |
| 52                                                 | SL5      | Add drawings or other visual displays to descriptions as desired to provide additional detail.                                                                                                                     | TE K5 L4: Drawing Activity, p. 49                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                     |                                        |
| 53                                                 | SL6      | Speak audibly and express thoughts, feelings, and ideas clearly.                                                                                                                                                   | TE K4 L4: Application, p. 48                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                     |                                        |
| 54                                                 | NM H.1A  | Demonstrate familiarity with stories and activities related to various ethnic groups and countries.                                                                                                                | TE K3 L6: Comprehension Questions, p. 76-77                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                     |                                        |
| 55                                                 | NM H.1B  | With prompting and support: role play; make predictions; and follow oral and graphic instructions.                                                                                                                 | TE K1 L1B: On Stage, p. 21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                     |                                        |
| Language Standards(L)                              |          |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                     |                                        |
| Conventions of Standard English                    |          |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                     |                                        |
| 56                                                 | L1       | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                     |                                        |
| 57                                                 | L1A      | Print many upper- and lowercase letters.                                                                                                                                                                           | TE S9 L14: Practice Uppercase and lowercase letters, p. 148                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                     |                                        |
| 58                                                 | L1B      | Use frequently occurring nouns and verbs.                                                                                                                                                                          | TE K2 L1: The Five Senses Drawing, p. 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                     |                                        |

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| Criteria #                                         | Standard | F.0 Grade K English Language Arts                                                                                                                   | Provider/Publisher Citation from Teacher Edition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Score | Reviewer's Evidence for Publisher Citation | Reviewer Citation from Student Edition/Workbook                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Score | Reviewer's Evidence | Comments, other citations, or feedback |
| 59                                                 | L1C      | Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).                                                             | TE S6 L4: Review Tricky Spelling, p. 58-59                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 60                                                 | L1D      | Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).                                                        | TE K10 L8: Syntactic Awareness Activity, p. 113-114                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 61                                                 | L1E      | Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).                                               | TE S7 L11: Tricky Word, p. 132-133                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 62                                                 | L1F      | Produce and expand complete sentences in shared language activities.                                                                                | TE K1 L12: Syntactic Awareness Activity, p. 172-173                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 63                                                 | L2       | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 64                                                 | L2A      | Capitalize the first word in a sentence and the pronoun I.                                                                                          | TE S9 L3: Review Uppercase Letters, p. 35-36                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 65                                                 | L2B      | Recognize and name end punctuation.                                                                                                                 | TE S9 L19: Review Punctuation Marks, p. 189-191                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 66                                                 | L2C      | Write a letter or letters for most consonant and short-vowel sounds (phonemes).                                                                     | TE S4 L13: Practice, p. 145                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 67                                                 | L2D      | Spell simple words phonetically, drawing on knowledge of sound-letter relationships.                                                                | TE S6 L7: Student Chaining, p. 92-93                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 68                                                 | NM I     | Use letter formation, lines, and spaces to create a readable document.                                                                              | TE S5 L2: Introduce the Spelling, p. 29-30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| Vocabulary Acquisition and Use                     |          |                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 69                                                 | L4       | Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on kindergarten reading and content</i> .               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 70                                                 | L4A      | Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).     | TE K3 L5: Multiple Meaning Activity, p. 65                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 71                                                 | L4B      | Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. | TE K5 L3: Word Work, p. 35-36                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 72                                                 | L5       | With guidance and support from adults, explore word relationships and nuances in word meanings.                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 73                                                 | L5A      | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.                                 | TE K2 L5: Application, p. 59-60                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 74                                                 | L5B      | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).                              | TE K9 L8: Word Work, p. 111-112                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 75                                                 | L5C      | Identify real-life connections between words and their use (e.g., note places at school that are colorful).                                         | TE K2 L2: Essential Background Information or Terms, p. 16                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |

| Section 1: Standards Review: English Language Arts |          |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
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|                                                    |          | <p><b>Reviewer directions for English Language Arts Standards Review:</b></p>                                                               | <p>Columns D-G: The provider/publisher will provide a citation from the Teacher Edition (print and/or digital) for the standard. Review the cited material and score the material by determining the degree to which it meets the standard:</p> <ul style="list-style-type: none"> <li>o M = Meets the standard</li> <li>o P = Partially meets the standard</li> <li>o D = Does not meet the standard</li> </ul> <p>Evidence for each publisher citation is required if you score the materials with a D. For your evidence for each standard that scores a D, choose one of the options from the dropdown menu in Column G. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column G.</p> <ul style="list-style-type: none"> <li>o Any cells grayed out do not require a citation or evidence.</li> <li>o The score cells in those rows will automatically populate.</li> <li>o Each score cell will turn green as you score the materials.</li> </ul> |       |                                            | <p>Columns H-K: Using the Student Edition, Student Workbook, or other student-facing materials, provide a citation in Column H from the student materials that best meets the standard and addresses all components of the standard. Review the cited material, score the material by determining the degree to which it meets the standard, <b>and provide evidence to support your determination:</b></p> <ul style="list-style-type: none"> <li>o M = Meets the standard</li> <li>o P = Partially meets the standard</li> <li>o D = Does not meet the standard</li> </ul> <ul style="list-style-type: none"> <li>o Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</li> <li>o Each citation cell, score cell, and evidence cell will turn green as you score the materials.</li> <li>o If you are unable to find a citation within the student materials for a standard, please provide one from the Teacher Edition if possible.</li> </ul> |       |                     |                                        |
| Criteria #                                         | Standard | F.0 Grade K English Language Arts                                                                                                           | Provider/Publisher Citation from Teacher Edition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Score | Reviewer's Evidence for Publisher Citation | Reviewer Citation from Student Edition/Workbook                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Score | Reviewer's Evidence | Comments, other citations, or feedback |
| 76                                                 | L5D      | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. | TE K7 L8: Word Work, p. 106                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 77                                                 | L6       | Use words and phrases acquired through conversations, reading and being read to, and responding to texts.                                   | TE K12 L8: Sayings and Phrases, p. 113                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |

| Section 2: Structured Literacy Content Review                                    |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
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|                                                                                  | <p><b>Reviewer directions for Structured Literacy Content Review:</b></p>                                                                                                                                                                                                                                                   | <p>Columns C-F: The provider/publisher will provide a citation from the Student Edition, Teacher Edition, or Student Workbook (print and/or digital) for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion:</p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p>Evidence for the publisher citations is required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.</p> <p><b>o Each score cell will turn green as you score the materials.</b></p> |       |                                            | <p>Columns G-J: Using the Teacher Edition, Student Edition, or Student Workbook (print and/or digital), provide a citation in Column G that best exemplifies each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and <b>provide evidence to support your determination:</b></p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p><b>o Each citation cell, score cell, and evidence cell will turn green as you score the materials.</b></p> |       |                     |                                        |
| Criteria #                                                                       | Provider/Publisher Criteria K-2 ELA Content                                                                                                                                                                                                                                                                                 | Provider/Publisher Citation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Score | Reviewer Evidence for Publisher's Citation | Reviewer Citation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Score | Reviewer's Evidence | Comments, other citations, or feedback |
| <b>Materials are informed by and based on the Science of Reading.</b>            |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 1                                                                                | Materials are grounded in a scientific understanding of the typical developmental progression of language skills and the relationship between the development of oral and written language skills. Instruction aims for fluent and accurate word recognition (automaticity), ultimately resulting in reading comprehension. | TE S7 L12: Reading Assessment, p. 145-146                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 2                                                                                | Materials emphasize the relationship between oral language and written language in explicit instruction that progresses from speech to print by addressing phonetics and phonology, orthography (decoding and encoding based on predictable word patterns), syllables, morphology, semantics, syntax, and pragmatics.       | TE S6 L9: Chain and Copy, p. 117-118                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| <b>Materials reflect evidence-based teaching principles.</b>                     |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 3                                                                                | Materials provide systematic and cumulative reading instruction sequences that progress from prerequisite skills to more advanced skills.                                                                                                                                                                                   | TE S6 L8: Teacher Demonstration, p. 106-107                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 4                                                                                | Materials include teacher modeling and direct and explicit instruction which explains each concept clearly. Materials provide opportunities for guided practice, teacher feedback, and independent practice of the skills taught.                                                                                           | TE S7 L1: Teacher Modeling, p. 15-16                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 5                                                                                | Materials allow teachers to engage in diagnostic teaching, using formal and informal assessment to continuously monitor progress and identify the skill level and needs of each student.                                                                                                                                    | TE S8 L4: Small Group, p. 53-54                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 6                                                                                | Materials provide multisensory/multimodal methods of instruction that simultaneously activate the visual, auditory, kinesthetic, and tactile modes of learning.                                                                                                                                                             | TE S5 L6: Warm-Up, p. 72-73                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| <b>Materials reflect all the evidence-based elements of structured literacy.</b> |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 7                                                                                | Materials provide direct instruction in phonology, sound-symbol association, word work, and text practice and provide opportunities for students to apply the skills/patterns taught.                                                                                                                                       | TE S7 L9: Foundational Skills, p. 104-106                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 8                                                                                | Materials provide direct instruction in the six syllable types, morphology (prefixes, roots, suffixes and combining forms), syntax, and semantics to support decoding words quickly and efficiently for vocabulary acquisition and reading comprehension.                                                                   | TE S8 L10: Introduce Spelling Alternatives, p. 108-110                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 9                                                                                | Materials provide opportunities to read grade-appropriate irregularly spelled words.                                                                                                                                                                                                                                        | TE S8 L5: Introduce Tricky Word: From, p. 59-60                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |



| Section 2: English Language Arts Content Review                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
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|                                                                                                                                                                                         | <p><b>Reviewer directions for English Language Arts Content Review:</b></p>                                                                                                                                                                                                                                                                                                                                          | <p>Columns C-F: The provider/publisher will provide a citation from the Student Edition, Teacher Edition, or Student Workbook (print and/or digital) for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion:</p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p>Evidence for the publisher citations is required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.</p> <p><b>o Each score cell will turn green as you score the materials.</b></p> |       |                                            | <p>Columns G-J: Using the Teacher Edition, Student Edition, or Student Workbook (print and/or digital), provide a citation in Column G that best exemplifies each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and <b>provide evidence to support your determination:</b></p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p><b>o Each citation cell, score cell, and evidence cell will turn green as you score the materials.</b></p> |       |                   |                                        |
| Criteria #                                                                                                                                                                              | Provider/Publisher Criteria K-2 ELA Content                                                                                                                                                                                                                                                                                                                                                                          | Provider/Publisher Citation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Score | Reviewer Evidence for Publisher's Citation | Reviewer Citation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Score | Reviewer Evidence | Comments, other citations, or feedback |
| <b>Key Criteria for Reading Foundations</b>                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
|                                                                                                                                                                                         | Materials aligned with CCSS provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills.                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| 1                                                                                                                                                                                       | Materials allow for flexibility in meeting the needs of a wide range of students and offer opportunities to encounter complex texts within the grade level band.                                                                                                                                                                                                                                                     | TE S7 L6: Differentiated Instruction, p. 76-77                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| 2                                                                                                                                                                                       | Materials include effective instruction for all aspects of foundational reading (including distributed practice.)                                                                                                                                                                                                                                                                                                    | TE S8 L4: Foundational Skills, p. 50-52                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| 3                                                                                                                                                                                       | Fluency is a focus of instructional materials. Materials include routines and guidance to monitor the consolidation of skills as students are learning them.                                                                                                                                                                                                                                                         | TE S7 L5: Introduce the Spelling, p. 64-65                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| 4                                                                                                                                                                                       | Materials offer assessment opportunities that measure progress in foundations in reading, writing, speaking, and listening.                                                                                                                                                                                                                                                                                          | TE S8 L18: Foundational Skills/Assessment, p. 196-197                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
|                                                                                                                                                                                         | Fluency                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| 5                                                                                                                                                                                       | Content Reading selections (read-aloud K-1) facilitate accurate, confident and independent reading.                                                                                                                                                                                                                                                                                                                  | TE K3 L3: Read-Aloud, p. 34-36                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| 6                                                                                                                                                                                       | Reading selections represent a balance of literature and informational texts. They are high quality, authentic texts worth reading and re-reading across multiple days and lessons and can be used for addressing multiple content standards at grade level.                                                                                                                                                         | CKLA Teacher Resource site (online)<br>>Kindergarten>Program Resources tab>Reading Resources>Text Complexity Guide, p. 16-17                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| 7                                                                                                                                                                                       | Materials include sufficient practice to achieve accuracy and a variety of specific fluency building techniques supported by research.                                                                                                                                                                                                                                                                               | TE S9 L4: Reading, p. 47-48                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| <b>Text Selection and Range of Texts:</b> Texts are worthy of students' time and attention (of quality, rigorous, and at the right text complexity for grade level, student, and task). |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| 8                                                                                                                                                                                       | Materials reflect the genres and text characteristics that are specifically required by the standards at each grade level band (e.g., informational texts, narratives, poetry, plays, speeches, scientific and historical documents).                                                                                                                                                                                | TE K7 L6: Read-Aloud, p. 74-76                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| 9                                                                                                                                                                                       | Materials contain a sequence or collection of anchor texts of grade-level complexity that are selected for close reading and that build knowledge systematically through reading, writing, listening and speaking about the text. (Anchor texts provide opportunities for students to continuously return to the text(s) in order to conduct deep analyses and collect evidence for greater understanding of texts.) | TE K5: Table of Contents, p. iii-iv                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| <b>Text Selection – Quality of Texts:</b> High-quality texts are worth reading closely and exhibit exceptional craft and thought and/or provide useful information.                     |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| 10                                                                                                                                                                                      | Materials provide content-rich, well-crafted texts that represent the most authentic literature and informational texts of varied genres and subject matter, representing the best of what is available. (e.g., classics, contemporary, sciences, humanities, social studies, cultural studies, etc.)                                                                                                                | TE K6 L6: Read-Aloud, p. 80-82                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |

| Section 2: English Language Arts Content Review                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                   |                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------|----------------------------------------|
|                                                                                                                                                                                                                                                                      | <b>Reviewer directions for English Language Arts Content Review:</b>                                                                                                                                                                                                                              | Columns C-F: The provider/publisher will provide a citation from the Student Edition, Teacher Edition, or Student Workbook (print and/or digital) for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion:<br>o M = Meets the criterion<br>o P = Partially meets the criterion<br>o D = Does not meet the criterion<br>Evidence for the publisher citations is required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.<br><b><i>o Each score cell will turn green as you score the materials.</i></b> |       |                                            | Columns G-J: Using the Teacher Edition, Student Edition, or Student Workbook (print and/or digital), provide a citation in Column G that best exemplifies each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and <b>provide evidence to support your determination:</b><br>o M = Meets the criterion<br>o P = Partially meets the criterion<br>o D = Does not meet the criterion<br><b><i>o Each citation cell, score cell, and evidence cell will turn green as you score the materials.</i></b> |       |                   |                                        |
| Criteria #                                                                                                                                                                                                                                                           | Provider/Publisher Criteria K-2 ELA Content                                                                                                                                                                                                                                                       | Provider/Publisher Citation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Score | Reviewer Evidence for Publisher's Citation | Reviewer Citation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Score | Reviewer Evidence | Comments, other citations, or feedback |
| 11                                                                                                                                                                                                                                                                   | Informational texts offer a variety of informational text structures (e.g. headings, bold print) and provide a variety of text types (e.g., speeches, editorials, newspaper articles, essays, literary nonfiction, seminal US and foundational documents).                                        | TE K12 L1: Read-Aloud, p. 13-15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                   |                                        |
| <b>Text-Dependent and Text-Specific Questions:</b> Questions in the materials are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the particulars in the text. |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                   |                                        |
| 12                                                                                                                                                                                                                                                                   | Materials provide text-dependent questions and tasks that require use of textual evidence, including supporting valid inferences from the text.                                                                                                                                                   | TE S8 L13: Wrap Up Discussion Questions, p. 144                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                   |                                        |
| 13                                                                                                                                                                                                                                                                   | Materials contain a well-sequenced set of text-dependent/text-specific questions that integrate skills to demonstrate deeper understanding of the text.                                                                                                                                           | TE K5 L7: Comprehension Questions, p. 84-85                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                   |                                        |
| 14                                                                                                                                                                                                                                                                   | Materials provide questions and tasks that assess the depth and complexity of analytical thinking required by the standards at each grade-level band.                                                                                                                                             | TE K11 L3: Application, p. 39-40                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                   |                                        |
| 15                                                                                                                                                                                                                                                                   | Questions and tasks cultivate students' abilities to ask and answer questions based on the text.                                                                                                                                                                                                  | TE K3 L10: Character Comparison, p. 128-129                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                   |                                        |
| 16                                                                                                                                                                                                                                                                   | Materials provide opportunities for students to build knowledge through close reading of specific texts (including read-aloud).                                                                                                                                                                   | TE K8 L6: Comprehension Questions, p. 86                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                   |                                        |
| 17                                                                                                                                                                                                                                                                   | Reading strategies support comprehension of specific texts and focus on building knowledge.                                                                                                                                                                                                       | TE K4 L11: Read-Aloud, p. 120-122                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                   |                                        |
| 18                                                                                                                                                                                                                                                                   | Materials provide questions and tasks that support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts.                                                                                                                                                | TE K1 L12: Application, p. 172-173                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                   |                                        |
| <b>Scaffolding and Supports</b>                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                   |                                        |
| 19                                                                                                                                                                                                                                                                   | Writing opportunities for students are prominent and varied.                                                                                                                                                                                                                                      | TE K8 L7: Application, p. 99-100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                   |                                        |
| 20                                                                                                                                                                                                                                                                   | Materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex text as required by the standards (e.g., build background knowledge, sequence questions, structural supports, strategies that scaffold). | TE S8 L7: Reading, p. 84-85                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                   |                                        |
| 21                                                                                                                                                                                                                                                                   | Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).                                                                                                                                                                         | TE K8 L8: Application, p. 113-114                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                   |                                        |
| 22                                                                                                                                                                                                                                                                   | Materials assess students at a variety of knowledge levels (Bloom's, Depth of Knowledge, etc.) centered on grade level texts aligned and measured against the CCSS expectations.                                                                                                                  | TE S10 L7: Wrap Up Discussion Questions, p. 80-81                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                   |                                        |

| Section 2: All Content Review                                                                                                           |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                     |                                        |
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|                                                                                                                                         | <b>Reviewer directions for All Content Review:</b>                                                                                                                                                                                                                                                                                                  | Columns C-F: The provider/publisher will provide a citation from the Student Edition, Teacher Edition, or Student Workbook (print and/or digital) for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion:<br>o M = Meets the criterion<br>o P = Partially meets the criterion<br>o D = Does not meet the criterion<br>Evidence for the publisher citations is required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.<br><b>o Each score cell will turn green as you score the materials.</b> |       |                                              | Columns G-J: Using the Teacher Edition, Student Edition, or Student Workbook (print and/or digital), provide a citation in Column G that best exemplifies each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and <b>provide evidence to support your determination:</b><br>o M = Meets the criterion<br>o P = Partially meets the criterion<br>o D = Does not meet the criterion<br><b>o Each citation cell, score cell, and evidence cell will turn green as you score the materials.</b> |       |                     |                                        |
| Criteria #                                                                                                                              | Provider/Publisher Criteria for All Content                                                                                                                                                                                                                                                                                                         | Provider/Publisher Citation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Score | Reviewer's Evidence for Publisher's Citation | Reviewer Citation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Score | Reviewer's Evidence | Comments, other citations, or feedback |
| <b>Materials are coherent and consistent with the standards that all students should study in order to be college and career ready.</b> |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                     |                                        |
| 1                                                                                                                                       | Materials attend to the full intent of the content contained in the standards for all students.                                                                                                                                                                                                                                                     | CKLA Teacher Resource site (online)>Kindergarten>Daily Instruction>Planning Documents> Alignment Charts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                     |                                        |
| 2                                                                                                                                       | Materials, when used as designed, allow students to fully learn each standard.                                                                                                                                                                                                                                                                      | TE S8: Introduction Student Performance Assessment, p. 6-8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                     |                                        |
| 3                                                                                                                                       | Materials require students to engage in content at a level of sophistication appropriate to the grade level under review.                                                                                                                                                                                                                           | TE K10 L5: Read-Aloud, p. 64-66                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                     |                                        |
| 4                                                                                                                                       | Materials are coherent and make meaningful connections where required by the standards.                                                                                                                                                                                                                                                             | TE K4 L2: Primary Focus of Lesson, p. 16                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                     |                                        |
| <b>Materials are well designed and take into account effective lesson structure and pacing.</b>                                         |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                     |                                        |
| 5                                                                                                                                       | The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments are not haphazard; tasks are given in intentional sequences.                                                                                                                            | TE S3: Table of Contents, p. iii-v                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                     |                                        |
| 6                                                                                                                                       | Within each lesson of the Teacher's Edition, there are clear, measurable, standards-aligned <b>learning</b> objectives and opportunities for differentiated instruction.                                                                                                                                                                            | TE S9 L15: Primary Focus of Lesson, p. 151-152                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                     |                                        |
| 7                                                                                                                                       | Within each lesson of the Teacher's Edition, there are clear, measurable <b>language</b> objectives and opportunities for differentiated instruction.                                                                                                                                                                                               | TE K7 L7: Multiple Meaning Word Activity: Ball, p. 93                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                     |                                        |
| 8                                                                                                                                       | The materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.                                                                                                                                                                                                       | TE K3 L2: Word Work, p. 27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                     |                                        |
| 9                                                                                                                                       | The visual design (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.                                                                                                                                                                                                                    | TE S3 L1: Primary Focus of Lesson, Lesson At A Glance, Advance Preparation, p. 14-16                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                     |                                        |
| 10                                                                                                                                      | Materials incorporate a glossary, footnotes, bolded text, recordings, pictures, and/or other features that aid students and teachers in using the material.                                                                                                                                                                                         | CKLA Teacher Resource site (online) >Kindergarten>Daily Instruction>Skills>E-book and Audiobook>Skills 7: "Seth" (click the play button)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                     |                                        |
| <b>Materials support teacher planning, learning, and understanding of the standards.</b>                                                |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                     |                                        |
| 11                                                                                                                                      | Materials provide a list of lessons in the teacher's edition (in print or clearly distinguished/accessible as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter and unit (i.e., pacing guide). <b>(Publisher citation only required.)</b> | TE S1: Table of Contents, p. iii-v                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                     |                                        |

| Section 2: All Content Review                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                              |                   |       |                     |                                        |
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|                                                                                                                      | <p><b>Reviewer directions for All Content Review:</b></p> <p>Columns C-F: The provider/publisher will provide a citation from the Student Edition, Teacher Edition, or Student Workbook (print and/or digital) for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion:</p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p>Evidence for the publisher citations is required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.</p> <p><b>o Each score cell will turn green as you score the materials.</b></p> | Columns G-J: Using the Teacher Edition, Student Edition, or Student Workbook (print and/or digital), provide a citation in Column G that best exemplifies each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and <b>provide evidence to support your determination:</b> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p><b>o Each citation cell, score cell, and evidence cell will turn green as you score the materials.</b></p> |       |                                              |                   |       |                     |                                        |
| Criteria #                                                                                                           | Provider/Publisher Criteria for All Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Provider/Publisher Citation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Score | Reviewer's Evidence for Publisher's Citation | Reviewer Citation | Score | Reviewer's Evidence | Comments, other citations, or feedback |
| 12                                                                                                                   | Materials support teachers in planning and implementing effective learning experiences by providing instructional strategies (such as quality questioning, grouping strategies, and discourse between teacher and students) to help guide students' academic development.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | TE K1 L1: Comprehension Questions, Word Work, p. 11-13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                                              |                   |       |                     |                                        |
| 13                                                                                                                   | Materials contain a teacher's edition with annotations and suggestions on how to present the content in the student edition and in the ancillary material. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | TE S5 L1: Advance Preparation, p. 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                              |                   |       |                     |                                        |
| <b>Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                              |                   |       |                     |                                        |
| 14                                                                                                                   | Materials provide assessments that measure student progress in all strands of the adopted New Mexico Content Standards for the content under review. <i>(Adopted New Mexico Content Standards are: CCSS for ELA and SLA; World Readiness Standards for World Languages; WIDA ELD Standards.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | TE S10 L26: Student Performance Assessment; p. 259-260                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                                              |                   |       |                     |                                        |
| 15                                                                                                                   | Materials provide multiple embedded formative and summative assessments (such as performance-based tasks, questions, research, investigations, and projects), clearly defining which standards are being assessed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | TE K4 L5: Pollination Simulation, p. 62                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                              |                   |       |                     |                                        |
| 16                                                                                                                   | Materials include aligned scoring guidelines for assessments, such as rubrics, that provide teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, remediation or acceleration.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | TE S3 L12: Reading Assessment (Part 1): p. 111-112                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |                                              |                   |       |                     |                                        |
| 17                                                                                                                   | Materials provide alternative assessment options for English learners, culturally and linguistically diverse students, advanced students, and special needs students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | TE S7 L5: Progress Monitoring (optional), p. 66-67                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |                                              |                   |       |                     |                                        |
| 18                                                                                                                   | Materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | TE K10: Domain Review, p. 143-145                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                              |                   |       |                     |                                        |
| <b>Materials support effective use of technology to enhance student learning.</b>                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                              |                   |       |                     |                                        |
| 19                                                                                                                   | Materials integrate opportunities for digital learning into the text.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | TE K8 L3: Weather Diary, p. 48                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                                              |                   |       |                     |                                        |
| 20                                                                                                                   | Materials include opportunities to assess student understandings and knowledge using technology.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Otus (see login on cover page) > Assessments > Amplify CKLA Grade K > Knowledge > Amplify_CKLA-EOD3- GK > Preview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                              |                   |       |                     |                                        |
| <b>Materials can be easily customized for individual learners.</b>                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                              |                   |       |                     |                                        |
| 21                                                                                                                   | Materials can be customized to meet the needs of different student populations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | TE U2 L1: Universal Access, p. 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                              |                   |       |                     |                                        |

| Section 2: All Content Review                                                                   |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
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|                                                                                                 | <p><b>Reviewer directions for All Content Review:</b></p>                                                                                                                                                                                                                                                     | <p>Columns C-F: The provider/publisher will provide a citation from the Student Edition, Teacher Edition, or Student Workbook (print and/or digital) for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion:</p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p>Evidence for the publisher citations is required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.</p> <p><b>o Each score cell will turn green as you score the materials.</b></p> |       |                                              | <p>Columns G-J: Using the Teacher Edition, Student Edition, or Student Workbook (print and/or digital), provide a citation in Column G that best exemplifies each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and <b>provide evidence to support your determination:</b></p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p><b>o Each citation cell, score cell, and evidence cell will turn green as you score the materials.</b></p> |       |                     |                                        |
| Criteria #                                                                                      | Provider/Publisher Criteria for All Content                                                                                                                                                                                                                                                                   | Provider/Publisher Citation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Score | Reviewer's Evidence for Publisher's Citation | Reviewer Citation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Score | Reviewer's Evidence | Comments, other citations, or feedback |
| 22                                                                                              | The Teacher's Edition provides differentiated instruction strategies and/or activities to meet the needs of all students including below proficiency and advanced learners.                                                                                                                                   | TE S6: Pausing Point, p. 204-206                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 23                                                                                              | Materials include activities for students to make interdisciplinary connections and/or connections with their personal experiences.                                                                                                                                                                           | TE K2 L2: Comprehension Questions, p. 22-23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| <b>Materials give all students extensive opportunities and support to explore key concepts.</b> |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 24                                                                                              | Materials provide support, accommodations, and modifications for English Language Learners, culturally and linguistically diverse students, and other special populations that will support their regular and active participation in learning content (e.g., modifying vocabulary).                          | TE K11 L2: Reading sidebar, p. 25 (Read-Alouds are also in Spanish)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 25                                                                                              | Materials encourage and support teachers to draw upon culture and home language to facilitate learning.                                                                                                                                                                                                       | TE K4 L3, Core Vocabulary, p. 29 (Read-Alouds are also in Spanish)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 26                                                                                              | Materials provide strategies for teachers to inform and engage parents and caregivers of all learners, including culturally and linguistically diverse students, about the program and suggestions for how they can help support student progress and achievement. <b>(Publisher citation only required.)</b> | SW S4: Take-Home 6.4, p. 25 (also in Spanish)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 27                                                                                              | Materials include opportunities that encourage and support creative thinking and effective problem solving skills.                                                                                                                                                                                            | TE K11 L10: Brainstorming Links, p. 134                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| <b>Materials take into account cultural perspectives.</b>                                       |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 28                                                                                              | Materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds, setting high expectations for culturally and linguistically diverse students, and ensuring best instructional practices that are inclusive and student-centered.                                       | CKLA Teacher Resource site (online) > Kindergarten> Daily Instruction >Knowledge> Knowledge 1 Nursery Rhymes and Fables> Trade Book Guide, p. 1-2 (book included in kit)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 29                                                                                              | Materials provide a balanced use of examples and illustrations to create cultural bias-free, stereotype-free, and barrier-free instruction.                                                                                                                                                                   | SE U7: Student Reader, p. 12-14                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 30                                                                                              | Materials positively reflect the diversity in culture, languages, traditions, beliefs, values, and customs represented within the community, state, and nation.                                                                                                                                               | CKLA Teacher Resource site (online)> Kindergarten>Daily Instruction>Knowledge>Knowledge 6 Native Americans>Trade Book Guide, p. 1-2 (book included in kit)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 31                                                                                              | Materials provide examples, contexts, illustrations, and exercises for students related to real-life experiences and cultural and linguistic backgrounds.                                                                                                                                                     | TE K10 L1: Venn Diagram, p. 18-19                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |

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| Inclusion of Culturally Responsive Lens (CR) |                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                     |                                        |
| 32                                           | The instructional materials include tools to relate the content area appropriately to the diversity in culture and language. | CKLA Teacher Resource site (online)>Kindergarten>Daily Instruction>Knowledge>Knowledge 5 Farms>Trade Book Guide>Trade Book Guide, p. 1-2 (book included in kit)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                     |                                        |
| 33                                           | The instructional materials include tools that demonstrate multiple perspectives in a specific concept.                      | CKLA Teacher Resource site (online)>Kindergarten>Daily Instruction>Planning Documents>DEI and Social Justice Guide, p. 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                     |                                        |
| 34                                           | The instructional materials engage students in critical reflection about their own lives and societies.                      | CKLA Teacher Resource site (online)>Kindergarten>Daily Instruction>Knowledge>Knowledge 6 Native Americans>Knowledge Builders>Video Guide, p. 1-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                     |                                        |
| 35                                           | Materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.                  | TE K3 L7: What Have We Already Learned?, p. 86                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                     |                                        |