

Guiding Principles				
K-5, 6-8, and 9-12 Programs Complement Each Other Vertically and Do Not Create Alignment Gaps Vertically		2.3	2.3	
CCSS Alignment				
Text Complexity Matches Requirements Outlined in the CCSS (X 2)		2.9	5.9	
All Students (Including Those Behind) Have Extensive Opportunities to Encounter On-Grade-Level Text (X 2)		2.7	5.4	
Science and Social Studies Topics and Reading Opportunities Are Frequently Available in Grades K-5		2.9	2.9	
Frequent Opportunities for Re-reading are Available		3	3	
Balance of Literary and Informational Text Matches the Requirements Outlined in the CCSS by Grade Band (X 2)		2.9	5.9	
In Grades 3-5, Anchor Texts are Provided that Explore a Topic Around Shorter Literary and Informational Texts		2.9	2.9	
The Percentage of Tasks and Questions That are Text Dependent Matches the Requirements of the CCSS (X 2)		2.8	5.5	
Close and Critical Reading Opportunities are Provided Regularly (x 2)		3	6	
Questions and Tasks Require Textual Evidence, Including Valid Inferences and Citations From the Text (X 2)		2.9	5.8	
Independent Reading Opportunities Are Provided that Appeal to Student Interest, Develop a Deep Knowledge Base and Encourage a Love for Reading		2.5	2.5	
Materials Focus on Academic Vocabulary That's Prevalent in Complex Text Through Reading, Writing, Listening, and Speaking		2.9	2.9	
Significant Grammar and Language Conventions are Addressed Throughout The Materials (X 2)		2.9	5.9	
One or More of the Following are Clearly Identified Throughout the Materials:Essential Questions; Big Ideas; Learning Goals/Targets; Objectives		3	3	
CCSS Are Clearly Identified Within Units and Lessons		3	3	
COMPREHENSIVE PROGRAM:				
Materials are Available in Print and Online		3	3	
1. Tier 2 and 3 Intervention Components Included				
Interventions Address Both Low and High Readiness Learners (X 2)		2.8	5.7	
Online and Paper Interventions are Available		3	3	
ELL Component is Available		3	3	
2. Assessment Component				
Common Formative & Summative Assessments - Summative Assessments are Both Paper/Pencil and Online - Summative Assessments are M-STEP / Smarter-Balanced Like		2.9	2.9	
Performance Task Assessments Are Available		2.9	2.9	
Diagnostic Assessments are Available that Measure the Foundations of Reading in Grades K-2		2.9	2.9	
Benchmark Assessments are Available		2.9	2.9	
Text to Speech is Available for Assessments		2.4	2.4	
Online Data Collection of Student Learning with Items Linked to the CCSS		2.9	2.9	
3. Writing and Speaking Progression (Writing is Embedded in The Program and Not Separate)				
Writing and Speaking to Sources is a Key Task		2.9	2.9	
Program Focuses on Forming Arguments Through Writing and Speaking		2.4	2.4	
Program Focuses On Informative Writing and Speaking		2.8	2.8	
The Balance of Speaking and Writing Matches the Requirements Called for in the CCSS		2.7	2.7	

Electronic Writing Opportunities Are Available		3	3	
4. Online/Technology Components				
Online Teacher and Student Editions are Available		3	3	
Online Close and Critical Reading Opportunities Are Available		2.9	2.9	
Online Tools for Close and Critical Reading Are Available (Highlighting, Underlining, Cross-Off, Sticky Notes, Mark for Review, and etc.)		2.9	2.9	
Text To Speech Available for Texts		2.9	2.9	
Audio and Video Available		3	3	
SmartBoard Capability is Available		3	3	
Online Components Work with Laptops, Chromebooks, iPads, iPhones, and Android Devices		3	3	
Teachers and Students Have Home Access		2.9	2.9	
Instruction				
5 Big Ideas of Reading (X 2) - Effective Instruction in All Aspects of Foundational Reading in Grades K-2		2.9	5.9	
Fluency Instruction is a Major Focus of the Materials in Grades K-2 (X 2)		2.8	5.6	
Explicit Instruction is Evident (X 2)		2.9	5.9	
Program is Designed for Whole-Group, Small-Group, and Individual Instruction per the CSSS Requirements		2.9	2.9	
Frequent Opportunities for Re-reading are Available		2.9	2.9	
Instructional Scaffolding is Evident So that All Students (Including Those Behind) Experience Complex, On-Grade Level Text (X 2)		3	6	
Instructional Reading Strategies Support Comprehension and Focuses on Building Knowledge		2.9	2.9	
Instructional Rigor Requiring High Levels of Cognitive Complexity are Evident and Frequent (X 2)		2.8	5.6	
Materials and Instruction Allow Flexibility In Order to Meet the Needs of All Students		2.9	2.9	
Best Practice Instructional Strategies are Evident Throughout the Program		2.8	2.8	
Graphic Organizer Are Used Frequently		2.6	2.6	
Ease of Use				
Program Can Be Adapt to Tight Time Constraints		2.5	2.5	
Teacher Edition (Online and Paper) is Well Organized and Appealing		3	3	
Student Edition (Online and Paper) is Well Organized and Appealing		3	3	
Glossary is Comprehensive (Online and Paper)		2.8	2.8	
Illustrations (Online and Paper) are Useful, Up-To-Date, and Engaging		2.9	2.9	
Illustrations and Narrative are Race, and Gender Neutral		2.7	2.7	
Balanced Viewpoints are Presented Regarding Controversial Subjects		2.4	2.4	
Materials (Online and Paper) Will Engage 21st Century Students in a Complex and Changing World		2.8	2.8	
PD				
ISD PD Support		1.1	1.1	
Publisher PD Support		1.9	1.9	
Local District PD Collaboration		1.3	1.3	
Reviews/Research				
	0	167	205	0