



# High-Quality Instructional Materials (K-3) Advisory List

February 6, 2024



**GEORGIA  
LANGUAGE ARTS  
SUPERVISORS**

## **Our Purpose**

To provide support and collaborative opportunities for those that lead  
English Language Arts curriculum across the state  
To disseminate important, content-specific information

# Committees

To form the committees, Georgia State Board of Education members chose one certified Georgia educator with experience in teaching foundational reading skills for each Congressional district . Two representatives were included from the Governor’s Office of Student Achievement (GOSA) to represent citizens of Georgia. Two representatives from the Georgia Association of Curriculum and Instructional Supervisors (GACIS) were included, and two representatives of the Georgia Language Arts Supervisors (GLAS) were chosen as facilitators for the process. The Georgia Director of Literacy for the Georgia Department of Education and the Georgia State Literacy Coach both served as ex-officio committee members.

## 2024 HQIM Committee

District 1: Karla Ogden, Wayne County  
District 2: Felicia Purdy, Seminole County  
District 3: LeAnne Cheatham, WGRESA  
District 4/GOSA: Kathy Matthews, Metro RESA  
District 5: Charnita West, DeKalb County  
District 6: Courtney Bean, Forsyth County  
District 7: Anna Mary Smith, Gwinnett County  
District 8: Julie Klein, Lowndes County  
District 9: Matthew Alexander, Hall County  
District 10: Jennifer Adams, Oconee County  
District 11: Carolyn Wilkins, Pickens County  
District 12: Ronda Hightower, Laurens County  
District 13: Ebony Brown, Clayton County  
District 14: Karen Faircloth, NWGA RESA  
Higher Education: Sharon Hixon, Dalton State  
GACIS: Lottie Mitchell, Gilmer County  
GACIS: Karen Wild, Carrollton City  
GOSA: Caitlin Dooley  
Ex-Officio: Amy Denty, GaDOE Director of Literacy  
Ex-Officio: Miranda Williams, GA Literacy Coach

Facilitators:  
Amy Fouse, Houston County  
Beth Herod, Gordon County

## Our Purpose

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**To provide a review of K-3 core reading programs reflective of the components of structured literacy as outlined in the Georgia Early Literacy Act (HB 538).**

Universal Citation: GA Code § 20-2-1017 (2019)

(a) As used in this Code section, the term "locally approved instructional materials and content" means instructional materials and content, as defined by the State Board of Education pursuant to Code Section 20-2-1010, which constitute the principal source of study for a state funded course, not including supplementary or ancillary material, which is adopted by a local board of education or used by a local school system. Supplementary or ancillary material includes, but is not limited to, articles, online simulations, worksheets, novels, biographies, speeches, videos, music, and similar resources in any medium, including both physical or digital.

**Core materials are defined as those,  
“which constitute the principal source of  
study for a state funded course, not  
including supplementary or ancillary  
material...”**

# Our Process

The committee was first convened in July 2023 to carefully study the expectations set forth in the Georgia Early Literacy Act (HB 538). As a committee, we carefully examined the law's definitions of foundational literacy skills and structured literacy. Additionally, we compared the language of the Georgia Early Literacy Act (HB 538) to current Georgia Standards of Excellence and recently adopted Georgia English Language Arts Standards. The 2024 HQIM Committee was convened in February 2024 to review the second round of submissions.

## **01. Develop Request for Information (RFI) and Evaluation Rubric**

In 2023, committee members developed the Request for Information and the High-Quality Instructional Materials (HQIM) Evaluation Rubric (Appendix B). For the 2024 review, committee members revised the Request for Information (Appendix A) to include a response section for materials being resubmitted for review to indicate substantive changes from the previous submission and a link to the evaluation rubric. The committee did not make any changes to the 2023 evaluation rubric. The 2024 Request for Information was submitted to the Georgia Procurement Registry on November 14, 2023 with a deadline for submission of January 16, 2024.

## **02. Review Instructional Materials**

Committee members used the comprehensive HQIM Evaluation Rubric to review all submitted RFI applications and supporting documents, digital materials (as applicable), and printed materials (as applicable). Ratings and recommendations were determined by consensus of the full committee.

## **03. Provide Advisory List to Georgia State Board of Education**

Once the review was completed, the committee developed the advisory list to submit to the Georgia State Board of Education for consideration.

# Our Findings

Submitted materials for core reading programs were evaluated by the eight components of foundational literacy skills and structured literacy as outlined in the Georgia Early Literacy Act (HB 538). Our evaluation tool included multiple criteria for eight components. Based on the totality of evidence for each component, committee members rated each component as evident, partially evident, or not evident. Each product was then given an overall determination with the same ratings. Publication information is available in Appendix C.

● Evident ● Partially Evident ● Not Evident

	Overall	Research Alignment	Explicit, Systematic, Cumulative, and Diagnostic Instruction	Standards Alignment, Assessment Plan, Clear Intersection of Reading and Writing	Phonological and Phonemic Awareness	Phonics and Word Study	Text Reading and Fluency	Vocabulary	Listening Comprehension and Reading Comprehension	Recommendation <small>Note: This recommendation is based on evidence ranking and resource accessibility.</small>
Amplify: Core Knowledge Language Arts	EVIDENT	●	●	●	●	●	●	●	●	Recommend
The Apple Group Connections: OG in 3D	EVIDENT	●	●	●	●	●	●	●	●	Strongly Recommend
Benchmark Advance	EVIDENT	●	●	●	●	●	●	●	●	Strongly Recommend
Benchmark Workshop	EVIDENT	●	●	●	●	●	●	●	●	Strongly Recommend
Collaborative Classroom: Being a Reader	EVIDENT	●	●	●	●	●	●	●	●	Recommend
HMH: Into Reading	EVIDENT	●	●	●	●	●	●	●	●	Strongly Recommend
Imagine Learning: EL Education	EVIDENT	●	●	●	●	●	●	●	●	Recommend

## Our Findings (Continued)

● Evident    ● Partially Evident    ● Not Evident

	Overall	Research Alignment	Explicit, Systematic, Cumulative, and Diagnostic Instruction	Standards Alignment, Assessment Plan, Clear Intersection of Reading and Writing	Phonological and Phonemic Awareness	Phonics and Word Study	Text Reading and Fluency	Vocabulary	Listening Comprehension and Reading Comprehension	Recommendation <small>Note: This recommendation is based on evidence ranking and resource accessibility.</small>
McGraw Hill: Open Court	EVIDENT	●	●	●	●	●	●	●	●	Recommend
McGraw Hill: Wonders	EVIDENT	●	●	●	●	●	●	●	●	Strongly Recommend
Open Up Resources: Bookworms K-5 Reading and Writing	EVIDENT	●	●	●	●	●	●	●	●	Recommend
Open Up Resources: EL Education K-5 Reading and Writing	EVIDENT	●	●	●	●	●	●	●	●	Recommend
Savvas: myView Literacy	EVIDENT	●	●	●	●	●	●	●	●	Strongly Recommend

# **Appendix A: Request for Information**

## **Request for Information**

### **High-Quality Instructional Materials – Core Reading Programs – Grades K-3**

The Georgia Language Arts Supervisors (GLAS) organization is issuing this Request for Information (RFI) to identify high-quality instructional materials for core reading programs as referenced in the Georgia Early Literacy Act (HB 538). Core programs are defined in GA Code § 20-2-1017 (2019) as instructional materials “which constitute the principal source of study for a state funded course, not including supplementary or ancillary material...” This legislation requires the Georgia State Board of Education to approve high-quality instructional materials to be used for teaching students in kindergarten through third grade to read. The purpose of this committee is to make recommendations of high-quality instructional materials to the Georgia State Board of Education; therefore, this RFI is not an offer to contract but seeks the submission of core reading program materials from interested vendors for review.

This RFI incorporates the legislative requirements, along with the timeline and procedure for submission. Interested vendors should review and complete the application in its entirety to be considered for inclusion on the state board’s list of approved high-quality instructional materials. The evaluation rubric that will be used by the HQIM Review Committee may be accessed here:

<https://drive.google.com/file/d/1PBAisuO-Tdhokp4mmP6lHnpiaj2SKLmi/view?usp=sharing>

HB 538 includes four definitions:

1. “Foundational literacy skills” means phonological awareness, phonemic awareness, phonics, fluency, vocabulary, reading comprehension, spelling, oral language, and the intersection of reading and writing.
2. “High-quality instructional materials” means instructional materials aligned to the science of reading that instruct students in foundational literacy skills and grade-appropriate English language arts and reading standards approved by the State Board of Education.
3. “Science of reading” means the body of research that identifies evidence-based approaches of explicitly and systematically teaching students to read, including foundational literacy skills that enable students to develop reading skills required to meet state standards in literacy.
4. “Structured literacy” means an evidence-based approach to teaching oral and written language aligned to the science of reading founded on the science of how children learn to read and characterized by explicit, systematic, cumulative, and diagnostic instruction in phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics.

This RFI does not constitute a commitment, implied or otherwise, that GLAS will take procurement action on this request. This RFI is being used to gather information for GLAS to make decisions and does not reimburse the cost incurred in furnishing this information.

### **Information Requested**

1. **Application:** Submit responses (5 pages maximum) to the application questions citing how the program meets specified requirements. Structure the responses according to the numbers outlined below to facilitate the committee’s review. The review of each program will be based solely on vendor-provided responses and materials.
2. **Materials:** Submit program materials representative of ONLY grades K-3 including, but not limited to, the following:



- a. Teacher guides
- b. Student texts
- c. Program assessments
- d. Scope and sequence
- e. Samples of other materials, including decodable texts, necessary to fully implement the program

Printed Materials: Mail hard copy materials to the following address:

**Middle Georgia RESA  
ATTN: Christina Pearson  
80 Cohen Walker Drive  
Warner Robins, Georgia 31088**

*Note: Materials must be received on site on or before January 16, 2024, to be considered. Materials will not be returned. It is acceptable to send a sample set.*

Digital Materials: If providing digital materials, include all required access information for committee members in a one-page PDF access guide with all appropriate links and login information.

3. **Video:** (OPTIONAL) Submit a PDF document with a link to a recorded overview video (15 minutes maximum) which highlights the instructional design of your program as related to the RFI application questions.

#### **RFI Timeline**

Activity	Date
Due date for Intent to Apply	December 14, 2023
Final date of accepted questions	December 14, 2023
Provision of question responses	December 15, 2023
Due date for submissions	January 16, 2024 (by 3:00 p.m. EST)

#### **Submission Method**

- **Intent to Apply:** Vendors will submit their intent to apply in a single PDF document to [GLAS@doe.k12.ga.us](mailto:GLAS@doe.k12.ga.us) with “RFI HQIM INTENT [COMPANY NAME]” in the subject line. Include all vendor information from Section A of the application.
- **Questions:** All questions related to this RFI should be emailed to [GLAS@doe.k12.ga.us](mailto:GLAS@doe.k12.ga.us) with “RFI Inquiry HQIM” in the subject line.
- **Submission Format:**
  - **Application:** Vendors will submit their application response in a single PDF document (max 5 pages) to [GLAS@doe.k12.ga.us](mailto:GLAS@doe.k12.ga.us) with the following file name: “RFI HQIM APPLICATION [COMPANY NAME]” and “RFI HQIM APPLICATION” in the subject line.
  - **Materials:** Submit a one-page PDF document with the following file name: “RFI HQIM DIGITAL ACCESS [COMPANY NAME]” and “RFI HQIM MATERIALS” in the subject line.
  - **Video (optional):** Submit a one-page PDF document with the following file name: “RFI HQIM VIDEO [COMPANY NAME]” and “RFI HQIM VIDEO” in the subject line.

The application is on the subsequent pages. All completed applications must be submitted, via email, to [GLAS@doe.k12.ga.us](mailto:GLAS@doe.k12.ga.us) by January 16, 2024.

## Application

### A. General Information

Vendor Name	
Title of Core Reading Program	
Publication Date	
ISBN(s)	
General Description of Core Reading Program (150 word max)	
Vendor Contact Details:	Name: Email: Phone Number:
Does this program constitute a core reading program as “the principal source of study for a state funded course, not including supplementary or ancillary material” GA Code § 20-2-1017 (2019)? To meet this definition, your program must have grade-level appropriate explicit, systematic, cumulative, and diagnostic instruction in ALL of the following foundational skills in grades K-3: <ul style="list-style-type: none"> <li>a. Phonological and phonemic awareness</li> <li>b. Phonics</li> <li>c. Fluency</li> <li>d. Vocabulary</li> <li>e. Reading comprehension</li> <li>f. Spelling</li> <li>g. Oral language</li> <li>h. Intersection of reading and writing</li> </ul> <i>Note: Supplementary or ancillary materials will not be reviewed through this process.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has this specific program been previously submitted for review as a core reading program? <i>Note: If “yes” is selected, the substantive change section must be completed.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No

#### **B. High-Quality Instructional Materials Legislative Criteria**

1. Describe the capability of your core reading program to provide explicit, systematic, cumulative, and diagnostic instruction. Specifically address the following:
  - i. whether students are introduced to a new skill before being asked to perform it,
  - j. whether there is a detailed scope and sequence, and
  - k. whether there is a structured lesson format that includes a routine that is carried through the sequence of teaching skills.
2. Describe the capability of your core reading program to provide differentiated instruction to meet the needs of all learners.
3. Provide a detailed description of how your program provides grade-level appropriate explicit, systematic, cumulative, and diagnostic instruction (structured literacy) in the following foundational literacy skills in grades K-3:
  - a. Phonological and phonemic awareness
  - b. Phonics
  - c. Fluency
  - d. Vocabulary
  - e. Reading comprehension
  - f. Spelling
  - g. Oral language
  - h. Intersection of reading and writing

#### **C. Research Alignment (Science of Reading)**

1. Describe how the program reflects current and confirmed science of reading research as defined in HB 538.
2. Provide data to support the core reading program being evidence based, meaning there is reliable and valid evidence to indicate a record of success with grade-level appropriate reading skills for K-3 students.

#### **D. Related Elements**

1. Provide correlation to Georgia's current standards for English Language Arts and, if available, the newly approved K-3 foundational reading standards. Standards can be accessed here: <http://www.bit.ly/ELAHQIM>
2. Provide an assessment plan to show how multiple forms of assessment, including diagnostic, formative, and summative, are used to ensure skills are assessed in appropriate and multiple ways.

#### E. Signed Assurances

As the authorized representative of, (Provider Name) I hereby certify that (Provider Name) will operate in accordance with the following assurances in order to be included on the state-approved High-Quality Instructional Materials list. I certify that (Provider Name) understands that instructional materials and content included on the state-approved High-Quality Instructional Materials list must:

Initial:		1. Align with Georgia's new K-12 English Language Arts standards by the state-adopted full implementation date;
Initial:		2. Explicitly reference Georgia's approved standards and expectations, along with changes to instructional content and sequencing, as needed;
Initial:		3. Be revised and addressed in a full and timely manner, if deemed "divisive" by final conclusion of formal local and/or state complaint procedures or investigations; and
Initial:		4. Not reference CASEL standards, which have not been adopted by the Georgia State Board of Education nor approved by the Georgia Department of Education for consideration.

I understand that agreement to each of the above assurances is required to be included on the state-approved High-Quality Instructional Materials list. I also understand that if at any time our instructional materials fail to meet these assurances, then (Provider Name) will revise its instructional materials and content to return to compliance, and that failure to do so in a timely manner jeopardizes (Provider Name)'s continued inclusion on the state approved High-Quality Instructional Materials list.

Instructional Provider	Enter Instructional Provider		
Authorized Representative (Print Name)	Enter Name of Authorized Representative		
Authorized Representative (Signature)		Date	Insert Date

#### F. Substantive Change Explanation (Required if being resubmitted for review.)

Core programs previously submitted may be resubmitted for review only if there is documented substantive change from the original submission. It is advised that you provide an explanation of this substantive change based on the evaluation rubric linked in this RFI.

# **Appendix B:**

# **HQIM Evaluation Rubric**

## HQIM Evaluation Rubric

*This evaluation tool was developed to be used by literacy educators in conjunction with professional learning around the review process.*

### **Section 1: Research Alignment - The program is aligned with science of reading research as defined in House Bill 538.**

The program is grounded in research that identifies evidence-based approaches of explicitly and systematically teaching students to read, including foundational literacy skills.

There is an obvious emphasis on teaching and learning of the following:

- a. phonological awareness
- b. phonemic awareness
- c. phonics
- d. fluency
- e. vocabulary
- f. reading comprehension
- g. spelling
- h. oral language
- i. the intersection of teaching reading and writing.

The program reflects the understanding that reading is a language-based skill and learning to read depends on mapping sounds to print.

### **Section 2: Explicit, Systematic, Cumulative, and Diagnostic Instruction - The program introduces skills and content using an explicit, systematic, cumulative, and diagnostic instructional approach.**

Lessons include:

- a. instructional routines and/or scripts that note what the teacher should say,
- b. a step-by-step sequence,
- c. instructional routines and procedures, and
- d. consistent academic language and vocabulary that relate to grade level outcomes and standards.

Routines include language for the teacher to introduce, define or explain new skills through demonstration and modeling before students are asked to perform the skills.

There are multiple opportunities for students to practice new skills with instructions for the teacher to give immediate corrective feedback.

The scope and sequence for a skill **within** a grade shows a clear progression from simple to complex, with frequent opportunities for practice and spiraled review, and is appropriate for the grade based on current adopted Georgia ELA standards.

The scope and sequence at each grade level articulates when skills are taught and/or reviewed **across** grades.

A clear and consistent lesson format is present in program lessons for the following:

- a. phonological awareness
- b. phonemic awareness
- c. phonics
- d. fluency
- e. vocabulary
- f. reading comprehension
- g. spelling
- h. oral language
- i. the intersection of teaching reading and writing.

The teacher guide includes directions for how to implement lessons (e.g., materials, target skill, script or wording for how to teach, examples to use, specific content such as word lists or book list).

Lessons, materials, and guidance are available for differentiating instruction in the core program.

<b>Section 3: Related Elements - The program provides for correlation to Georgia ELA standards, diagnostic, formative and summative assessments, and a clear intersection of reading and writing instruction.</b>
There are explicit connections to Georgia's standards for English Language Arts (Georgia Standards of Excellence and the newly adopted Georgia English Language Arts standards).
The program provides for diagnostic, formative (e.g., progress monitoring) and summative (e.g., unit tests) assessments.
In all grade levels, K-3, reading and writing are taught systematically and explicitly. Guidance is provided that recognizes the reciprocity between reading and writing.
<b>Section 4: Phonological and Phonemic Awareness (Strong focus at Kindergarten and 1st grade)</b>
A detailed scope and sequence of phonological and phonemic awareness grade-level appropriate skills progresses from simple to more complex such as isolating individual phoneme, blending, segmenting, and manipulating phonemes.
New skills that are explicitly modeled using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice orally with immediate corrective feedback.
Students (Kindergarten) are taught strategies to demonstrate and practice how phonemes are connected to meaning and the sounds in words (e.g., phoneme-grapheme mapping) (working toward understanding of the alphabetic principle).
Movement and/or manipulatives are used to make sounds in words concrete to demonstrate and practice how sounds are connected to letters (e.g., phoneme-grapheme mapping) (working toward understanding of the alphabetic principle).
Students analyze spoken words at the phoneme level, syllable level, and word level.
The program provides the opportunity for students to blend segment and manipulate phonemes.
Students are provided practice to orally produce the sounds in spoken words, not just identifying the sounds or matching the sounds using objects or pictures.
The activities and materials designed to elicit high levels of responding and engagement.
Differentiation of phonemic awareness instruction is linked to assessment data, with flexible grouping based on students' needs and progress.
<b>Section 5: Phonics and Word Study</b>
There is a detailed scope and sequence of phonics skills that progresses from simple letter-sounds to more complex patterns.
The phonics lesson format includes the following: <ul style="list-style-type: none"> <li>o brief cumulative review of previously taught skills,</li> <li>o a phonological warm up,</li> <li>o phoneme-grapheme matching,</li> <li>o word reading accuracy,</li> <li>o fluency building at the word, phrase, and eventually simple sentence level,</li> <li>o word dictation,</li> <li>o transfer to simple decodable text</li> </ul>
New skills are explicitly modeled using multiple unambiguous examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice orally with immediate corrective feedback (e.g., an explicit step by step routine is utilized).
Letter sound instruction starts from individual letter and builds up to the whole word systematically with an emphasis on the rules of English language while integrating instruction on the meaning of the word in text.
The phonics lessons progress from explicitly modeling specific letter sounds to segmenting and blending phonemes to decode words.
Phonics lessons include segmenting at the level of individual phonemes then matching graphemes to phonemes.
Students are taught and given opportunity to practice how to build regular words for which they know all letter sounds.



Students practice to automaticity in regular and irregular word lists, phrases and controlled decodable texts that provide enough exposure to the learned words that they become sight words.
Irregularities are pointed out in high utility words (i.e., have, I, said) while still focusing attention on the predictable letter-sound combinations.
Skills are taught and learned in isolation before practiced in text; words in texts used for independent reading are the ones that have been taught in prior phonics lessons.
There is cumulative review of known letter-sound combinations and words.
There are repeated opportunities to read words in context of the controlled decodable text that contain the phonic elements and irregular words students have learned previously.
Students practice to automaticity the full continuum of the phonological and phonemic awareness skills from early (rhyming and onset-rime) to basic (segmenting and blending) to advanced (sound manipulation and deletion) that were previously learned in kindergarten and first grade (2nd and 3rd grades).
Multi-syllable words are explicitly taught using prefixes, suffixes, syllable types and known word parts to aid in word recognition (2nd and 3rd grades).
Differentiation of phonics instruction is linked to assessment data, with flexible grouping based on students' needs and progress.
<b>Section 6: Text Reading and Fluency</b>
Sentence and passage reading are introduced after students can accurately and automatically read a sufficient number of VC and CVC words along with a few high-utility irregular words.
Students are provided opportunity and resources to practice reading text independently that include skills introduced within core program (i.e., letter-sound correspondence, phonics elements, and word types).
Fluency building in connected text is done only with passages the student can decode accurately (without hesitation or guessing).
There are sufficient numbers of controlled decodable text that align to the phonics scope and sequence to allow students to practice to automaticity.
Materials are available for teachers to read aloud for the purpose of modeling fluent reading, building vocabulary and background knowledge, and exposing students to text more complex than students could read on their own.
Differentiation of fluency instruction is linked to assessment data, with flexible grouping based on students' needs and progress.
<b>Section 7: Vocabulary</b>
There is a detailed scope and sequence of vocabulary skills.
Words selected for instruction are rich, high-utility words that will appear in conversation and literature, those that must be learned to understand a concept or text, and words from content area instruction.
New words are explicitly modeled using student-friendly definitions, multiple unambiguous examples and non-examples, and students are given opportunity to practice using the words with immediate corrective feedback.
Words that have been taught are repeated multiple times in a variety of contexts.
New words are integrated into sentences and students are prompted to use them in sentences across multiple domains.
Students are engaged in processing word meanings at deeper levels, to associate new words with known words.
There is cumulative review and practice of previously learned words.
Students are exposed to a wide range of words through teachers reading aloud from a wide range of stories and informational text.
Morphemic analysis is taught explicitly and systematically to support building word meaning through knowledge of root words, prefixes and suffixes (beginning 1st grade).
Activities and materials are designed to elicit high levels of responding and engagement.



**Section 8: Listening Comprehension and Reading Comprehension**

There is a clear scope and sequence that guides listening and/or reading comprehension instruction, in which the goals are explicitly stated and in which the ideas follow a logical order.

Students are explicitly taught to do an oral retelling of events or stories that were read to them.

Story structure (e.g., beginning, middle, end) is modeled with multiple unambiguous examples.

High-utility (e.g., words selected for instruction are rich, high-utility words that will appear in conversation and literature, those that must be learned to understand a concept or text, and words from content area instruction) words are pre-selected and taught before, during and after reading aloud.

The materials support engaging in interactive discussion on a wide variety of topics to expand and deepen background knowledge.

The text selections include model questions to ask before, during, and after reading aloud.

The specific content knowledge students will learn throughout the year is clearly stated, mapped out across the year, and prepares students for later grades.

Complex topics are introduced in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding.

The background knowledge necessary to understand text, that is read to or by students, is explicitly taught or activated.

Comprehension strategies are taught with multiple carefully designed unambiguous examples and text selection.

Emphasis is placed on modeling and thinking aloud to identify components of story structure, using story structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus.

There are multiple opportunities to listen to and explore narrative and expository text forms and engage in interactive discussion of the meanings of text.

Previously taught content, skills, and strategies are connected with new content and texts.

Text used for initial instruction in reading comprehension uses:

- familiar vocabulary
- only words students can read accurately and have been learned previously
- previously learned content knowledge
- simple sentences
- short passages

Lessons include explicit instruction in the structure and use of conventions of informational text such as titles, headings, information from graphs and charts to locate important information.

Lessons include explicit instruction in analyzing elements of narrative text and comparing and contrasting elements within and among texts.

# **Appendix C:**

## **Publication Information**

Note: Many publishers have moved to a research-based, iterative development model with updates made to digital materials. Typically, these changes result in the same core program with ongoing, responsive updates. Publication dates and ISBN numbers refer to the printed materials provided for review.

## Amplify Education

<b>Title:</b>	Amplify Core Knowledge Language Arts (CKLA)
<b>Publication Date:</b>	2022
<b>ISBN(s):</b>	Grade K: 9781639487486 Grade 1: 9781639487530 Grade 2: 9781639487547 Grade 3: 9781639487554
<b>Description from RFI:</b>	<p>Amplify Core Knowledge Language Arts (CKLA) is a comprehensive English Language Arts curriculum grounded in the Science of Reading that builds foundational language and literacy skills. Amplify CKLA Grades K-2 develops these skills in a two-part program consisting of a Knowledge Strand and a Skills Strand. Amplify CKLA Grades 3-5 offers an integrated strand of instruction that covers both knowledge and skills content.</p> <p>Amplify CKLA increases literacy and background knowledge across subject areas with informational and literary texts organized coherently to build students' reading, writing, listening and speaking skills with:</p> <ul style="list-style-type: none"> <li>• Regular instruction with complex text.</li> <li>• Strong exposure to academic vocabulary.</li> <li>• Decodable student readers.</li> <li>• Read-Aloud text for rich, structured, teacher-led discussions.</li> </ul>
<b>Recommendation Date:</b>	September 6, 2023

## The Apple Group

<b>Title:</b>	Connections: OG in 3D
<b>Publication Date:</b>	2007
<b>ISBN(s):</b>	N/A
<b>Description from RFI:</b>	Not Provided
<b>Recommendation Date:</b>	February 6, 2024

**Benchmark Education Company, LLC.**

<b>Title:</b>	Benchmark Advance
<b>Publication Date:</b>	2022
<b>ISBN(s):</b>	Grade K – XY10125 Grade 1 – XY10780 Grade 2 – XY10837 Grade 3 – XY10838
<b>Description from RFI:</b>	<p>Benchmark Advance is a powerful program that incorporates all components of a best-practice literacy block to support the achievement of every student. The program is designed to connect children to the world through text, building knowledge and perspectives, with explicit instruction in close reading and analysis, social emotional learning, multiple perspectives, authentic literature, and culturally responsive texts that reflect the complexity and dimensions of the world.</p> <ul style="list-style-type: none"><li>• aligns to State Standards</li><li>• includes subscription for digital resources via a single point of access</li><li>• supports diverse learners (gifted, on-level, struggling, students with disabilities, English language learners)</li><li>• provides differentiated instruction solutions for teaching across settings</li><li>• offers regular online and on-site customized professional development for teachers and administrators</li></ul> <p>Benchmark Advance aligns with current research on literacy instruction. It was designed to meet the needs of all learners through systematic, evidence-based methods which offer differentiated and scaffolded instruction for students. The program goals include:</p> <ul style="list-style-type: none"><li>• Build strong literacy foundations through explicit, systematic, spiraled instruction linked to contextualized practice.</li><li>• Develop comprehension and critical thinking skills for analyzing complex texts.</li><li>• Build knowledge over time through vertically aligned units that require learners to engage deeply with a topic.</li></ul>
<b>Recommendation Date:</b>	September 6, 2023

**Benchmark Education Company, LLC.**

<b>Title:</b>	Benchmark Workshop
<b>Publication Date:</b>	2020
<b>ISBN(s):</b>	Grade K – XY3022 Grade 1 – XY3023 Grade 2 – XY3024 Grade 3 – XY3025
<b>Description from RFI:</b>	<p>Benchmark Workshop is a set of literacy modules for Grades K-5 that combine to create a complete English Language Arts solution for teachers implementing a comprehensive literacy instruction using a flexible workshop model. Available in English and Spanish.</p> <ul style="list-style-type: none"><li>• Reader's Workshop provides whole-group mini-lessons, texts for small group, and resources to support independent reading and conferring.</li><li>• Writer's Workshop provides mini-lessons on the writing process, the craft of writing, and responses to reading, with support for small-group instruction, independent writing, and conferring.</li><li>• Phonics/ Word Study Workshop provides explicit instruction and differentiated practice through authentic reading and writing experiences and multisensory activities.</li></ul> <p>The three workshop modules, plus read-aloud and classroom libraries, provide the tools, strategies, and professional development teachers need to deliver consistently high-quality literacy instruction that emphasizes student engagement and supports students' development as autonomous, independent learners. At the heart of Benchmark Workshop are the Reader's Workshop and Writer's Workshop, companion sets of resources that allow teachers to align reading and writing instruction seamlessly.</p>
<b>Recommendation Date:</b>	September 6, 2023

## Center for the Collaborative Classroom

<b>Title:</b>	Being a Reader, Second Edition
<b>Publication Date:</b>	Grades K-2 (2021); Grade 3 (2023)
<b>ISBN(s):</b>	Grade K: 978-1-68246-911-8 Grade 1: 978-1-68246-912-5 Grade 2: 978-1-68246-913-2 Grade 3: 978-1-64940-116-8
<b>Description from RFI:</b>	The Being a Reader program is a yearlong, standards-aligned, comprehensive K-5 reading curriculum. It includes a continuum of instruction that starts at the earliest phases of reading development and supports students as they move from one phase to the next to learn the skills they need to read, discuss, and understand increasingly complex text. The program uses a combination of whole-class and small-group instructional strands to teach the word recognition and language processes skilled readers need. As students learn and develop, their instructional needs change. To support this growth, time devoted to the various instructional strands in Being a Reader shifts and changes within and across grade levels. Activities that target skills related to word recognition (morphological awareness, word analysis, and decoding) and language comprehension (syntax, language structure, verbal reasoning, vocabulary, and background knowledge) are woven together through systematic literacy and language experiences across the instructional strands.
<b>Recommendation Date:</b>	September 6, 2023

## Houghton Mifflin Harcourt Publishing Company (HMH)

<b>Title:</b>	HMH Into Reading
<b>Publication Date:</b>	2020
<b>ISBN(s):</b>	9780358573876; 9780358565635; 9780358573876; 9780358565635; 9780358573876; 9780358565635; 9780358573876; 9780358565635
<b>Description from RFI:</b>	<p>HMH Into Reading is a highly rated evidence-informed core reading solution. Unequivocally endorsed following rigorous foundational skills reviews nationwide, HMH Into Reading offers instruction and assessment practices grounded in the Science of Reading. The program's robust suite of assessments makes it easy to identify students' skill gaps, inform instruction, and measure growth throughout the school year. With HMH Into Reading, educators have a comprehensive solution with evidence-aligned instructional and assessment practices to ensure all students have equitable access to a high-quality literacy education.</p>
<b>Recommendation Date:</b>	September 6, 2023

Imagine Learning LLC	
<b>Title:</b>	Imagine Learning EL Education
<b>Publication Date:</b>	2019
<b>ISBN(s):</b>	Grade K: 9781648853456 Grade 1: 9781648853487 Grade 2: 9781648853517 Grade 3: 9781648853548
<b>Description from RFI:</b>	<p>The proposed is a comprehensive curriculum that facilitates elementary school literacy acquisition by aligning emphasizing a student-centered approach and integrating real-world contexts to build strong literacy skills. Through this instruction, teachers can make sure that students are able to navigate grade-level text independently and successfully.</p> <p>Imagine Learning LLC believes that the combination of exceptional content, customizable professional learning, and intuitive technology can improve teacher practice, enhance student achievement, and empower potential. We are partners on a shared mission to support classrooms where educators fulfill their highest aspirations and students achieve more than they think possible. With IL EL Education, schools can provide equitable literacy education alongside rich learning experiences that encompass the vital skills and competencies crucial for successful literacy development.</p>
<b>Recommendation Date:</b>	February 6, 2024



**McGraw Hill LLC**

<b>Title:</b>	Open Court
<b>Publication Date:</b>	2023
<b>ISBN(s):</b>	See link: <a href="https://drive.google.com/file/d/19Po0Yun9dJS2oyurON5bjPfQDs6E5W/view?usp=sharing">https://drive.google.com/file/d/19Po0Yun9dJS2oyurON5bjPfQDs6E5W/view?usp=sharing</a>
<b>Description from RFI:</b>	Decades of Confident Readers, Powered by Research Grounded in decades of literacy research and a proven history of efficacy in the classroom, SRA Open Court Reading has been building strong readers, writers, and thinkers for more than 60 years. Underpinned by findings from learning theory and cognitive science—also known as the Science of Reading—and proven to achieve reading gains in a diverse range of readers from beginning to fluent, Open Court Reading is research-validated as well as research-based. A carefully crafted instructional plan and a purposeful progression of skills empower teachers and help make research actionable. By recognizing foundational skills as critical building blocks, Open Court Reading prepares students for a lifetime of literacy and learning.
<b>Recommendation Date:</b>	February 6, 2024

**McGraw Hill LLC**

<b>Title:</b>	Wonders
<b>Publication Date:</b>	2023
<b>ISBN(s):</b>	See link: <a href="https://drive.google.com/file/d/1z1-YsFUHJ4O38uiHxGPgT4bJEB-tvh2E/view?usp=sharing">https://drive.google.com/file/d/1z1-YsFUHJ4O38uiHxGPgT4bJEB-tvh2E/view?usp=sharing</a>
<b>Description from RFI:</b>	Wonders ©2023 is an evidence-based K–5 ELA program that empowers students to take an active role in learning and exploration. Best-in-class differentiation and ELL resources support strong outcomes for all learners, and meaningful, authentic literature invites students to explore our world and learn more about themselves and each other in the process.
<b>Recommendation Date:</b>	February 6, 2024

## Open Up Resources

<b>Title:</b>	Bookworms K-5 Reading and Writing
<b>Publication Date:</b>	2022
<b>ISBN(s):</b>	9781638423935, 9781638423874, 9781643118918, 9781638423942, 9781638423881, 9781638423959, 9781638423898, 9781638423966, 9781638423904
<b>Description from RFI:</b>	<p>Bookworms K—5 Reading &amp; Writing is a research-based curriculum that was the collaborative work of Michael C. McKenna at the University of Virginia and Sharon Walpole at the University of Delaware. It is structured into three 45-minute blocks of instruction: Shared Reading, English Language Arts, and Differentiated Instruction. These three blocks may be scheduled in any order during the school day. The program uses intact, complex texts with a variety of genres, topics, and authors. Based on leading literacy research and best practices, Bookworms K—5 Reading &amp; Writing places significant emphasis on grade-level reading, differentiated skills instruction, and genre-based writing strategy instruction.</p> <p>The Bookworms Differentiated Instruction (DI) Block is a foundational skills program, grounded in the science of reading, in which the teacher provides explicit, systematic skills-based instruction tailored to students' needs in order to move students up the staircase of proficiency in foundational skills.</p>
<b>Recommendation Date:</b>	September 6, 2023

## Open Up Resources

<b>Title:</b>	EL Education K-5 Reading and Writing
<b>Publication Date:</b>	2022
<b>ISBN(s):</b>	9781683623670, 9781643112893, 9781643112923, 9781643112985, 9781683623687, 9781643112909, 9781643112930, 9781643112992, 9781683623694, 9781643112916, 9781643112947, 9781643113005, 9781683623762, 9781643112954, 9781643118048
<b>Description from RFI:</b>	<p>Authored by EL Education, our K-5 Language Arts curriculum is a nationally acclaimed program that engages students in science and social studies topics, fostering skill and knowledge acquisition. Content-based literacy is an approach to helping students build literacy as they learn about the world. Research shows that the deeper the content knowledge, the more students are able to understand what they read and can speak and write clearly about that content. Research shows that they will be able to successfully read about and understand new content. This proficiency transfers to the next occasion for reading and learning, creating an upward surge that builds on itself and is both highly rewarding and motivating.</p>
<b>Recommendation Date:</b>	September 6, 2023

## Savvas Learning Company LLC

<b>Title:</b>	myView Literacy
<b>Publication Date:</b>	2025
<b>ISBN(s):</b>	9798213043488, 9798213043495, 9798213043501, 9798213043518, 9798213043525, 9798213043532, 9798213020458, 9798213020465, 9798213020472, 9798213020489, 9798213020496, 9798213020502, 9780328993901, 9780134934358, 9780134934365, 9780134934372, 9780134934396, 9780134934402
<b>Description from RFI:</b>	<p>myView Literacy is a comprehensive, interactive literacy solution for grades K–5 that is grounded in the science of reading and provides a student-centered approach to teaching reading, writing, speaking, listening, and thinking. This print and digital solution teaches all foundational skills explicitly and systematically while including authentic texts, easily managed core lessons, and a variety of flexible resources for meaningful differentiation. Competencies of 21st century thinking and social-emotional learning are taught and practiced using compelling main selection texts, highly engaging trade books, collaborative learning, and project-based inquiry. Student autonomy takes on a new meaning with a student interactive book that gives learners the power to annotate text and showcase their understanding. All print materials are available digitally through our Savvas Realize™ online learning platform, which offers students a variety of interactive resources and provides teachers with the data they need to customize content and monitor student progress.</p>
<b>Recommendation Date:</b>	February 6, 2024