



LearnZillion EL Education Language Arts Correlation Guide Grade 2

SECTION I: Alignment to Shifts

SHIFT 1: Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.

a. **Text sets:** Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.

b. **Vocabulary:** Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.

Correlation Evidence

Materials provide a strategic sequence of connected texts organized around a variety of concepts or topics. Modules focus on specific topics. Each unit within the module builds student knowledge on that topic through interacting with the texts, and as the year progresses, questions and tasks build literacy skills and student independence. Lessons contain scaffolding and Universal Design for Learning to support students' increasing literacy skills.

[Grade 2 Curriculum Map](#)

[Required Trade Books](#)

[Recommended Texts and Other Resources](#)

In EL Education curriculum lessons, Tier 2 vocabulary is taught any time students work with text. From unpacking learning targets, to working with an Interactive Word Wall before writing, to close reading lessons, students learn strategies to explore the meaning of academic words they read and put them to use in their writing. Vocabulary is introduced and reviewed throughout each module. Tier 2 and Tier 3 vocabulary are addressed through multiple reads of complex text along with the [Language Dives](#).

The words that have been selected fall into the categories of lesson specific, text specific, or vocabulary used in writing ([U1L6](#)). The curriculum defines whether a word is newly introduced or is a review word, so the teacher can adjust instruction to meet the needs of the students. Multiple texts are used to build student knowledge and vocabulary, and they support students' ability to comprehend complex text independently and proficiently

<p>c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.</p>	<p>Throughout the curriculum, students engage in multiple opportunities that require a combination of literacy skills including reading, writing, and speaking to demonstrate their knowledge of a topic. Within each unit there is an End of Unit assessment that builds the knowledge and skills students will need to be successful in completing the culminating task for each module.</p> <p>Culminating tasks are titled Performance Tasks within EL Education. These tasks require students to gather details or information using text-dependent questions, anchor charts, and graphic organizers to write a specific genre of writing at the end of each module. Each module has a final Performance Task. Performance tasks are designed to help students synthesize and apply their learning from the unit in an engaging and authentic way. Performance tasks are rich and provide opportunities for students to demonstrate what they know and are able to do using speaking and writing.</p> <p>Module 1 Assessment Overview Module 4 Assessment Overview</p>
<p>SHIFT 2: Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.</p>	<p style="text-align: center;">Correlation Evidence</p>
<p>d. Texts used for Interactive Read Aloud are 1-3 years above grade level determined by quantitative and qualitative measurements.</p>	<p>Texts are used for Interactive Read Aloud are 1-3 years above grade level determined by quantitative and qualitative measurements. Within each module, anchor texts are sufficiently complex according to quantitative and qualitative analysis, and relationship to their associated student task. Anchor texts are placed at the appropriate grade level. Texts are used to build student knowledge and vocabulary. Anchor texts consider a range of student interests and are of publishable quality, well-crafted and content- rich. The K-5 Required Trade Book Procurement List provides quantitative analysis of each text. Text complexity analyses and rationales are included in the grade level resources. The text complexity guides include a rationale for why they were placed in that grade at that particular place alongside an explanation of how the book can be used to enhance student understanding.</p> <p>The comprehensive curriculum allows students ample opportunities to engage with texts of varied complexity levels within a given topic. Module instruction includes interactive read alouds of complex text while the Foundational Skills block includes teacher read aloud of complex “engagement texts” coupled with student reading of decodable readers. Every Labs lesson begins with Storytime for 10 minutes.</p>

<p>e. Texts used for shared reading are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the <i>Tennessee English Language Arts Standards</i> for further guidance on text complexity metrics.</p>	<p>All texts used for shared reading are at grade level as determined by quantitative and qualitative measurements. The K-5 Required Trade Book Procurement List provides quantitative analysis of each text. Text complexity analyses and rationales are included in the grade level resources. The text complexity guides include a rationale for why they were placed in that grade at that particular place alongside an explanation of how the book can be used to enhance student understanding.</p> <p>During Skills Block, students engage in a Decodable Student Reader Routine that asks students to whisper-read and buddy read a specific text. For example, in Skills Block Module 1, Cycle 2 Lesson 7, students first listen to a story as a read aloud then read with a partner.</p>
<p>f. Text plays a central role in the literacy block.</p>	<p>Texts play a central role in the literacy block. At least one carefully selected, high-quality anchor text per module engages students in the module topic, supports them in building background knowledge to answer the guiding questions, and highlights successful learning and life habits of character exhibited by characters in the text for students to apply to their own lives.</p> <p>Students also closely read supplemental complex texts to build background knowledge on the topic, and they research to answer their own questions in order to speak and write knowledgeably on the topic.</p> <p>Module: M1U1L7; M1U2L2 Labs: Every lesson begins with Storytime for 10 minutes (Example: M1 - Launch Stage) Skills Block: Each cycle includes an “engagement text” read aloud and an accompanying Decodable Student Reader</p>
<p>g. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.</p>	<p>The required texts for the 2nd grade modules provide a balanced mix of literary and informational texts. The majority of 2nd grade texts are authentic and stand alone as published.</p> <p><u>Grade 2, Literature Texts</u></p> <ul style="list-style-type: none"> ● <i>The Dot</i> ● <i>The Dog that Dug the Dinosaurs</i> ● <i>Hey, Little Ant</i> ● <i>The Little Hummingbird</i> ● <i>The Lizard and the Sun</i> ● <i>The Ant and the Grasshopper</i>

	<p><u>Grade 2, Informational Texts</u></p> <ul style="list-style-type: none"> ● <i>Curious about Fossils</i> ● <i>Fossils Tell of Long Ago</i> ● <i>Fossils</i> ● <i>The Big Dinosaur Dig</i> ● <i>Paleontology: The Study of Prehistoric Life</i> ● <i>Plant Secrets</i> ● <i>Seed to Plant</i> ● <i>What is Pollination?</i> ● <i>A Place for Bats</i> ● <i>A Place for Butterflies</i>
<p>SHIFT 3: Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.</p>	<p>Correlation Evidence</p>
<p>h. Text-dependent questions:</p> <ul style="list-style-type: none"> - Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. - High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text. 	<p>The guiding questions and big ideas in the module overview and the individual unit lessons contain coherently sequenced sets of text-dependent questions that require students to analyze the integration of knowledge and ideas across and within texts. Coherent sequences of questions and tasks focus students on understanding the texts and its illustrations, making connections among the texts in the collection, and expressing understanding of the topics.</p> <p>Close Read Alouds are included in the K-2 module lessons to support students in deep analysis of grade-level text. During every session of the Close Read Aloud, teachers utilize a variety of techniques to engage students in answering text-dependent questions such as Think-Pair-Share and Back to Back-Face to Face. Conversation Cues encourage conversations about the text.</p> <p>M1: U1L4; U1L7; U3L2 M4: U1L2; U1L10; U2L3</p>
<p>i. Writing to sources: At least 80% of writing tasks require students to respond to texts and/or include textual evidence.</p>	<p>The majority of writing tasks require students to respond to texts and/or include textual evidence. Performance Tasks require students to gather details or information using text-dependent questions, anchor charts, and graphic organizers to write a specific genre of writing at the end of each module. Each module has a final Performance Task. Performance tasks are designed to help students synthesize and apply their learning from the unit in an engaging and authentic way. Performance tasks are rich and provide opportunities for students to demonstrate what they know</p>

	<p>and are able to do using speaking and writing. Performance tasks require students to gather details or information using text-dependent questions, anchor charts, and graphic organizers to write a specific genre of writing at the end of each Module.</p> <p>M1: Module: Performance Task; U1L8; U3L3 Labs: Labs Notebook</p>
<p>j. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.</p>	<p>Protocols are an important feature of EL Education’s K–5 Language Arts curriculum because they are one of the best ways we know to engage students in discussion, inquiry, critical thinking, and sophisticated communication. A protocol consists of agreed-upon, detailed guidelines for reading, recording, discussing, or reporting that ensure equal participation and accountability in learning. Importantly, protocols allow students to talk to each other, not just the teacher. As a result, they build independence and responsibility. Conversation cues, which are questions teachers can ask students and students can ask each other, also promote productive and equitable conversations.</p> <p>In addition, Labs provide students opportunities to work collaboratively and participate in collaborative, evidence-based discussions.</p>

SECTION II: Alignment to Tennessee English Language Arts Standards		
TN Standards #	Corresponding TN Description	
Reading: Literature		Correlation Evidence

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<p>2.RL.KID.1</p>	<p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>M1: U1L4, L6, L7, L8, L9, L10, L11</p> <p>M2: U1L2, L3, L4, L5, L6, L7, L8, L9 U3L1, L2, L5</p> <p>M4: U1L1, L2, L3, L4, L5, L6, L7, L8, L9, L11 U2L1</p>
<p>2.RL.KID.2</p>	<p>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>M1: U1L5</p> <p>M2: U1L3, L4, L5, L6, L7, L8, L9</p> <p>M4: U1L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11</p> <p>Labs: M2</p>
<p>2.RL.KID.3</p>	<p>Describe how characters in a story respond to major events and challenges.</p>	<p>M1: U1L7, L8, L9, L10, L11</p> <p>M2: U1 L4, L5, L6, L7, L9 U3L2, L3, L5</p> <p>M4: U1L2, L3, L4, L5, L6, L7, L8, L9, L11</p> <p>Labs: M2</p>

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2.RL.KID.4	Describe how words and phrases supply meaning in a story, poem, or song.	M2: U3L4 M4: U1L2 , L3 , L4 , L5 , L6 , L7
2.RL.CS.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	M2: U1L3 , L4 , L5 , L6 , L7 , L8 U3L2 Labs: M2
2.RL.CS.6	Determine when characters have different points of view.	M4: U1L6 , L8 , L11 , L12
2.RL.IKI.7	Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	M1: U1L4 , L5 , L6 , L7 , L8 , L9 , L10 , L11 M2: U1L2 , L3 , L4 , L5 , L6 , L7 , L8 , L9 M4: U1L2
2.RI.IKI.8	(Not applicable to literature)	N/A
2.RL.IKI.9	Compare and contrast two or more versions of the same story by different authors or different cultures.	M4: U1L10 , L12
2.RL.RRTC.10	Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band proficiently, with scaffolding as needed.	Integrated throughout. See: Required Texts; Recommended Texts
Reading: Informational Texts		Correlation Evidence

<p>2.RI.KID.1</p>	<p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>M1: U1L2, L3 U2L1, L2, L3, L4, L5, L6, L7 U3L1, L2, L3, L4</p> <p>M2: U1L1, L10, L11, L12 U2L1, L2, L3, L4, L5, L6, L8, L9, L10, L11, L12</p> <p>M3: U1L1, L3, L4, L5, L6, L7, L8, L9 U2L1, L2, L3, L4, L5, L6, L7, L8, L9 U3L1, L2, L3</p> <p>M4: U1L1, L2, L3 U2L1, L2, L3, L5, L6, L7 U3L1</p>
<p>2.RI.KID.2</p>	<p>Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p>M1: U2L1, L2, L3, L4, L5, L6, L7</p> <p>M2: U2L4, L5, L6, L8, L9, L10, L11, L12</p> <p>M3: U1L3, L4, L6 U2L3, L4, L5, L7, L8</p> <p>M4: U1L1, L2, L3 U2L1, L2, L3, L5, L6, L7, L8, L9, L10</p>

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2.RI.KID.3	Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.	<p>M3: U1L5, L6, L7, L8, L9 U2L4, L5, L6, L7, L8, L9</p> <p>M4: U3L8</p>
2.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<p>M2: U1L10, L11, L12 U2L1, L2, L3, L4, L5, L6, L9, L12</p> <p>M3: U1L4, L5, L6 U2L3, L4</p> <p>M4: U1L2, L3 U2L2, L3, L5, L6, L7</p> <p>Labs: M3</p>
2.RI.CS.5	Know and use various text features to locate key facts or information in a text efficiently.	<p>M2: U2L1, L2, L3, L4, L5, L6, L8, L9, L10, L12</p> <p>M3: U1L3, L4, L5, L6, L7 U2L2, L4, L9, L10 U3L1, L2, L3, L4</p> <p>Labs: M4</p>
2.RI.CS.6	Identify the main purpose of a text, including what an author wants to answer, explain, or describe.	<p>M1: U1L2, L3</p> <p>M2: U2L4, L5, L9, L11, L12</p> <p>M3: U1L3, L4, L6, L7, L8</p>

2.RI.IK1.7	Identify and explain how illustrations and words contribute to and clarify a text.	<p>M1: U3L1, L2, L3</p> <p>M3: U1L3, L4, L5, L6 U2L1, L2, L5, L6, L7, L8, L9, L10 U3L1, L2, L3, L4</p> <p>Labs: M4</p>
2.RI.IK1.8	Describe how reasons support specific points an author makes in a text.	<p>M4: U1L1, L2, L3 U2L1, L2, L3, L4, L5, L6, L7, L8, L9, L10</p> <p>Skills Block:</p>
2.RI.IK1.9	Compare and contrast the most important points presented by two texts on the same topic.	<p>M4: U2L4, L6</p>
2.RI.RRTC.10	Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band proficiently, with scaffolding as needed.	Integrated throughout. See: Required Texts; Recommended Texts
Reading: Foundational Skills		Correlation Evidence
2.FL.PWR.3	<p>Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>g. Decode grade-level texts with purpose and understanding.</p>	<p>Skills Block:</p> <p>M1: L2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p> <p>M2: L26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55</p> <p>M3: L61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95</p> <p>M4: L96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130</p>

<p>2.FL.WC.4</p>	<p>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.</p> <p>b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.</p> <p>c. Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i.</p> <p>d. Write most common, frequently used words and most irregular words.</p> <p>e. Consult reference materials, including beginning dictionaries, to check and correct spelling.</p> <p>f. Print legibly in manuscript; write many upper and lowercase letters in cursive.</p>	<p>Skills Block:</p> <p>Scope and Sequence in the Teacher Guide-Part 1 (p.xxxii) (NOTE: This document shows what is covered in each Cycle in Grade 2) (ie: M4: C20L96 (pp.20-22))</p>
<p>2.FL.F.5</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>	<p>M1: U2L8, L9</p> <p>Labs: M3</p> <p>Skills Block:</p> <p>M1: L4, 5, 9, 14, 19, 24, 25</p> <p>M2: L29, 34, 39, 40, 44, 49, 54</p> <p>M3: L64, 69, 74, 79, 80, 84, 89, 94, 95</p> <p>M4: L99, 102, 104, 109, 114, 115, 117, 119, 122, 125, 127, 129, 130</p>
<p>Writing Standards</p>		<p>Correlation Evidence</p>

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<p>2.W.TTP.1</p>	<p>Write opinion pieces on topics or texts.</p> <ul style="list-style-type: none"> a. Introduce topic or text. b. State an opinion. c. Supply reasons to support the opinion. d. Use linking words to connect the reasons to the opinion. e. Provide a concluding statement or section. 	<p>M4: U2L4, L5, L8, L9, L10 U3L2</p>
<p>2.W.TT3.2</p>	<p>Write informative/explanatory texts.</p> <ul style="list-style-type: none"> a. Introduce a topic. b. Use facts and definitions to provide information. c. Provide a concluding statement or section. 	<p>M1: U2L4, L5, L6, L7 U3L5, L6, L7, L8, L9</p> <p>M3: U2L11, L12, L13, L14, L15</p> <p>M4: U1L5, L7, L9, L11</p>
<p>2.W.TTP.3</p>	<p>Write narratives recounting an event or short sequence of events.</p> <ul style="list-style-type: none"> a. Include details to describe actions, thoughts, and feelings. b. Use time order words to signal event order. c. Provide a sense of closure. 	<p>M2: U3L2, L3, L4, L5, L6, L7, L8, L9, L10, L11</p> <p>Labs: M4</p>
<p>2.W.PDW.4</p>	<p>With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Integrated throughout</p>

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2.W.PDW.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.	<p>M1: U3L6, L7, L8, L9</p> <p>M2: U3L6, L7, L8, L9, L12</p> <p>M3: U2L11, L12, L13, L14, L15 U3L4, L5, L6</p> <p>M4: U2L10</p> <p>Labs: M2</p>
2.W.PDW.6	With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.	<p>M4: U3L5, L6, L7</p>
2.W.RBPK.7	Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.	<p>M1: U3L4</p> <p>M2: U1L10, L11, L12</p> <p>M3: U1L3, L4, L6, L7, L8, L9 U2L1, L5, L6, L7, L8, L9, L10 U3L1, L2, L3</p> <p>Labs: M2, M3, M4</p>

2.W.RBPK.8	Recall information from experiences or gather information from provided sources to answer a question.	<p>M1: U1L2, L3, L4, L5, L6, L7, L8, L9, L10, L11 U2L1, L2, L3, L5, L6, L7 U3L1, L3, L5, L10</p> <p>M2: U1L2, L3, L4, L5, L6, L7, L8, L9 U2L4, L5, L6, L7, L11 U3L13, L14</p> <p>M3: U1L1, L2, L10 U2L15</p> <p>M4: U3L2, L3, L4, L8, L9, L10</p> <p>Labs: M2, M4</p>
2.W.RBPK.9	(Begins in grade 3)	N/A
2.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency.	Integrated throughout
Language Standards		Correlation Evidence
2.FL.SC.6	<p>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ol style="list-style-type: none"> Use collective nouns. Form and use frequently occurring irregular plural nouns. Use reflexive pronouns such as myself and ourselves. Form and use the past tense of frequently occurring irregular verbs. Use adjectives and adverbs correctly. Produce, expand, and rearrange simple and compound sentences. 	<p>M2: U2L2, L3, L4, L5 U3L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12</p> <p>M3: U2L5, L6, L7, L8, L14 U3L4, L5</p> <p>M4: U2L4, L8, L9 U3L3, L4, L8, L9, L10</p> <p>Labs: M2</p>

	<p>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>g. Capitalize holidays, product names, and geographic names.</p> <p>h. Use commas in the greeting and closing of a letter.</p> <p>i. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>j. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.</p>	<p>M1: U1L1 U2L4, L5, L6, L7 U3L6, L7, L8, L9</p> <p>M2: U2L9</p> <p>M3: U2L11, L12, L13, L14, L15 U3L2, L3</p>
<p>3.FL.WC.4</p>	<p>Know and apply grade level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use spelling patterns and generalizations in writing one-two-, and three-syllable words.</p>	<p>M4: U3L3, L4, L5, L6, L7, L9</p>
<p>2.FL.WC.4</p>	<p>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>e. Consult reference materials, including beginning dictionaries, to check and correct spelling.</p>	<p>Skills Block:</p> <p>M1: L2, 3, 5, 6, 8, 11, 13, 16, 18, 20, 21, 23, 25</p> <p>M2: L26, 28, 30, 31, 33, 35, 36, 38, 40, 41, 43, 45, 46, 48, 50, 53, 55</p> <p>M3: L61, 63, 65, 66, 68, 70, 71, 73, 75, 76, 78, 79, 80, 81, 83, 85, 86, 88, 90, 91, 93, 95</p> <p>M4: L96, 98, 100, 101, 103, 105, 106, 108, 110, 111, 113, 115, 116, 118, 120, 121, 123, 125, 126, 128, 130</p>
<p>2.FL.VA.7a</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ii. Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>iii. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>iv. Use knowledge of the meaning of individual words to predict the meaning of compound words.</p>	<p>M1: U1L4, L6, L7, L8, L9, L10, L11 U2L2, L3, L4, L5, L6, L7</p> <p>M2: U1L3, L4, L9 U2L3, L4, L5, L9, L10</p> <p>M3: U1L5, L6, L7 U2L3, L11, L12, L13</p>

	<p>v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>M4: U1L1, L2, L4, L5, L6, L7</p> <p>Labs: M2</p>
<p>2.FL.VA.7b</p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>i. Identify real-life connections between words and their use.</p> <p>ii. Distinguish shades of meaning among closely related words.</p>	<p>M4: U1L4, L6, L7, L8, L9 U2L10</p>
<p>2.FL.VA.7c</p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>M2: U1L10, L11, L12 U2L8, L9 U3L6, L7, L8, L9, L10, L11, L12</p> <p>M4: U2L7</p>
<p>Speaking and Listening Standards</p>		<p>Correlation Evidence</p>
<p>2.SL.CC.1</p>	<p>Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.</p>	<p>M1: U1L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11 U2L1, L2, L3, L4, L5, L6, L7, L8, L9 U3L1, L2, L3, L4, L5, L6, L7, L8, L9, L10</p> <p>M2: U1L12 U2L1, L2, L3, L7, L8, L10, L11, L12 U3L1, L5, L6, L7, L8, L9, L13, L14, L15</p> <p>M3: U1L1, L2, L3, L7, L8, L9, L10 U2L1, L10 U3L1</p> <p>M4: U2L1, L11 U3L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12</p> <p>Labs: M1, M2, M3, M4</p>

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<p>2.SL.CC.2</p>	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>M2: U1L1, L3, L4, L5, L6, L7, L8</p> <p>M3: U2L1, L3, L4, L5, L7, L8, L9</p> <p>M4: U1L1, L2, L3, L4, L5, L6, L7, L8, L9, L10 U3L8</p> <p>Labs: M2</p>
<p>2.SL.CC.3</p>	<p>Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.</p>	<p>M1: U3L4, L5</p> <p>M3: U1L1, L2, L10 U2L10 U3L7, L8, L9, L10, L11, L12, L13</p> <p>M4: U3L3</p> <p>Labs: M3</p>
<p>2.SL.PK1.4</p>	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>M1: U3L9, L10</p> <p>M2: U3L14, L15</p> <p>M3: U3L5, L7, L8, L9, L10, L11, L12, L13</p> <p>Labs: M4</p>

2.SL.PK1.5	Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.	<p>M2: U3L11, L13</p> <p>M3: U1L4</p> <p>M4: U1L6, L7, L8, L9, L11, L12</p> <p>Labs: M4</p>
2.SL.PK1.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>M3: U1L1, L2 U3L5, L6, L7, L8, L9, L10, L11, L12, L13</p> <p>M4: U3L2, L3, L4, L8, L9, L10, L11</p> <p>Labs: M1, M4</p>

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

Indicators	Correlation Evidence
<p>a. Units are built around a concept or topic and include essential questions and enduring understandings.</p>	<p>The guiding questions and big ideas in the module overview and the individual unit lessons contain coherently sequenced sets of text-dependent questions that require students to analyze the integration of knowledge and ideas across and within texts.</p> <p>M1: Module Overview M4: Module Overview</p>
<p>b. Lessons integrate two or more strands of the Tennessee English Language Arts standards.</p>	<p>Each lesson throughout all units addresses multiple Tennessee English Language Arts standards.</p>

<p>c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g. gender, cultural, age, geographical) while appealing to students' interests.</p>	<p>The EL Education curriculum uses authentic texts to teach content and develop literacy skills. This includes texts that focus on issues of the past and those pertinent today, including gender roles, working conditions, the refugee experience, and access to schooling and education around the world. The representation of diverse characters means that students see themselves in the texts they read</p> <p>Required Trade Books Recommended Texts and Other Resources Labs Recommended Story Time list</p>
<p>d. Most texts used for Interactive Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality.</p>	<p>All texts for Interactive Read Aloud are previously published and are of publishable quality.</p> <p>Required Trade Books Recommended Texts and Other Resources Labs Recommended Story Time list</p>
<p>e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.</p>	<p>All units have an anchor text, which is a full-length text and several supporting text excerpts of varying lengths. Texts are representative of a wide array of genres and types.</p> <p>Required Trade Books Recommended Texts and Other Resources Labs Recommended Story Time list</p>

<p>f. Students have multiple and varied opportunities to engage with text across the literacy block, including Interactive Read Aloud, shared reading, small-group reading, and independent reading.</p>	<p>Daily lesson Teaching Notes provide a variety of and multiple opportunities for students engaging with text. Opportunities for engaging in reading include daily ten-minute read-alouds in the K-2 Labs, decodables in the K-2 Skills Block, and Accountable Independent Reading in the K-2 Skills Block. During the independent reading rotation, students choose books to read independently and complete Reading Response sheets. The focus of this independent reading time is to build stamina, automaticity, and comprehension by reading a large volume of student selected texts, with a specific focus on personal reading goals (page 8). Teachers are encouraged to observe and confer with students around their reading goals.</p> <p>Module 1: Read Aloud - U1L2 Shared Reading - U2L8; U3L4 Independent Reading - Differentiated Small Group Work: C4L16</p>
<p>g. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e. close reading).</p>	<p>Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading. Text-based discussions are emphasized in the Close Read/Read Aloud lessons. Each of these sessions provides an opportunity for students to discuss their responses to questions that are largely based on the text itself, looking closely at words, sentences, and ideas presented in the text.</p> <p>M1: U1 L6, L7, L8, L9, L10</p>
<p>h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.</p>	<p>The comprehensive curriculum allows students ample opportunities to engage with texts of varied complexity levels within a given topic. Module instruction includes interactive read alouds of complex text while the Foundational Skills block includes teacher read aloud of complex “engagement texts” coupled with student reading of decodable readers.</p>
<p>i. Texts for small group reading instruction should be at a variety of complexity levels with a focus on continued skill- and knowledge-based competency building capabilities.</p>	<p>Texts for small group reading instruction contain a variety of complexity levels with a focus on continued skill and knowledge-based competency building capabilities. Decodable student readers, and the engagement text read-alouds, are used in small group to reinforce taught spelling patterns, fluency, and basic comprehension.</p> <p>Decodable Student Readers</p>

<p>j. Within and across units, writing assignments, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progress in breadth, depth, and development.</p>	<p>In the EL Education K-2 curriculum there are opportunities for on-demand writing, process writing, and short, focused projects through a variety of instructional tasks. On-demand writing addresses a variety of text types and purposes and is included in each module’s end-of-unit assessment. To demonstrate understanding of the text, students on-demand write and draw in response to text through instructional tasks in the Module Lab Lessons. The K-2 Skills Block lessons provide more opportunities for on-demand writing utilizing content that is directly related to the phonic skills/spelling skills that are being taught. Shared writing activities address several genres and are completed during whole group instruction time with students doing the thinking and the teacher doing the writing and modeling of the Revising and Editing Checklist. Writing of research projects is supported through the Read-Think-Talk-Write Cycle and the Writing for Understanding Framework and students engage with text to identify information that will help them answer a research question. The curriculum recommends the use of a variety of digital resources throughout the Module lessons. Additionally, the curriculum provides anchor charts and exemplar writing samples to support instruction.</p> <p>M4: Module: U1L3; U2L2 Labs: Labs Notebook Skills Block: Interactive Writing: C20L98; C22L108;</p>
<p>k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.</p>	<p>Materials provide explicit instruction about the writing process, organization/structure, and writing craft. The teaching notes in lessons provide direct instruction to guide students through the writing process, requiring them to analyze good writing models from the text sets they read.</p>
<p>l. Materials include multiple and varied opportunities for students to be exposed to and engaged in writing (i.e., modeled writing, shared writing, interactive writing, small-group writing, and independent writing).</p>	<p>Materials include multiple and varied opportunities for students to be exposed to and engaged in writing.</p> <p>M1: Module: U2L2; U3L4 Labs: Labs Notebook Skills Block Interactive Writing: C3L13; C5L23</p>

<p>m. Writing tasks are balanced across writing modes (narrative, informative/explanatory, opinion).</p>	<p>Materials provide experiences in writing across different genres with narrative and informative writing, as well as opinion writing. Opportunities to address text types of writing that reflect the distribution by the standards.</p> <p>Grade 2 Curriculum Map</p>
<p>n. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g. dialogue in narrative, description vs. compare/contrast in explanatory/informational, and reasons in opinion).</p>	<p>Every unit throughout the modules contains a minimum of 4-6 lessons during the unit that focus on developing the skills for producing a particular text type of writing.</p> <p>M1: U2L3; U2L4; U3L5</p>
<p>o. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence.</p>	<p>Conversation Cues are questions teachers can ask students during a lesson to promote productive and equitable conversation, based on four goals:</p> <p>Goal 1: encourage all students to talk and be understood;</p> <p>Goal 2: listen carefully to one another and seek to understand;</p> <p>Goal 3: deepen thinking; and</p> <p>Goal 4: think with others to expand the conversation.</p> <p>Across the year, Conversation Cues are introduced one goal at a time.</p> <p>During Labs, students work collaboratively and participate in collaborative, evidence-based discussions in every Lab</p>
<p>p. Units and lessons clearly consider student learning differences in the design of instruction, activities, and the classroom environment to provide access for all students, including English learners, students with disabilities, and students performing below grade level.</p>	<p>The curriculum includes a range of differentiated supports for English Learners and students reading below grade level. The Universal Design for Learning (UDL) framework is utilized in the curriculum as a basis for design to ensure multiple access points for all students. Every module lesson includes a "Meeting Students' Needs" section that includes a variety of differentiation strategies that connect with the skills of the lesson</p> <p>M1: U2L2</p>

q. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.

The EL Education curriculum uses varied modes of assessment, including a range of pre-, formative, summative and self- assessment measures. For example, each module includes three units. Within each unit there is a Mid- Unit and an End of Unit assessment that builds the knowledge and skills students will need to be successful in completing the Final Performance Task” for each module. Students are also required to track progress after completing tasks using task-specific criteria.

Within each lesson, frequent formative assessments and checks for understanding are embedded. Lesson plans clearly state the ongoing assessments included as well as the standard(s) each is aligned with.

The [K-2 Foundational Skills](#) materials provide teachers and students with frequent and ongoing assessment opportunities. An overview is provided beginning in the [Assessment Overview](#) document. The variety of assessment types (benchmark, informal, formal, summative, formative, daily, by cycle, etc.) demonstrates that assessment of K-2 foundational skills is necessary to determine student mastery, to see where students are struggling, and to differentiate the instruction needed by the students. Multiple assessment opportunities are suggested and provided over the course of the year in core materials for students to demonstrate progress toward mastery and independence of foundational skills.

r. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.

No

SECTION IV: Foundational Skills	
Indicator	Correlation Evidence
<p>a. Materials provide explicit, systematic, sequential, and evidence-based instruction of grade level foundational skills including: phonological awareness, phonics and word recognition, word composition, fluency, sentence composition, grammar, and conventions.</p>	<p>EL Education designed a structured phonics curriculum called the K-2 Reading Foundational Skills Block. The skills block is designed to ensure that by the end of second grade, students acquire the depth of skills they need in the foundational reading standards to be able to read with fluency and, most importantly, comprehend grade-level texts independently. The Skills Block is based on the research of Dr. Linnea Ehri, one of the nation’s foremost experts on how the brain maps sounds and letters. Her phases of reading and spelling development help us determine students’ progress with decoding and encoding: pre-alphabetic, partial-alphabetic, full alphabetic, and consolidated alphabetic. Additionally, we worked with Dr. Ehri to develop “microphases” which are a further breakdown of reading and spelling development into early, middle, and late to give teachers a more detailed progression of reading and spelling behavior.</p> <p>Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression for application both in and out of context. Materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills and provide high-quality lessons and activities that allow for differentiation of foundational skills, so all students achieve mastery of foundational skills.</p> <p>Skills Block: Scope and Sequence: Year at a Glance</p>
<p>b. Evidence-based practice materials (e.g., manipulatives, word sorts, etc.) are abundant, varied, practical and can be used both independently and with support.</p>	<p>Evidence-based practice materials are abundant, varied, and practical and can be used both independently and with support.</p> <p>Labs: M1 -Materials List (under “Materials” accordion) Skills Block: Decodable Readers; Activity Bank; Word Rule Cards - C2L6</p>

<p>c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.</p>	<p>The instructional materials include texts that are worthy of students' time and attention and that support students' advancement toward independent reading. The materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Materials meet the criteria for materials supporting ongoing and frequent assessment to determine student development of foundational skills. The materials support building knowledge and academic vocabulary while students have opportunities to build writing, independent reading, and integrate skills with research and discussion.</p> <p>M1 Skills Block: Comprehension Conversation: C2L7; C4L17 Interactive Writing: C2L8; C3L13</p>
<p>d. Explicit encoding instruction is evidence-based and uses a systematic scope and sequence that connects to the reciprocal process of encoding and decoding.</p>	<p>EL Education designed a structured phonics curriculum called the K–2 Reading Foundational Skills Block. The skills block is designed to ensure that by the end of second grade, students acquire the depth of skills they need in the foundational reading standards to be able to read with fluency and, most importantly, comprehend grade-level texts independently. The Skills Block is based on the research of Dr. Linnea Ehri, one of the nation's foremost experts on how the brain maps sounds and letters. Her phases of reading and spelling development help us determine students' progress with decoding and encoding: pre-alphabetic, partial-alphabetic, full alphabetic, and consolidated alphabetic. Additionally, we worked with Dr. Ehri to develop "microphases" which are a further breakdown of reading and spelling development into early, middle, and late to give teachers a more detailed progression of reading and spelling behavior.</p> <p>Skills Block: Scope and Sequence: Year at a Glance</p>

e. Effective reading fluency instruction includes the following:

- Evidence-based teaching strategies and varied practice opportunities
- Lessons in oral reading fluency, including word recognition and accuracy, pacing, rate, phrasing and prosody
- Use of different text types.

The comprehensive curriculum allows students ample opportunities to engage with texts of varied complexity levels within a given topic. Module instruction includes interactive read alouds of complex text while the Foundational Skills block includes teacher read aloud of complex “engagement texts” coupled with student reading of [decodable readers](#).

Fluency is highlighted in the Reading Foundations Skills Block through the Instructional Practices for Lesson Work Time. Fluency practice allows students to interact with a piece of the text from the Decodable Student Reader to apply the elements of fluency to decode. Students begin to use a Fluency Rubric in Second grade Modules 3 and 4 to provide specific feedback to classmates.

For Example:

In Reading Foundations Skills Block, [2nd Grade Module 1, Cycle 1, Lesson 4](#), students read aloud the poem, “A Moment in Time.” Prior to reading the poem, the teacher states, “One part of being a proficient reader is being able to decode (read) words accurately. We know the closed, open, and magic ‘e’ syllable types really well, so we can read this accurately.” After reading the poem, the teacher states: “We’re reading this poem pretty proficiently. We can read the words accurately, and we know what it’s about.”

f. Materials support ongoing and frequent formative assessment to determine students’ mastery of foundational literacy skills while providing clear and specific instructions on how to best support students performing below the grade-level expectation.

Module lesson materials include multiple formative assessments, pre-assessments, performance-based assessments, and end-of-unit assessments. Opportunities are provided during daily lessons for monitoring student progress in reading and writing, as well as opportunities are provided to assess oral reading fluency. Teachers are provided with tracking process forms (also completed by the student), checklists, rubrics, note-catchers, protocols, and exit slips for formatively measuring student progress.

The K-2 Reading Foundations Skills Block includes tools for teachers to monitor student progress as they work to crack the alphabetic code and master foundational skills standards. The assessments help teachers accurately identify each student’s Phase of Reading and Spelling Development so they can provide targeted instruction based on strengths and areas of need. The following assessment types are included in grades K-2:

- [Benchmark](#) - Administered three times each year (beginning, middle, end), these provide diagnostic information

	<ul style="list-style-type: none"> ● Cycle - Administered every cycle beginning in Kindergarten Module 4; every cycle in Grade 1; 1-2 times per module in Grade 2, these assessments measure progress toward mastery of skills taught up to a given point. ● Daily - Administered every day, these informal assessments measure student progress toward meeting daily learning targets.
<p>g. Assessments include standards-based diagnostic screening tools to identify students’ instructional needs for targeted re-teaching.</p>	<p>The K-2 Reading Foundations Skills Block includes tools for teachers to monitor student progress as they work to crack the alphabetic code and master foundational skills standards. The assessments help teachers accurately identify each student’s Phase of Reading and Spelling Development so they can provide targeted instruction based on strengths and areas of need. The following assessment types are included in grades K-2:</p> <ul style="list-style-type: none"> ● Benchmark - Administered three times each year (beginning, middle, end), these provide diagnostic information ● Cycle - Administered every cycle beginning in Kindergarten Module 4; every cycle in Grade 1; 1-2 times per module in Grade 2, these assessments measure progress toward mastery of skills taught up to a given point. ● Daily - Administered every day, these informal assessments measure student progress toward meeting daily learning targets.

SECTION V: Additional Components

Teacher Support	Correlation Evidence
<p>a. Teacher-facing materials (e.g. teacher’s edition) provide background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.</p>	<p>The Required Trade Books and Recommended Texts and Other Resources provide teachers with background information about the texts used in each module including author, text type and lexile.</p>
<p>b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.</p>	<p>No</p>
<p>c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.</p>	<p>Standards and learning objectives are explicitly and readily identifiable. TN standards can be found at the top of each lesson. The learning targets can be found within the lesson as well as under the “About this Lesson” tab.</p>
<p>d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.</p>	<p>All final Performance Tasks for each of the modules are grounded in the topic of the module, which is connected to either Social Studies or Science concepts, however there is no clear connections to the Tennessee Academic Standards.</p>

<p>e. Lessons include teacher think-alouds to model appropriate application of literacy skills.</p>	<p>Lessons include teacher think-alouds to model appropriate application of literacy skills. Think-alouds and modeling may be found under the Directions or under the “Meeting Students Needs” of the Teaching Notes.</p> <p>Example: “Model writing a complete sentence for students using a think-aloud. You may want to purposefully make an error and then fix it as you check that it has all the components of a complete sentence. (MMR)”</p>
<p>f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.</p>	<p>The “Teaching Notes” section of every lesson plan support teachers by providing directions, identifying areas in which students may need additional support and guidance for using new instructional techniques and protocols.</p>
<p>g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.</p>	<p>The curriculum includes extensions for advanced students already meeting mastery and/or students with high interests. The Module Overview includes a section titled “Optional: Experts, Fieldwork, Service,T and Extensions.” In addition, every lesson has a section called "Meeting Students' Needs". This has suggestions for meeting the varied needs of all learners.</p>
<p>h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.</p>	<p>No</p>
<p>i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.</p>	<p>Within each lesson, frequent formative assessments and checks for understanding are embedded. Lesson plans clearly state the ongoing assessments included as well as the standard(s) each is aligned with.</p>
<p>j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.</p>	<p>Protocols are provided to support evidence-based discussions. These protocols give each task structure, provide supportive scaffolds and emphasize the importance of modeling and using sentence frames to deepen student discourse for all students, including ELL and struggling students. Students utilize these protocols to develop vocabulary, analyze and synthesize author’s intent and understand the syntax of the text. The teacher is provided multiple anchor charts and answer keys to support teaching the protocols effectively.</p>
<p>Monitoring Student Progress</p>	<p>Correlation Evidence</p>
<p>k. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.</p>	<p>No</p>

<p>l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.</p>	<p>At all grade levels, aligned rubrics or assessments guidelines are included and provide sufficient guidance for interpreting student performance. Teachers are provided with tracking process forms (also completed by the student), checklists, rubrics, note-catchers, protocols, and exit slips for formatively measuring student progress.</p>
<p>m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.</p>	<p>The instructional materials provide routines and guidance that point out opportunities to monitor student progress. The curriculum positions teachers as facilitators of learning and one who observes students as they engage in protocols, reading, tasks, and conversations with their classmates. Progress monitoring formative assessments are integrated within every module by using mid- and end-of-unit assessments, performance tasks, ongoing assessment suggestions within each lesson, scaffolded instruction. Additionally, there are informal checklists to help collect evidence of progress as teachers observe students working.</p>
<p>n. Materials include suggestions and tools to keep students and parents informed about students' progress.</p>	<p>The curriculum highly values the home school connection and students are encouraged to discuss the guiding questions and big ideas with families at the beginning of each module, and to share those reflections in the classroom. Resources are provided to send home to families to support their understanding of what students will be working on, and suggestions for involving family members in the classroom community are also provided in module and unit overview materials.</p> <p>M1: Module: Unit 1 Overview for Families (under "Overview" accordion)</p> <p>M4: Module: Unit 3 Overview for Families (under "Overview" accordion)</p>
<p>Organization</p>	<p>Correlation Evidence</p>
<p>o. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.</p>	<p>There are four modules per grade level. Teachers should teach the modules in order, beginning with Module 1, which lays the foundation for both teachers and students regarding classroom culture and instructional routines. Each module lasts between 8-9 weeks of instruction.</p>

<p>p. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior grade levels or earlier in the grade.</p>	<p>Each module is designed to strategically build students’ knowledge and vocabulary within each module’s topic. As the year progresses, questions and tasks build literacy skills and student independence.</p>
<p>q. Program components, lesson plans, and the relationships among the parts are clear.</p>	<p>Each module provides eight to nine weeks of instruction, broken into three shorter units. Lessons follow a predictable agenda: Opening, Work Time and Closing.</p>
<p>r. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.</p>	<p>Each grade level Curriculum Map provides a scope and sequence aligned with the Tennessee ELA standards. Under the “Standards” accordion on the Curriculum Map page, each TN ELA standard is listed with an “X” indicating which module the standard is addressed.</p>
<p>s. Each lesson contains a list of required materials.</p>	<p>Each lesson contains a list of required materials and preparation under the “About this Lesson” tab.</p>
<p>t. Lessons, chapters, and units contain estimated instructional times.</p>	<p>Every lesson is broken down into cards that provide just enough information for students to digest. Each card includes a suggested pacing in order to guide teachers through the lesson.</p>
<p>u. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).</p>	<p>The Required Trade Books indicates which texts necessary for each student. The “Let’s Prepare” card in every lesson also include links to texts that are necessary for the lesson. Teachers are able to download these texts and share with students.</p>
<p>v. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.</p>	<p>No</p>
<p>w. Materials contain an explanation of the research behind the program, including instructional approaches within the program.</p>	<p>The research behind the curriculum can be found in the Curriculum Guide under the question “Why is the curriculum designed this way?”</p>
<p>x. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.</p>	<p>A list of Tennessee English Language Arts Standards can be found on the grade level Curriculum Map page.</p>