

**New Mexico Public Education Department
LANGUAGE! Alignment to Grades 4-8
LANGUAGE! Book D**

Name: LANGUAGE! The Comprehensive Literacy Curriculum	Title of Text: L! Book D
Publisher: Sopris West Educational Services	Date: October 2008

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis
I. STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.			
I-A. Intervention Program Construction Components: Explicit Instructional Guidance.			
<i>Explicit instructional guidance includes offering various aspects of systematic and direct guidance to the teacher, as well as the student. Materials were analyzed for ease and clarity of use with clear guidance for pacing, coherence with its component parts, and instructional options based on frequent monitoring and feedback of student performance.</i>			
I-A(1). Materials contain specific instructional pages, a designated section, or teaching guide designed to provide guidance to the instructor.	TE Vol. 1- 2, 3, 4, 5, 6, 7, 136, 137, 138, 139, 414, 415, 416, 417, 686, 687, 688, 689	TE Vol. 1- 2, 3, 4, 5, 6, 7, 136, 137, 138, 139, 414, 415, 416, 417, 686, 687, 688, 689	TE Vol. 1- 2, 3, 4, 5, 6, 7, 136, 137, 138, 139, 414, 415, 416, 417, 686, 687, 688, 689
I-A(2). Instructional objective(s) the lesson addresses are clearly noted and their connections to one another within and across the lessons are explicitly noted.	TE Vol. 1- 2, 3, 4, 5, 6, 7, 136, 137, 138, 139, 414, 415, 416, 417, 686, 687, 688, 689	TE Vol. 1- 2, 3, 4, 5, 6, 7, 136, 137, 138, 139, 414, 415, 416, 417, 686, 687, 688, 689	TE Vol. 1- 2, 3, 4, 5, 6, 7, 136, 137, 138, 139, 414, 415, 416, 417, 686, 687, 688, 689
I-A(3). The relationship of the lesson to standards and prerequisite skills is explicit.	TE Vol. 1- 2, 3, 10, 12, 688, 689, 694, 696	TE Vol. 1-2, 3, 10, 12, 688, 689, 694, 696	TE Vol. 1-2, 3, 10, 12, 688, 689, 694, 696

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I-A(4). Materials needed to deliver the lesson are listed.	TE Vol. 1- 10, 12, 17, 280, 281, 288	TE Vol. 1- 10, 12, 17, 280, 281, 288	TE Vol. 1- 10, 12, 17, 280, 281, 288
I-A(5). Suggested timeframes are noted for the lesson and/or components of the lesson to assist with appropriate instructional pacing.			
I-A(6). Program format makes it easy to distinguish instructions/information for teachers from those meant for students.	TE Vol. 1- 58, 68, 76, 93, 103	TE Vol. 1- 58, 68, 76, 93, 103	TE Vol. 1- 58, 68, 76, 93, 103
I-A(7). Answer keys are provided for all workbooks and other related student activities.	TE Vol. 1- 20, 21, 131, 132, 395, 396, 683, 684	TE Vol. 1- 20, 21, 131, 132, 395, 396, 683, 684	TE Vol. 1- 20, 21, 131, 132, 395, 396, 683, 684
I-A(8). Guidance provided to the teacher covers the WHAT, the HOW and the WHEN.	TE Vol. 1- 10, 12, 17, 280, 281, 288	TE Vol. 1- 10, 12, 17, 280, 281, 288	TE Vol. 1- 10, 12, 17, 280, 281, 288
I-A(9). Students are taught skills and given activities to practice skills, including opportunities to connect and apply those skills.	TE Vol. 1- 10, 11, 45, 46, 144, 145	TE Vol. 1- 10, 11, 45, 46, 144, 145	TE Vol. 1- 10, 11, 45, 46, 144, 145
I-A(10). Dimensions of complex tasks are analyzed and broken down into component parts; each part is taught in a logical progression.			
I-A(11). Teacher communication to students is clear, using vocabulary and language structure that students understand.	TE Vol. 1- 10, 12, 17, 280, 281, 288	TE Vol. 1- 10, 12, 17, 280, 281, 288	TE Vol. 1- 10, 12, 17, 280, 281, 288
I-A(12). Instructional guidance rules out likely misinterpretations, identifies and corrects common misconceptions held by students, and provides teachers with suggestions of how to correct those misconceptions.	TE Vol. 1- 10, 12, 17, 280, 281, 288	TE Vol. 1- 10, 12, 17, 280, 281, 288	TE Vol. 1- 10, 12, 17, 280, 281, 288

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I-A(13). The amount of new information is controlled and connected to prior learning, and students are explicitly assisted to make connections.			
I-A(14). Provides sufficient modeled examples prior to learner practice.	TE Vol. 1- 10, 11, 45, 46, 144, 145	TE Vol. 1- 10, 11, 45, 46, 144, 145	TE Vol. 1- 10, 11, 45, 46, 144, 145
I-A(15). Provides sufficient emphasis on high priority skills and strategies.	TE Vol. 1- 10, 11, 45, 46, 144, 145	TE Vol. 1- 10, 11, 45, 46, 144, 145	TE Vol. 1- 10, 11, 45, 46, 144, 145
I-B. Intervention Program Construction Components: Program Design.			
<i>Program design includes materials construction and how the materials work together to represent a coherent and scientifically based approach for the component(s) the materials are designed to address. In addition, program design includes formatting of materials for easy use with directions, information, readily accessible guidance, and explicit direction to teachers regarding their proper use. The program reflects a coherent and logically sequenced design that uses age-appropriate design and represents all human beings with respect and dignity.</i>			
I-B(1).The components within the program are formatted for easy use with minimal handling of ‘additional pieces’ and guides.	TE Vol. 1- 10, 11, 144, 145, 280, 281	TE Vol. 1- 10, 11, 144, 145, 280, 281	TE Vol. 1- 10, 11, 144, 145, 280, 281
I-B(2).All directions, information, and guidance provided in the manual are an integral part of the grade level content for reading/language arts. Extraneous information, not aligned to the standards are minimal and must not distract the students’ mastery of the standards.	TE Vol. 1- 10, 11, 144, 145, 280, 281	TE Vol. 1- 10, 11, 144, 145, 280, 281	TE Vol. 1- 10, 11, 144, 145, 280, 281
I-B(3).Instruction/materials are grouped by related standards and may be addressed simultaneously for purposes of coherence and utility.	TE Vol. 1- 2, 3, 4, 5, 6, 7, 136, 137, 138, 139, 414, 415, 416, 417, 686, 687, 688, 689	TE Vol. 1- 2, 3, 4, 5, 6, 7, 136, 137, 138, 139, 414, 415, 416, 417, 686, 687, 688, 689	TE Vol. 1- 2, 3, 4, 5, 6, 7, 136, 137, 138, 139, 414, 415, 416, 417, 686, 687, 688, 689
I-B(4).Directions for teacher modeling, guided practice and independent practice and application, pre-teaching and re-teaching are clearly	TE Vol. 1- 58, 68, 76, 93, 103	TE Vol. 1- 58, 68, 76, 93, 103	TE Vol. 1- 58, 68, 76, 93, 103

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I-B(5).Instructional materials include adequate practices and review (sufficient review, distributed review, cumulative review and varied review).	TE Vol. 1- 10, 11, 144, 145, 280, 281	TE Vol. 1- 10, 11, 144, 145, 280, 281	TE Vol. 1- 10, 11, 144, 145, 280, 281
I-B(6).Instructional design reflects a coherent and linguistically logical sequence of instruction.	TE Vol. 1- 2, 3, 4, 5, 6, 7, 136, 137, 138, 139, 414, 415, 416, 417, 686, 687, 688, 689	TE Vol. 1- 2, 3, 4, 5, 6, 7, 136, 137, 138, 139, 414, 415, 416, 417, 686, 687, 688, 689	TE Vol. 1- 2, 3, 4, 5, 6, 7, 136, 137, 138, 139, 414, 415, 416, 417, 686, 687, 688, 689
I-B(7).Content is written in a manner that is grammatically correct.	TE Vol. 1- 10, 11, 144, 145, 280, 420, 560, 694	TE Vol. 1- 10, 11, 144, 145, 280, 420, 560, 694	TE Vol. 1- 10, 11, 144, 145, 280, 420, 560, 694
I-B(8).Program uses age appropriate illustrations, examples, information, and story content that presents all human beings with respect and dignity while avoiding images and roles that might be perceived as stereotypic or negative.	TE Vol. 1- 10, 11, 144, 145, 280, 420, 560, 694	TE Vol. 1- 10, 11, 144, 145, 280, 420, 560, 694	TE Vol. 1- 10, 11, 144, 145, 280, 420, 560, 694
I-C. Intervention Program Construction Components: Assessment.			
<i>The program offers evidence that program assessments provide measures for standards taught within the program at strategic points in time (entry, progress monitoring and summative). It included how such information is used to explicitly guide teachers in the program options of re-teach, review, additional practice, and/or intensive intervention considerations.</i>			
I-C(1).Assessments are provided at strategic points of instruction:			
I-C(1) a. entry level	TE Vol. 1- 12, 76, 147, 209, 281, 422, 561, 695	TE Vol. 1- 12, 76, 147, 209, 281, 422, 561, 695	TE Vol. 1- 12, 76, 147, 209, 281, 422, 561, 695

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I-C(1) b. monitoring of progress	TE Vol. 1- 111, 248, 387, 388, 531	TE Vol. 1- 111, 248, 387, 388, 531	TE Vol. 1- 111, 248, 387, 388, 531
I-C(1) c. summative	TE Vol. 1- 20, 21, 58, 131, 132, 194, 336, 477, 613	TE Vol. 1- 20, 21, 58, 131, 132, 194, 336, 477, 613	TE Vol. 1- 20, 21, 58, 131, 132, 194, 336, 477, 613
I-C(2).Monitoring student progress built in at the end of each unit (or sooner) of instruction.	TE Vol. 1- 20, 21, 131, 132, 395, 396, 683, 684	TE Vol. 1- 20, 21, 131, 132, 395, 396, 683, 684	TE Vol. 1- 20, 21, 131, 132, 395, 396, 683, 684
I-C(3).Assessments are used to determine instructional program options (e.g. review, preteach or reteach, provide additional practice, maintain or accelerate pacing, provide intensive intervention).	TE Vol. 1- 20, 21, 131, 132, 395, 396, 683, 684	TE Vol. 1- 20, 21, 131, 132, 395, 396, 683, 684	TE Vol. 1- 20, 21, 131, 132, 395, 396, 683, 684
I-C(4).Assessments vary in administration (group and individual) and in types of tasks (e.g. multiple choice, short answer, essay, and oral presentation).	TE Vol. 1- 20, 21, 131, 132, 395, 396, 683, 684	TE Vol. 1- 20, 21, 131, 132, 395, 396, 683, 684	TE Vol. 1- 20, 21, 131, 132, 395, 396, 683, 684
I-C(5).Assessments measure the understanding and application of skills and knowledge embedded in the instructional program.	TE Vol. 1- 20, 21, 131, 132, 395, 396, 683, 684	TE Vol. 1- 20, 21, 131, 132, 395, 396, 683, 684	TE Vol. 1- 20, 21, 131, 132, 395, 396, 683, 684
I-C(6).Assessments measure standards for immediate follow-up to instruction, for practice, and for review in order to keep teachers informed on how well students have mastered the standards.	TE Vol. 1- 20, 21, 131, 132, 395, 396, 683, 684	TE Vol. 1- 20, 21, 131, 132, 395, 396, 683, 684	TE Vol. 1- 20, 21, 131, 132, 395, 396, 683, 684
I-C(7).Include frequent and comprehensive curriculum-embedded assessments of student progress in skill development.	TE Vol. 1- 20, 21, 131, 132, 395, 396, 683, 684	20, 21, 131, 132, 395, 396, 683, 684	20, 21, 131, 132, 395, 396, 683, 684

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I-C(8).Assessment includes a cumulative and/or spiraled review of skills.	TE Vol. 1- 20, 21, 131, 132, 395, 396, 683, 684	20, 21, 131, 132, 395, 396, 683, 684	20, 21, 131, 132, 395, 396, 683, 684
I-C(9).Includes assessment screening to determine if the intervention is needed, and then specific placement tests for different entry points.	TE Vol. 1- 12, 76, 147, 209, 281, 422, 561, 695	12, 76, 147, 209, 281, 422, 561, 695	12, 76, 147, 209, 281, 422, 561, 695
I-C(10).Includes assessment items for each major reading skill/strategy that can be used to determine what students need to learn and what teachers need to teach.	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684
I-C(11).Provides indicators of critical skills and strategies to identify students at risk of difficulty and in need of specialized instruction.	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684
I-C(12).Multiple assessments are provided: entry, progress monitoring, summative along with clear guidelines for their use and instructional interpretations and clear linkages to the standards.	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684
I-C(13).Provides guidance to teachers on how to use assessment information to plan and differentiate instruction.	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684
I-D. Intervention Program Construction Components: Universal Access.			
<i>The program offers differential options for ensuring that ALL students are given the support needed to achieve at high levels of proficiency. Such options include grouping, placement, scaffolding techniques, enhancing background knowledge, vocabulary, and dealing with academic language in an explicit way.</i>			
I-D(1). Provides a range within the instructional materials, which allows flexibility to start students at the beginning, or wherever they need to be, according to appropriate assessment data.	Teacher Opportunity - 120, 121, 194, 195, 477, 478	Teacher Opportunity - 120, 121, 194, 195, 477, 478	Teacher Opportunity - 120, 121, 194, 195, 477, 478

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I-D(2). Suggests appropriate grouping based on students' needs.	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684
I-D(3). Provides scaffolding to support content and access – i.e. concluding/opening paragraphs, subheadings, effective use and labeling of typographical ads, identifying and defining important terms, etc.			
I-D(4). Includes clear instructions to the teacher for placement, regrouping and reteaching, as needed.	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684
I-D(5). Provides optional information for activities to enhance students' background knowledge.	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684
I-D(6). Provides additional support in areas in which English Learners are likely to have difficulty – academic language, vocabulary and concept development, sentence structure, grammar, phonologically based spelling, listening and speaking comprehension, organization, and delivery of oral communication, & speaking applications.	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684	Teacher Opportunity - 20, 21, 131, 132, 395, 396, 683, 684
I-D(7). The instructional materials should address the special needs of English learners by providing:			
I-D(7) a. Instruction of language forms	TE Vol. 1- 48, 49, 61, 62, 284, 285, 321	TE Vol. 1- 48, 49, 61, 62, 284, 285, 321	TE Vol. 1- 48, 49, 61, 62, 284, 285, 321
I-D(7) b. Exposure to increasingly challenging, interesting, and appropriate uses of academic English	TE Vol. 1- 48, 49, 61, 62, 284, 285, 321	TE Vol. 1- 48, 49, 61, 62, 284, 285, 321	TE Vol. 1- 48, 49, 61, 62, 284, 285, 321

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I-D(7) c. Extensive practice in the use of academic English	TE Vol. 1- 48, 49, 61, 62, 284, 285, 321	TE Vol. 1- 48, 49, 61, 62, 284, 285, 321	TE Vol. 1- 48, 49, 61, 62, 284, 285, 321
I-D(7) d. Attention to the language forms in these texts.	TE Vol. 1- 48, 49, 61, 62, 284, 285, 321	TE Vol. 1- 48, 49, 61, 62, 284, 285, 321	TE Vol. 1- 48, 49, 61, 62, 284, 285, 321
I-E. Essential Instructional Components: Phonemic Awareness.			
<i>Phonemic awareness represents the understanding that spoken words and syllables are made up of sequences of elementary speech sounds. Early stages of phonemic awareness development do not involve written letters or words.</i>			
I-E(1). Students progress from the easier phonemic awareness activities to more difficult.	TE Vol. 1- 10, 11, 58, 74, 291, 446	TE Vol. 1- 10, 11, 58, 74, 291, 446	TE Vol. 1- 10, 11, 58, 74, 291, 446
I-E(2). Students analyze phonemes within words.	TE Vol. 1- 58, 144, 145, 291, 316, 336	TE Vol. 1- 58, 144, 145, 291, 316, 336	TE Vol. 1- 58, 144, 145, 291, 316, 336
I-E(3). Students work with increasingly longer words that expand beyond consonant-vowel-consonant words (e.g., sun) to more complex phonemic structures (consonant blends).	TE Vol. 1- 280, 291, 304, 364, 433, 475	TE Vol. 1- 280, 291, 304, 364, 433, 475	TE Vol. 1- 280, 291, 304, 364, 433, 475
I-F. Essential Instructional Components: Phonics and Decoding.			
<i>Phonics represents the understanding of the relationship between the letters of written language and the individual sounds of spoken language. Readers use these relationships to read and write words. The goal of phonics is to help readers learn and use the alphabetic principle - the understanding that there are systematic and predictable relationships between written letters and spoken sounds.</i>			
I-F(1). Students progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g., phonemes in the word, position of blends, stop sounds) to more complex words.	TE Vol. 1- 280, 291, 304, 364, 374, 433	TE Vol. 1- 280, 291, 304, 364, 374, 433	TE Vol. 1- 280, 291, 304, 364, 374, 433

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I-F(2). Students incorporate spelling to reinforce word analysis in every lesson.	TE Vol. 1- 12, 23, 45, 158, 182, 183, 317, 376, 422	TE Vol. 1- 12, 23, 45, 158, 182, 183, 317, 376, 422	TE Vol. 1- 12, 23, 45, 158, 182, 183, 317, 376, 422
I-F(3). Students learn word patterns and larger orthographic units with the letter-sound correspondence in the unit.	TE Vol. 1- 10, 11, 22, 58, 74, 291, 446, 475, 770	TE Vol. 1- 10, 11, 22, 58, 74, 291, 446, 475, 770	TE Vol. 1- 10, 11, 22, 58, 74, 291, 446, 475, 770
I-F(4). Students process larger, highly represented patterns to increase fluency in word recognition.	TE Vol. 1- 24, 36, 77, 159, 173, 210, 435	TE Vol. 1- 24, 36, 77, 159, 173, 210, 435	TE Vol. 1- 24, 36, 77, 159, 173, 210, 435
I-F(5). Students read age appropriate decodable/readable connected text to apply their phonics skills.	TE Vol. 1- 10, 11, 22, 58, 74, 291, 446, 475, 770	TE Vol. 1- 10, 11, 22, 58, 74, 291, 446, 475, 770	TE Vol. 1- 10, 11, 22, 58, 74, 291, 446, 475, 770
I-F(6). Students use strategies for reading irregular words using letters or parts of the words.	TE Vol. 1- 10, 11, 22, 58, 74, 291, 446, 475, 770	TE Vol. 1- 10, 11, 22, 58, 74, 291, 446, 475, 770	TE Vol. 1- 10, 11, 22, 58, 74, 291, 446, 475, 770
I-G. Essential Instructional Components: Fluency.			
<i>Fluency is the ability to read a text accurately and quickly. Fluency is important because it provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time. Less fluent readers focus their attention on figuring out the words, leaving them little attention for understanding the text.</i>			
I-G(1). Provides oral fluency practice at grade level by having students choose their favorite part of the story to reread to a partner or choral read aloud.	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712

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I-G(2). Practice reading passages containing regular words comprised of letter-sounds, phonic elements, and word types that have been taught.	TE Vol. 1- 18, 29, 165, 299, 428, 441, 581, 701, 712	TE Vol. 1- 18, 29, 165, 299, 428, 441, 581, 701, 712	TE Vol. 1- 18, 29, 165, 299, 428, 441, 581, 701, 712
I-G(3). Practice reading passages containing high-frequency irregular words that have been previously taught.	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712
I-G(4). Provides opportunities for oral fluency practice (e.g., repeated reading) after students read words in passages accurately for each story.	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712
I-G(5). Practice reading leveled readers and leveled theme books for sufficient independent practice to develop fluency.	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712
I-G(6). Students use the leveled readers to assess oral fluency (words per minute).	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712
I-G(7). Students practice oral fluency by guided repeated reading, partner and independent rereading.	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712
I-G(8). Students will practice reading leveled stories/passages that are composed of a high percentage of regular words (minimum of 90% decodable words).	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712	TE Vol. 1- 29, 165, 299, 428, 441, 581, 701, 712
I-H. Essential Instructional Components: Vocabulary.			
<i>Vocabulary represents the words we must know to communicate effectively in between the writer and the reader. Some vocabulary must be taught directly. Vocabulary is very important to reading comprehension. Programs were evaluated for criteria such as, using highly useful words for passage understanding, defining</i>			

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<i>words in everyday conversational language, offering explicit teaching, reviewing words taught, and other criteria.</i>			
I-H(1). Practice vocabulary words that are highly useful for passage understanding and/or later learning through the use of context clues.	TE Vol. 1- 13, 14, 15, 211, 212, 213, 722, 723	TE Vol. 1- 13, 14, 15, 211, 212, 213, 722, 723	TE Vol. 1- 13, 14, 15, 211, 212, 213, 722, 723
I-H(2). Create student friendly meanings of words in student friendly language.	TE Vol. 1- 13, 14, 15, 211, 212, 213, 722, 723	TE Vol. 1- 13, 14, 15, 211, 212, 213, 722, 723	TE Vol. 1- 13, 14, 15, 211, 212, 213, 722, 723
I-H(3). Students will read a variety of text to provide multiple exposures to critical vocabulary in a variety of contexts.	TE Vol. 1- 18, 40, 93, 112, 151, 177, 287, 471, 581	TE Vol. 1- 18, 40, 93, 112, 151, 177, 287, 471, 581	TE Vol. 1- 18, 40, 93, 112, 151, 177, 287, 471, 581
I-H(4). Practice integrating new vocabulary words into sentences and ask students to tell the meaning of the word in the sentence.	TE Vol. 1- 13, 14, 15, 211, 212, 213, 722, 723	TE Vol. 1- 13, 14, 15, 211, 212, 213, 722, 723	TE Vol. 1- 13, 14, 15, 211, 212, 213, 722, 723
I-H(5). Students process word meanings at a deeper level associating new words with known words, and creating context for new words.	TE Vol. 1- 13, 14, 15, 211, 212, 213, 722, 723	TE Vol. 1- 13, 14, 15, 211, 212, 213, 722, 723	TE Vol. 1- 13, 14, 15, 211, 212, 213, 722, 723
I-H(6). Practice reviewing previously introduced words cumulatively through leveled readers.	TE Vol. 1- 18, 40, 93, 112, 151, 177, 287, 471, 581	TE Vol. 1- 18, 40, 93, 112, 151, 177, 287, 471, 581	TE Vol. 1- 18, 40, 93, 112, 151, 177, 287, 471, 581
I-I. Essential Instructional Components: Comprehension.			
<i>Comprehension is the reason for reading. Instruction in comprehension strategies helps students understand what they read, remember what they read, and communicate with others about what they read. Text comprehension is purposeful and active.</i>			

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I-I(1). Students use text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order.	TE Vol. 1- 18, 30, 40, 52, 53, 112, 287, 428, 750	TE Vol. 1- 18, 30, 40, 52, 53, 112, 287, 428, 750	TE Vol. 1- 18, 30, 40, 52, 53, 112, 287, 428, 750
I-I(2). Students connect previously taught skills and strategies with new content and text.	TE Vol. 1- 19, 31, 41, 287, 429, 567	TE Vol. 1- 19, 31, 41, 287, 429, 567	TE Vol. 1- 19, 31, 41, 287, 429, 567
I-I(3). Students use story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus.	TE Vol. 1- 18, 30, 40, 52, 53, 287, 429, 592, 700-701	TE Vol. 1- 18, 30, 40, 52, 53, 287, 429, 592, 700-701	TE Vol. 1- 18, 30, 40, 52, 53, 287, 429, 592, 700-701
I-I(4). Students utilize conventions of informational text (e.g., titles, chapter headings,) to locate important information.	TE Vol. 1- 30, 31, 299, 300, 429, 581, 712	TE Vol. 1- 30, 31, 299, 300, 429, 581, 712	TE Vol. 1- 30, 31, 299, 300, 429, 581, 712
I-I(5). Students use explicit strategies to interpret information from graphs, diagrams, and charts.	TE Vol. 1- 30, 31, 299, 300, 429, 581, 712	TE Vol. 1- 30, 31, 299, 300, 429, 581, 712	TE Vol. 1- 30, 31, 299, 300, 429, 581, 712
I-I(6). Students use basic comprehension skills and strategies to build more complex skills and strategies with emphasis on informational text and text organization.	TE Vol. 1- 18, 30, 40, 52, 53, 112, 299, 300, 429	TE Vol. 1- 18, 30, 40, 52, 53, 112, 299, 300, 429	TE Vol. 1- 18, 30, 40, 52, 53, 112, 299, 300, 42,
I-I(7). Students use reflective and strategic reading skills that include understanding different purposes for reading, making and confirming predictions, using both text evidence and prior knowledge, comparing and contrasting information on similar topics in different texts, distinguishing between cause and effect and fact and opinion in expository text, evaluating new information by testing it against information already understood.	TE Vol. 1- 40, 151, 177, 311, 330, 370, 428, 500, 592	TE Vol. 1- 40, 151, 177, 311, 330, 370, 428, 500, 592	TE Vol. 1- 40, 151, 177, 311, 330, 370, 428, 500, 592

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis
I-I(8). Students read various selections including interesting, motivational, multi cultural, and age appropriate material.	TE Vol. 1- 40, 151, 177, 311, 330, 370, 428, 500, 592	TE Vol. 1- 40, 151, 177, 311, 330, 370, 428, 500, 592	TE Vol. 1- 40, 151, 177, 311, 330, 370, 428, 500, 592
I-I(9). Students build upon a repertoire of skills and strategies that are applied, and integrated with appropriate texts for authentic purposes over the course of the year.	TE Vol. 1- 40, 151, 177, 311, 330, 370, 428, 500, 592	TE Vol. 1- 40, 151, 177, 311, 330, 370, 428, 500, 592	TE Vol. 1- 40, 151, 177, 311, 330, 370, 428, 500, 592

SECTION II: OTHER RELEVANT CRITERIA

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3
I. PHONEMIC AWARENESS			
I-A. Models phonemic awareness tasks and responses orally and follows with students' production of the task.	TE Vol. 1- 10, 11, 88, 144, 145, 156, 157, 420, 445, 560	TE Vol. 1- 10, 11, 88, 144, 145, 156, 157, 420, 445, 560	TE Vol. 1- 10, 11, 88, 144, 145, 156, 157, 420, 445, 560
I-B. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next.			
I-C. Includes phonemic awareness activities that are appropriately sequenced to focus on oral blending and segmenting and manipulation.	TE Vol. 1- 10, 11, 88, 144, 145, 156, 157, 420, 445, 560	TE Vol. 1- 10, 11, 88, 144, 145, 156, 157, 420, 445, 560	TE Vol. 1- 10, 11, 88, 144, 145, 156, 157, 420, 445, 560
I-D. Includes explicit instruction in the linguistic underpinnings of English and connects these phonemes to phonics instruction and word attach with ample modeling and practice.	TE Vol. 1- 3, 10, 11, 22, 34	TE Vol. 1- 137, 144, 145	TE Vol. 1- 413, 420, 433
II. PHONICS AND DECODING			
II-A. Sequences in the introduction of letter sounds, letter combinations, and word parts in ways that minimize confusion.	TE Vol. 1- 3, 10, 11, 22, 34, 137, 144, 145, 413, 420, 433	TE Vol. 1- 3, 10, 11, 22, 34, 137, 144, 145, 413, 420, 433	TE Vol. 1- 3, 10, 11, 22, 34, 137, 144, 145, 413, 420, 433
II-B. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, suffixes, blends, reading whole words).	TE Vol. 1- 11, 34, 44, 88, 144, 226, 236, 641, 653, 770	TE Vol. 1- 11, 34, 44, 88, 144, 226, 236, 641, 653, 770	TE Vol. 1- 11, 34, 44, 88, 144, 226, 236, 641, 653, 770

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3
II-C. Introduced regular words for which students know all the letter sounds.	TE Vol. 1- 11, 34, 44, 144, 156, 170, 571, 585	TE Vol. 1- 11, 34, 44, 144, 156, 170, 571, 585	TE Vol. 1- 11, 34, 44, 144, 156, 170, 571, 585
II-D. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully.	TE Vol. 1- 36, 46, 77, 148, 196, 448, 449, 561	TE Vol. 1- 36, 46, 77, 148, 196, 448, 449, 561	TE Vol. 1- 36, 46, 77, 148, 196, 448, 449, 561
II-E. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient.	TE Vol. 1- 10, 11, 22, 34, 144, 145, 226, 420, 433, 770	TE Vol. 1- 10, 11, 22, 34, 144, 145, 226, 420, 433, 770	TE Vol. 1- 10, 11, 22, 34, 144, 145, 226, 420, 433, 770
II-F. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts.	TE Vol. 1- 99, 226, 236, 433, 458, 505, 560, 598, 613	TE Vol. 1- 99, 226, 236, 433, 458, 505, 560, 598, 613	TE Vol. 1- 99, 226, 236, 433, 458, 505, 560, 598, 613
II-G. Includes a clearly organized sequence of phonics instruction.	TE Vol. 1- 3, 4, 5, 137, 138, 139, 687, 688, 689	TE Vol. 1- 3, 4, 5, 137, 138, 139, 687, 688, 689	TE Vol. 1- 3, 4, 5, 137, 138, 139, 687, 688, 689
II-H. Teaches phonics explicitly with explicit instruction and practice in blending (sounding out), starting at a sound-by sound or continuous blending approach, progressing to whole word, and teaching student to internalize the sounding out.			
II-I. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/).			
II-J. Pre teaches sight words and incorporates them into connected text.	TE Vol. 1- 3, 137, 273, 413, 553	TE Vol. 1- 12, 76, 147, 281	TE Vol. 1- 58, 59, 120, 121, 336, 337

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3
II-K. Provides ample practice and cumulative review of important high-frequency sight words.	TE Vol. 1- 3, 137, 273, 413, 553	TE Vol. 1- 12, 76, 147, 281	TE Vol. 1- 58, 59, 120, 121, 336, 337
II-L. Select words that have high utility; that is, words that are used frequently in literature and informational text.	TE Vol. 1- 3, 137, 273, 413, 553	TE Vol. 1- 12, 76, 147, 281	TE Vol. 1- 58, 59, 120, 121, 336, 337
II-M. Controls the number of irregular words introduced at one time.	TE Vol. 1- 3, 137, 273, 413, 553	TE Vol. 1- 12, 76, 147, 281	TE Vol. 1- 58, 59, 120, 121, 336, 337
II-N. Separates highly similar words for initial instruction (e.g. was/saw.			
II-O. Publishers provide a chart in the teachers' edition showing how new or difficult sounds and features of the English language are taught and reinforced.	TE Vol. 1- 2, 3, 4, 5	TE Vol. 1- 2, 3, 4, 5	TE Vol. 1- 2, 3, 4, 5
III. FLUENCY			
III-A. Teaches explicit strategy to permit readers to move from reading oral words in lists to reading oral words in sentences and passages.	TE Vol. 1- 23, 158, 292, 434	TE Vol. 1- 23, 158, 292, 434	TE Vol. 1- 24, 159, 292, 435
IV. VOCABULARY			
IV-A. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words.	TE Vol. 1- 13, 78, 148, 149, 282, 354, 630	TE Vol. 1- 13, 78, 148, 149, 282, 354, 630	TE Vol. 1- 13, 78, 149, 282, 387, 354, 665

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3
IV-B. Includes explicit instruction in academic language, including Basic English idioms, prepositions, and terminology specific to schooling.	TE Vol. 1- 15, 16, 149, 258, 283, 377	TE Vol. 1- 15, 16, 149, 258, 283, 377	TE Vol. 1- 15, 16, 149, 258, 283, 377
IV-C. Focuses on vocabulary instruction with explicit instruction in tier 2 words (I. Beck), prefixes and suffixes, word origins, derivatives, synonyms, anonyms, idioms, and Greek and Latin roots.	TE Vol. 1- 15, 149, 197, 283, 425, 464, 601, 615	TE Vol. 1- 15, 149, 197, 283, 425, 464, 601, 615	TE Vol. 1- 15, 149, 197, 283, 425, 464, 601, 615
IV-D. Instructional resources provide strategies for teachers and materials for developing academic language (i.e. the more difficult, abstract, technical, and specialized vocabulary and concepts used in texts and tests).	TE Vol. 1- 3, 10, 22, 34, 144	TE Vol. 1- 3, 10, 22, 34, 144	TE Vol. 1- 3, 10, 22, 34, 144
IV-E. Instructional materials provide assignments designed to have students listen to, read, speak, and write academic language.	TE Vol. 1- 3, 10, 22, 34, 144	TE Vol. 1- 3, 10, 22, 34, 144	TE Vol. 1- 3, 10, 22, 34, 144
IV-F. Guidance is provided to the teacher in providing appropriate use of academic language and terms found within grade level expectations and standards.	TE Vol. 1- 3, 23, 137, 158, 273, 413, 553, 687	TE Vol. 1- 3, 23, 137, 158, 273, 413, 553, 687	TE Vol. 1- 3, 23, 137, 158, 273, 413, 553, 687
IV-G. Teaches dictionary usage explicitly with dictionaries that allow students to access and understand the meaning of an unknown word.	TE Vol. 1- 15, 79, 354,	TE Vol. 1- 15, 79, 354	TE Vol. 1- 15, 79, 354
V. COMPREHENSION			
V-A. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) by providing multiple examples.	TE Vol. 1- 85, 177, 592, 739, 750	TE Vol. 1- 85, 177, 592, 739, 750	TE Vol. 1- 85, 177, 592, 739, 750

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3
V-B. Teaches background information or activates prior knowledge to increase a student’s understanding of what is read.	TE Vol. 1- 40, 112, 177, 232, 453	TE Vol. 1- 40, 112, 177, 232, 453	TE Vol. 1- 40, 112, 177, 232, 453
V-C. Provides guided practice in and systematic review of critical comprehension strategies.	TE Vol. 1- 40, 112, 177, 232, 453	TE Vol. 1- 40, 112, 177, 232, 453	TE Vol. 1- 40, 112, 177, 232, 453
V-D. Models and guides the students through story structure (e.g., setting _____), thinking aloud as elements are being identified.	TE Vol. 1- 112, 177, 232, 500	TE Vol. 1- 112, 177, 232, 500	TE Vol. 1- 112, 177, 232, 500
V-E. Explicitly teaches comprehension strategies with the aid of carefully designed examples and practice. This includes careful modeling, appropriate massed and distributed practice, and application.	TE Vol. 1- 40, 112, 177, 232, 453	TE Vol. 1- 40, 112, 177, 232, 453	TE Vol. 1- 40, 112, 177, 232, 453
V-F. Passages selected for introduction of skills or strategies are easy and explicit.	TE Vol. 1- 40, 112, 177, 232, 453	TE Vol. 1- 40, 112, 177, 232, 453	TE Vol. 1- 40, 112, 177, 232, 453
V-G. Continues skill or strategy instruction across several instructional sessions to illustrate the applicability and utility of the skill or strategy.	TE Vol. 1- 18, 29, 40, 52, 151, 165	TE Vol. 1- 18, 29, 40, 52, 151, 165	TE Vol. 1- 18, 29, 40, 52, 151, 165
V-H. Includes suggestions for independent and extended reading of books at varied reading levels and for monitoring extensive independent reading.	TE Vol. 1- 18, 29, 40, 52, 151, 165	TE Vol. 1- 18, 29, 40, 52, 151, 165	TE Vol. 1- 18, 29, 40, 52, 151, 165
V-I. Reading selections, including those read to students and those students read, are of high quality, interesting, motivational, multicultural and age-appropriate for students.	TE Vol. 1- 18, 29, 40, 52, 151, 165	TE Vol. 1- 18, 29, 40, 52, 151, 165	TE Vol. 1- 18, 29, 40, 52, 151, 165

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3
<p>V-J. The text for initial instruction in comprehension: (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences.</p>	TE Vol. 1- 18, 29, 40, 52, 151, 165	TE Vol. 1- 18, 29, 40, 52, 151, 165	TE Vol. 1- 18, 29, 40, 52, 151, 165
<p>VI. DIFFERENTIATION</p>			
<p>VI-A. Specific differentiated instruction for phonemic awareness is provided for students who have not mastered the ability to differentiate individual phonemes or phonemes within words.</p> <p>Example</p> <ul style="list-style-type: none"> Teacher directed lessons for students to manipulate sounds by using auditory cues or manipulatives that signal the movement of one sound to the next. 	Teacher Opportunity - 10, 11, 22, 144, 145, 170	Teacher Opportunity - 10, 11, 22, 144, 145, 170	Teacher Opportunity - 10, 11, 22, 144, 145, 170
<p>VI-B. Differentiated instruction for phonics and decoding for students who have not mastered letter sound correspondence, letter combinations, prefixes/suffixes, blending, word endings, and reading cold words.</p> <p>Examples</p> <ul style="list-style-type: none"> Small group instruction to assess students in phonics and provide instruction for students who are having difficulty with mastering specific phonics and decoding skills. Teacher designed centers/activities for students to practice and apply specific phonics and decoding skills. 	TE Vol. 1- 10, 11, 22, 23, 24, 34, 44, 144, 145, 571, 585	TE Vol. 1- 10, 11, 22, 23, 24, 34, 44, 144, 145, 571, 585	TE Vol. 1- 10, 11, 22, 23, 24, 34, 44, 144, 145, 571, 585, 586
<p>VI-C. Differentiated instruction for fluency provided for students that have not mastered vocabulary to progress to fluency reading of passages or books.</p> <p>Example</p> <ul style="list-style-type: none"> Students will reread instructional-leveled material to practice fluency. (Choral, partner, cold readings). 	TE Vol. 1- 24, 29, 36, 77, 90, 159, 165, 292, 435, 573, 706	TE Vol. 1- 24, 29, 36, 77, 90, 159, 165, 292, 435, 573, 706	TE Vol. 1- 24, 29, 36, 77, 90, 159, 165, 292, 435, 573, 706

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3
<p>VI-D. Differentiated instruction provided for students that have not mastered vocabulary skills.</p> <p>Examples</p> <ul style="list-style-type: none"> Teacher directed lessons to provide students with strategies for vocabulary building using instructional leveled materials. Small group instruction using leveled materials to apply vocabulary in context. Teacher designed centers to provide students practice with vocabulary development. 	TE Vol. 1- 13, 14, 15, 148, 149, 282, 283, 562, 563	TE Vol. 1- 13, 14, 15, 148, 149, 282, 283, 562, 563	TE Vol. 1- 13, 14, 15, 148, 149, 282, 283, 562, 563
<p>VI-E. Differentiated instruction provided for students who have not mastered comprehension and word meaning</p> <p>Example</p> <ul style="list-style-type: none"> Teacher directed lessons to provide students opportunities to apply strategies using instructional leveled material. 	TE Vol. 1- 13, 14, 15, 78, 79, 146, 148, 149, 211, 212, 213, 282, 283, 310, 562, 563	TE Vol. 1- 13, 14, 15, 78, 79, 146, 148, 149, 211, 212, 213, 282, 283, 310, 562, 563	TE Vol. 1- 13, 14, 15, 78, 79, 146, 148, 149, 211, 212, 213, 282, 283, 310, 562, 563
VII. ADDITIONAL RELEVANT CRITERIA			
<p>VII-A. Provides models, selections, activities and opportunities for responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability.</p>	TE Vol. 1- 206, 207, 789, 790, 791, 792, 793	TE Vol. 1- 206, 207, 789, 790, 791, 792, 793	TE Vol. 1- 206, 207, 789, 790, 791, 792, 793
<p>VII-B. Avoids stereotyping.</p>	TE Vol. 1- 789, 790, 791, 792, 793	TE Vol. 1- 789, 790, 791, 792, 793	TE Vol. 1- 789, 790, 791, 792, 793
<p>VII-C. Learning objectives and instructional strategies are explicit for every lesson and every chapter.</p>	TE Vol. 1- 3, 4, 5, 10, 12, 13, 17, 18, 19, 552, 553, 554, 555, 560	TE Vol. 1- 3, 4, 5, 10, 12, 13, 17, 18, 19, 552, 553, 554, 555, 560	TE Vol. 1- 3, 4, 5, 10, 12, 13, 17, 18, 19, 552, 553, 554, 555, 560

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3
VII-D. Lesson objectives stated at the beginning of each lesson and are reinforced in a variety of ways.	TE Vol. 1- 3, 4, 5, 10, 12, 13, 17, 18, 19, 552, 553, 554, 555, 560	TE Vol. 1- 3, 4, 5, 10, 12, 13, 17, 18, 19, 552, 553, 554, 555, 560	TE Vol. 1- 3, 4, 5, 10, 12, 13, 17, 18, 19, 552, 553, 554, 555, 560
VII-E. The beginning of each lesson includes the questions students will be expected to answer at the conclusion of the lesson.	Teacher Opportunity - 6, 7, 32, 33, 138, 139, 154, 155, 565	Teacher Opportunity - 6, 7, 32, 33, 138, 139, 154, 155, 565	Teacher Opportunity - 6, 7, 32, 33, 138, 139, 154, 155, 565
VII-F. Includes vocabulary list at the beginning of each lesson.	TE Vol. 1- 11, 12, 13, 17, 24, 39, 127, 264, 486, 679	TE Vol. 1- 11, 12, 13, 17, 24, 39, 127, 264, 486, 679	TE Vol. 1- 11, 12, 13, 17, 24, 39, 127, 264, 486, 679
VII-G. Provides multiple instructional strategies and activities for explicitly teaching vocabulary acquisition, including sight vocabulary, using contextual clues and learning new words, root words, and prefixes/suffixes.	TE Vol. 1- 13, 14, 15, 24, 25, 26, 196, 197	TE Vol. 1- 13, 14, 15, 24, 25, 26, 196, 197	TE Vol. 1- 13, 14, 15, 24, 25, 26, 196, 197
VII-H. Provides instructional support for the writing process: models of editing/revision are provided	TE Vol. 1- 54, 65, 343, 344, 345, 512, 513, 525	TE Vol. 1- 54, 65, 343, 344, 345, 512, 513, 525	TE Vol. 1- 54, 65, 343, 344, 345, 512, 513, 525
VII-I. Provides instructional support for the writing process: writing strategies and applications that progress in breadth, depth, and sophistication	TE Vol. 1- 54, 65, 343, 344, 345, 512, 513, 525	TE Vol. 1- 54, 65, 343, 344, 345, 512, 513, 525	TE Vol. 1- 54, 65, 343, 344, 345, 512, 513, 525
VII-J. A variety of cultural perspectives are used in content.	TE Vol. 1- 93, 94, 217, 218, 219, 220, 311, 635, 636, 766, 789, 780	TE Vol. 1- 93, 94, 217, 218, 219, 220, 311, 635, 636, 766, 789, 780	TE Vol. 1- 93, 94, 217, 218, 219, 220, 311, 635, 636, 766, 789, 780

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3
VII-K. Uses visual aids to identify concepts and relationships.	Teacher Opportunity - 70, 71, 206, 680, 681, 682	Teacher Opportunity - 70, 71, 206, 680, 681, 682	Teacher Opportunity - 70, 71, 206, 680, 681, 682
VII-L. Uses visual aids to illustrate new words.	Teacher Opportunity - 14, 15, 78, 211, 495, 763	Teacher Opportunity - 14, 15, 78, 211, 495, 763	Teacher Opportunity - 14, 15, 78, 211, 495, 763
VII-M. Both content and graphic/visual aids represent the diverse populations of the world.	TE Vol. 1- 93, 94, 217, 218, 219, 220, 311, 635, 636, 766, 789, 780	TE Vol. 1- 93, 94, 217, 218, 219, 220, 311, 635, 636, 766, 789, 780	TE Vol. 1- 93, 94, 217, 218, 219, 220, 311, 635, 636, 766, 789, 780
VII-N. Provides an analysis of grade level and English language proficiency level readability at book level and passage level.			
VII-O. Related passages at significantly higher reading difficulty levels are referenced and available for teachers to read aloud and discuss with the class to facilitate comprehension at higher levels.	TE Vol. 1- 127, 128, 264, 265, 405, 544, 545	TE Vol. 1- 127, 128, 264, 265, 405, 544, 545	TE Vol. 1- 127, 128, 264, 265, 405, 544, 545
VII-P. Provides substantial support and resources for differentiated instruction, including (<i>score each item separately</i>):			

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3
VII-P(1). Clear, explicit instructions to students.	TE Vol. 1- 10, 144, 287, 423, 565, 697	TE Vol. 1- 10, 144, 287, 423, 565, 697	TE Vol. 1- 10, 144, 287, 423, 565, 697
VII-P(2). Explicit strategies for teachers	TE Vol. 1- 10, 144, 287, 423, 565, 697	TE Vol. 1- 10, 144, 287, 423, 565, 697	TE Vol. 1- 10, 144, 287, 423, 565, 697
VII-P(3). Review & guided practice to refine new skills	TE Vol. 1- 10, 11, 13, 17, 19, 24, 144, 145	TE Vol. 1- 10, 11, 13, 17, 19, 24, 144, 145	TE Vol. 1- 10, 11, 13, 17, 19, 24, 144, 145
VII-P(4). Ongoing review & skill practice to refine previously acquired skills	TE Vol. 1- 10, 11, 13, 17, 19, 24, 144, 145	TE Vol. 1- 10, 11, 13, 17, 19, 24, 144, 145	TE Vol. 1- 10, 11, 13, 17, 19, 24, 144, 145
VII-P(5). Appropriate pacing of lessons	TE Vol. 1- 2, 3, 6, 7, 136, 137, 140, 141, 552, 553, 556, 557	TE Vol. 1- 2, 3, 6, 7, 136, 137, 140, 141, 552, 553, 556, 557	TE Vol. 1- 2, 3, 6, 7, 136, 137, 140, 141, 552, 553, 556, 557
VII-P(6). Vocabulary and terminology matches usage in Standards and Benchmarks	TE Vol. 1- 2, 3, 6, 7, 136, 137, 140, 141, 552, 553, 556, 557	TE Vol. 1- 2, 3, 6, 7, 136, 137, 140, 141, 552, 553, 556, 557	TE Vol. 1- 2, 3, 6, 7, 136, 137, 140, 141, 552, 553, 556, 557
VII-Q. Includes content and information that support a variety of approaches to instruction, including (<i>score each item separately</i>):			
VII-Q(1). Writing activities	TE Vol. 1- 19, 54, 65, 66, 106, 191, 201, 512, 621	TE Vol. 1- 19, 54, 65, 66, 106, 191, 201, 512, 621	TE Vol. 1- 70, 71, 206, 266, 267, 680, 681, 682

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3
VII-Q(2). Speaking activities	TE Vol. 1- 65, 85, 222, 484, 487, 624	TE Vol. 1- 65, 85, 222, 484, 487, 624	TE Vol. 1- 70, 71, 206, 680, 681, 682
VII-Q(3). Project-based learning assignments	TE Vol. 1- 70, 71, 206, 266, 680, 681, 682	TE Vol. 1- 70, 71, 206, 266, 680, 681, 682	TE Vol. 1- 70, 71, 206, 266, 680, 681, 682
VII-Q(4). Interdisciplinary instruction	TE Vol. 1- 70, 71, 206, 266, 680, 681, 682	TE Vol. 1- 70, 71, 206, 266, 680, 681, 682	TE Vol. 1- 70, 71, 206, 266, 680, 681, 682
VII-Q(5). Thematic instruction across genres	TE Vol. 1- 18, 40, 82, 93, 127, 165, 264, 311, 500	TE Vol. 1- 18, 40, 82, 93, 127, 165, 264, 311, 500	TE Vol. 1- 18, 40, 82, 93, 127, 165, 264, 311, 500
VII-Q(6). Activities that elicit critical thinking, such as collaborative group work, writing, speaking, researching, and interviewing	TE Vol. 1- 70, 71, 206, 266, 680, 681, 682	TE Vol. 1- 70, 71, 206, 266, 680, 681, 682	TE Vol. 1- 70, 71, 206, 266, 680, 681, 682
VII-R. Provides material and support for explicitly teaching comprehension.	TE Vol. 1- 40, 105, 189, 311, 325, 453, 635, 636	TE Vol. 1- 40, 105, 189, 311, 325, 453, 635, 636	TE Vol. 1- 40, 105, 189, 311, 325, 453, 635, 636
VII-S. Incorporates increasingly complex practice into lessons.	TE Vol. 1- 58, 194, 209, 336, 352	TE Vol. 1- 58, 194, 209, 336, 352	TE Vol. 1- 58, 194, 209, 336, 352

SECTION II: OTHER RELEVANT CRITERIA

	Citation 1	Citation 2	Citation 3
<p>VII-T. Provides writing and speaking activities for students to make connections across reading selections, contemporary and classical culture, and their personal experiences. Some <i>examples</i> of this might include:</p> <ul style="list-style-type: none"> • discussing/responding to open-ended prompts; • tracing cause and effect relationships; • comparing real life situations; • dramatizing, or; • tracing themes. 	TE Vol. 1- 40, 52, 105, 189, 311, 325, 453, 635, 636	TE Vol. 1- 40, 52, 105, 189, 311, 325, 453, 635, 636	TE Vol. 1- 40, 52, 105, 189, 311, 325, 453, 635, 636
<p>VII-U. Provides instructional support for the development of academic language and the practice of academic language through listening, reading, speaking/discussing, and writing.</p>	TE Vol. 1- 177, 178, 179, 311, 312, 313	TE Vol. 1- 177, 178, 179, 311, 312, 313	TE Vol. 1- 177, 178, 179, 311, 312, 313
<p>VII-V. Extensive and varied opportunities to practice targeted skills.</p>	TE Vol. 1- 10, 11, 13, 17, 19, 24, 144, 145	TE Vol. 1- 10, 11, 13, 17, 19, 24, 144, 145	TE Vol. 1- 10, 11, 13, 17, 19, 24, 144, 145
<p>VII-W. Models of writing types that are evident (e.g. persuasive, compare/contrast, newspaper articles, advertisements).</p>	TE Vol. 1- 266, 487, 791, 792	TE Vol. 1- 266, 487, 791, 792	TE Vol. 1- 266, 487, 791, 792

