

A Correlation of

ReadyGEN

©2016



To the

**Instructional Materials Evaluation Toolkit
(IMET) ELA/Literacy**

Grades 3-6

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the Instructional Materials Evaluation Toolkit (IMET). Correlation includes program descriptions with supporting program references.

ReadyGEN ©2016 is a grade K-6 integrated literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

AUTHENTIC TEXT AT THE CORE OF INSTRUCTION

- Puts a library of 12 authentic trade books in the hands of every child.

BUILT WITH THE RESULTS IN MIND

- Back-mapped for success to ensure that activities are driven by rigorous standards.

BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS

- Point-of-use scaffolds, strategic support, and individualized intervention accelerates learning for all.

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IMET, ELA/LITERACY GRADES 3–6
READYGEN

Non-Negotiable 1: Texts are worthy of student time and attention; they have the appropriate level of complexity for the grade, according to both quantitative and qualitative analyses of text complexity.

Non-Negotiable 1
 Complexity of Texts

Metric	Evidence
<p>NN Metric 1A: 100% of texts must be accompanied by specific evidence that they have been analyzed with at least one research-based quantitative measure for grade-band placement.</p>	<p><i>ReadyGEN</i> is a grade K–6 integrated literacy program that accelerates learning for all by presenting modeled reading experiences with authentic text. Students engage in practice, build motivation, and improve their reading stamina. The selections were chosen based on their text complexity using quantitative, qualitative, and reader-task criteria. Quantitative criteria used were Lexile scores, average sentence length, and word frequency. The <i>ReadyGEN</i> Text Sets contains selections that are at the level of text complexity required in Standard 10 of Literature and Standard 10 of Informational Text.</p> <p>See each unit for the Text Complexity Rubrics in the Teacher’s Guide.</p> <p>Grade 3 Unit 1 Teacher’s Guide pages TR48–TR57 Grade 4 Unit 1 Teacher’s Guide pages TR48–TR57 Grade 5 Unit 1 Teacher’s Guide pages TR48–TR57 Grade 6 Unit 1 Teacher’s Guide pages TR48–TR57</p>
<p>NN Metric 1B: 100% of texts must be accompanied by specific evidence that they have been analyzed for their qualitative features indicating a specific grade-level placement.</p>	<p>See charts in the Teacher’s Guide for specific information. The Quantitative Measures include: Lexile score, Average Sentence Length, Word Frequency, Page Count, and Word Count. The Qualitative Measures include: Levels of Meaning, Structure, Language Conventionality and Clarity, Theme and Knowledge Demands. Reader and Task Suggestions are also included. To support teachers, Text Complexity Rubrics for all main selections have been created and included in the Teacher’s Guides. The rubrics were created by Dr. Elfrieda Hiebert based on the research of our authorship team including but not limited to the work of Dr. Elfrieda Hiebert, Dr. P. David Pearson and Dr. Sharon Vaughn. The program also includes <i>Sleuth</i> selections. All concept-related <i>Sleuth</i> selections follow appropriate Lexile scores for the grade level.</p>

Non-Negotiable 2: At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the text.

Non-Negotiable 2

Text-Dependent and Text-Specific Questions

Metric	Evidence
<p>NN Metric 2A: At least 80% of all questions and tasks should be text-dependent to reflect the requirements of Reading Standard 1 (by requiring use of textual evidence to support valid inferences from the text).</p>	<p>Within the <i>ReadyGEN</i> program, more than 80% of the questions are high-quality text-dependent questions requiring students to rely on the text to find the answers.</p> <p>In the first read of the lesson selection, Turn and Talk creates a structured routine allowing students to quickly think about and react to what they have read before digging deeper into the text. Students collaborate with peers to verbalize their thinking and learn from others. In the second read of the lesson selection, students engage with the Close Read and begin the hard work of analyzing and responding to text. The Close Read gives students extensive opportunities to explore key ideas and details, craft and structure, and integration of knowledge and ideas within the text.</p> <p>See the following example for each grade: Grade 3 Teacher’s Guide pages 12–17 Grade 4 Teacher’s Guide pages 12–17 Grade 5 Teacher’s Guide pages 12–17 Grade 6 Teacher’s Guide pages 12–17</p>

NN Metric 2B:

Questions and tasks accurately address the analytical thinking required by the Standards at each grade level. NOTE: While multiple standards will be addressed with every text, not every standard must be addressed with every text.

Each topically related Text Set, which consists of an anchor text, a supporting text, and texts to support close reading and critical (analytical) thinking, provides a balance of fiction and nonfiction consistent with the demands of the Common Core Standards. Each lesson begins with Build Understanding (Set the Purpose, Engage Students), which includes Enduring Understandings and Essential Questions to guide student thinking and create a culture of inquiry around the Text Sets and tasks. The Close Read section involves the Cite Text Evidence section to help students delve into key ideas and details, craft and structure, and the integration of knowledge and ideas. The Standards are listed in the Objectives to clearly identify which ones are addressed in the lesson. This structure helps students understand how to gather evidence and build knowledge as they apply these skills when they read the selection.

See the following example for each grade:
Grade 3 Teacher’s Guide pages 12–13
Grade 4 Teacher’s Guide pages 12–13
Grade 5 Teacher’s Guide pages 12–13
Grade 6 Teacher’s Guide pages 12–13

Alignment Criterion 1: Materials reflect the distribution of text types and genres required by the Standards.

Alignment Criterion 1

Range and Quality of Texts

Metric	Evidence
<p>AC Metric 1A: Materials pay careful attention to providing a sequence or collection of texts that build knowledge systematically through reading, writing, listening, and speaking about topics under study.</p>	<p><i>ReadyGEN</i> is an integrated and well-balanced approach to reading, writing, listening, and speaking instruction. Unlike a traditional core basal offering, <i>ReadyGEN</i> was intentionally designed to provide students and teachers with the tools necessary to meet the Common Core instructional shifts. Authentic, rigorous “Text Sets” build knowledge around unit themes that actively engage students, and include a complete array of print and digital resources that provide teachers with the daily support they need while offering the flexibility they desire.</p> <p>See the Unit Overview Standards Maps to identify the Anchor and Supporting Texts, the Goals, and the Enduring Understanding for each Module in each Unit. Grade 3 Implementation Guide pages 74–81 Grade 4 Implementation Guide pages 74–81 Grade 5 Implementation Guide pages 74–81 Grade 6 Implementation Guide pages 74–81</p>
<p>AC Metric 1B: Within a sequence or collection of texts, specific anchor texts of grade-level complexity (keystone texts) are selected for their quality as being worthy of especially careful reading.</p>	<p><i>ReadyGEN</i> actively engages students in literacy experiences, with authentic, rigorous “Text Sets” as the core of all instruction. Each Text Set is comprised of full-length informational and literary trade books and texts spanning multiple genres and cultures. These titles serve as the springboard into the exploration of language, literacy, and collaboration. <i>ReadyGEN</i> is the only elementary literacy program that puts a library of 12 authentic trade books in the hands of every learner. Digital access to every trade book presents a unique one-to-one learning opportunity and a shift in students’ behavior from passive to active learning. Interactive Anchor Texts bring content to life, help build background for all students, and encourage the love of reading.</p> <p>See the selections in the Teacher’s Guide: Grade 3 pages iv to vii Grade 4 pages iv to vii Grade 5 pages iv to vii Grade 6 pages iv to vii</p>

<p>AC Metric 1C: In grades 3–5, literacy programs shift the balance of texts and instructional time to 50% literature/50% informational high-quality text. In grades 6–12, ELA materials include substantial attention to high-quality nonfiction.</p>	<p>In the program, each Text Set supports close reading and critical thinking and provides a balance of fiction and nonfiction consistent with the demands of the Common Core standards. <i>ReadyGEN</i> includes 12 full-length, authentic trade books with a balance of literary and informational texts. These anchor texts are supported by the Text Collection with topically related texts in multiple genres, <i>Sleuth</i> short texts for close reading routines, digital access to Savvas Realize, and Leveled Text Library with 60 topically related texts. The Standards Charts show the Reading Standards for Literacy and the Reading Standards for Informational Text, which identify the references to a balance of literature and informational texts and instruction.</p> <p>See Grade 3 Implementation Guide pages 84–86 Grade 4 Implementation Guide pages 84–86 Grade 5 Implementation Guide pages 84–86 Grade 6 Implementation Guide pages 84–86</p>
<p>AC Metric 1D: A large majority of texts included in instructional materials reflect the text characteristics and genres that are specifically required by the Standards at each grade level.</p>	<p><i>ReadyGEN</i> is organized around unit modules (six units in Grades K–2; four units in Grades 3–6). Text Sets are used to build knowledge around unit themes, which emphasize the common characteristics of a unifying concept, and promote in-depth understanding through daily lessons in the two modules. All texts are aligned to the complexity requirements outlined in the Common Core Standards, ensuring that all students interact with appropriate grade-level texts.</p> <p>For each unit see the Vocabulary to Unlock Text and the Module Overview to verify the variety of materials. Grade 3 Teacher’s Guide Unit 1 pages 2 to 7 Grade 4 Teacher’s Guide Unit 1 pages 2 to 7 Grade 5 Teacher’s Guide Unit 1 pages 2 to 7 Grade 6 Teacher’s Guide Unit 1 pages 2 to 7</p>

AC Metric 1E:

Additional materials markedly increase the opportunity for regular independent reading of texts that appeal to students' interests to develop both knowledge and love of reading.

ReadyGEN lessons are designed around Dr. P. David Pearson's gradual release of responsibility model with the goal of building independent readers and writers. As teachers use authentic text to model reading and writing practices, students work to master rigorous standards. First, students use Build Understanding as part of Whole Group Reading instruction. From there, students practice a Close Read and learn how to unlock vocabulary. Every lesson offers a clear choice for teacher-directed small group instruction, and also provides a number of options for engaging independent learners during Small Group Time. All writing and vocabulary instruction is done within the context of reading multiple times for specific purposes to build close reading and higher-order thinking skills. Students are taught each day to carefully analyze and synthesize sources, write to sources, and defend claims as part of Whole Group Writing instruction, and each writing lesson focuses on one writing mode as specified in the Common Core Standards. Finally, explicit instruction guides students through the writing process, requiring them to analyze good writing models from the text sets they read.

See Grade 3 Unit 1 Teacher's Guide pages 12–21
Grade 4 Unit 1 Teacher's Guide pages 12–21
Grade 5 Unit 1 Teacher's Guide pages 12–21
Grade 6 Unit 1 Teacher's Guide pages 12–21

Alignment Criterion 2: Questions and tasks support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.

Alignment Criterion 2

Questions and Tasks

Metric	Evidence
<p>AC Metric 2A: High-quality sequences of text-dependent questions are prevalent and can address any of the following: sustained attention to making meaning from the text, rereading to gain evidence and clarity, and the acquisition of foundational skills.</p>	<p>In <i>ReadyGEN</i>, students use Build Understanding and read the text as part of Whole Group Reading instruction. Then students Close Read and learn how to unlock vocabulary. During this second read of the text, they use information from the text to respond to questions that require higher-order thinking skills. Each Close Read question has a Depth of Knowledge level to indicate the cognitive skills required to answer the question. (See examples in Grades 3, 4, 5, and 6 Unit 1 Teacher’s Guide page 13.) Every lesson offers a clear choice for teacher-directed small group instruction and also provides options for engaging independent learners during Small Group Time. (See examples in Grades 3, 4, 5, and 6 Unit 1 Teacher’s Guide pages 15–17.)</p> <p>Higher-order (critical) thinking skills and related questioning techniques are integrated throughout the program. The program allows for immediate feedback for the questioning techniques. Embedded in the program are also assessment questions that are directly related to testing concepts in the Common Core State Standards. Higher-order thinking skills are addressed in the Reading/Language Analysis sections of the Teacher’s Guide as well as in the support materials in the Scaffolded Strategies Handbook. The <i>Sleuth</i> materials present the Super Sleuth Steps: Gather Evidence, Ask Questions, Make Your Case, and Prove It! with performance tasks to demonstrate comprehension. Throughout the program, students are continuously involved in comprehension activities that use text-dependent higher-order thinking skills.</p> <p>See Grade 3 Unit 1 Teacher’s Guide pages 36–37 Grade 4 Unit 1 Teacher’s Guide pages 36–37 Grade 5 Unit 1 Teacher’s Guide pages 36–37 Grade 6 Unit 1 Teacher’s Guide pages 36–37</p>

AC Metric 2B:

Questions and tasks support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts.

In *ReadyGEN*, the program authors developed the Generative Vocabulary approach and corresponding routines to make visible to students critical features and functions of words and connections among words. By teaching vocabulary in clusters of ideas rather than in isolation, this approach encourages students to generate and learn many more words. Benchmark Vocabulary Words are important for understanding concepts within a text. By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. The vocabulary presented to students includes phrases and expressions as well as words. See the Unit 1 Teacher’s Guide for Grade 3 pages TR24 and TR28, Grade 4 pages TR24 and TR28, Grade 5 pages TR24 and TR28, and Grade 6 pages TR24 and TR28 for Vocabulary Routines. The complete rationale for the vocabulary activities can be found in Grade 3 Unit 1 Teacher’s Guide pages TR24–TR31, Grade 4 Unit 1 Teacher’s Guide pages TR24–TR31, Grade 5 Unit 1 Teacher’s Guide pages TR24–TR31, and Grade 6 Unit 1 Teacher’s Guide pages TR24–TR31.

Vocabulary words are presented at every grade level and used in the reading selection. Recognition and immediate application in context allow readers to use content words and academic terms in a real-world reading setting. See Grades 3, 4, 5, and 6 Unit 1 Teacher’s Guide pages 2–5. The online *ReadyUp! Intervention* program includes vocabulary and comprehension lessons to help students at all levels develop the necessary skills to succeed both in and out of school. Lessons offer a consistent format: Introduce, Model, Teach, and Practice in isolation and in context. Routines, practice, and assessment occur at point-of-use within each lesson. The lesson follows a gradual release of responsibility model to scaffold learning.

Throughout the program, concepts of syntax are targeted when the conventions of grammar and usage are presented in student and teacher materials. *ReadyGEN* provides ample opportunities to use the conventions in speaking and writing. Teacher’s Guide lessons introduce, reinforce, and review conventions for capitalization, punctuation, parts of speech, kinds of nouns, verb tenses, adjectives, different kinds and structures of sentences, and more. These skills are presented in the Conventions Mini-Lesson in each week’s lesson.

- See the following example for Grade 3 Teacher’s Guide Unit 1 page 21.
- See the following example for Grade 4 Teacher’s Guide Unit 1 page 21.
- See the following example for Grade 5 Teacher’s Guide Unit 1 page 21.
- See the following example for Grade 6 Teacher’s Guide Unit 1 page 21.

AC Metric 2C:

Questions build to a deep understanding of the central ideas of the text.

Working from the requirements of the Performance-Based Assessment at the end of each module, carefully chosen content-rich selections support the text-based instruction that enables students to address the module goals. The Module Overview chart identifies the instructional focus—what readers, writers, and learners are expected to know and do and the variety of content they will be working with at every level of instruction. These expectations fall in line with the goals for the Performance-Based Assessment. All pre-reading activities are text- and research-based and are highly focused on text-based skills such as vocabulary or the concept development based on the knowledge and ideas developed through the reading of the texts.

Review the lessons in each level using the Module B Overview chart on Teacher’s Guide pages 206–207 of Unit 1 for Grades 3, 4, 5, and 6.

Alignment Criterion 3: Written and oral tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text.

Alignment Criterion 3

Writing to Sources and Research

Metric	Evidence
<p>AC Metric 3A: Writing to sources is a key task. Students are asked in their writing to analyze and synthesize sources, as well as to present careful analysis, well-defended claims, and clear information.</p>	<p>The <i>ReadyGEN</i> lessons are designed around Dr. P. David Pearson’s gradual release of responsibility model with the goal of building independent readers and writers. All writing and vocabulary instruction is done within the context of reading multiple times for specific purposes to build close reading and higher-order thinking skills. Students are taught each day to carefully analyze and synthesize sources, write to sources, and defend claims as part of Whole Group Writing instruction, and each writing lesson focuses on one writing mode as specified in the Common Core Standards. Finally, explicit instruction guides students through the writing process, requiring them to analyze good writing models from the text sets they read. See the standards charts for Writing and the related speaking, listening, and language standards on the following pages: Grade 3 Implementation Guide pages 88–95 Grade 4 Implementation Guide pages 88–95 Grade 5 Implementation Guide pages 88–95 Grade 6 Implementation Guide pages 87–95</p> <p>See also the following lesson examples.</p> <ul style="list-style-type: none"> • Grade 3 Module A begins with Narrative Writing as students use the selection to describe story elements and use nouns in Unit 1 Teacher’s Guide pages 18–21. Module B begins with Informative/Explanatory Writing for conveying ideas and information and using nouns as subjects in Unit 1 Teacher’s Guide pages 218–221. • Grade 4 Unit 1 Module A begins with Informative/Explanatory Writing to introduce a topic and use nouns in Teacher’s Guide pages 18–21. Unit 2 Module A begins with Narrative Writing as students establish a situation and use adjectives on Teacher’s Guide pages 18–21. • Grade 5 Module A begins with Narrative Writing as students compare and contrast characters and identify common and proper nouns in Unit 1 Teacher’s Guide pages 18–21. Module B begins with Informative/Explanatory Writing to choose and introduce a topic and identify verb tenses in Unit 1 Teacher’s Guide pages 218–221. • Grade 6 Unit 1 Module A begins with Narrative Writing as students establish point of view and identify common, proper, and possessive nouns on Teacher’s Guide pages 18–21. Module B begins with Informative/Explanatory Writing to analyze features and purpose of an encyclopedia article and identify verb tenses in Unit 1 Teacher’s Guide pages 218–221.

<p>AC Metric 3B: Materials place an increased focus on argument and informative writing in the following proportions. Alternately, they may reflect blended forms in similar proportions (e.g., exposition and opinion):</p> <p>Grades 3–5 exposition 35% opinion 30% narrative 35%</p> <p>Grades 6–8 exposition 35% opinion 35% narrative 30%</p>	<p>Writing instructional routines always encourage the reciprocity between reading and writing to promote student thinking and understanding through text-based evidence. This cohesive and comprehensive curriculum ensures a ready-made suite of resources, so teachers can spend less time creating lessons and more time teaching.</p> <p>See the Module Overview of a unit for a listing of the Writing Instructional Focus and the Independent Writing topics.</p> <ul style="list-style-type: none"> • Grade 3 see Unit 1 Teacher’s Guide Module A pages 6–7 and Module B pages 206–207 • Grade 4 see Unit 1 Teacher’s Guide Module A pages 6–7 and Module B pages 206–207 • Grade 5 see Unit 1 Teacher’s Guide Module A pages 6–7 and Module B pages 206–207 • Grade 6 see Unit 1 Teacher’s Guide Module A pages 6–7 and Module B pages 206–207
<p>AC Metric 3C: Writing opportunities for students are prominent and varied.</p>	<p><i>ReadyGEN</i> is designed with rigor and responsiveness to guide all students toward success. The lessons engage students in unit topics, genres, and the types of writing that will prepare them for college and careers. Using <i>ReadyGEN</i>’s integrated pedagogy, big ideas, and authentic practice, teachers model how to participate in critical reading, thinking, speaking, and writing. Throughout all parts of the lesson from Build Understanding to Close Read to Reading/Language Analysis to Focused Independent Reading to Writing, the program provides consistent, well-developed interactive learning activities that are instruction based and varied.</p> <p>See a writing example for a typical unit. Grade 3 Unit 1 Teacher’s Guide pages 18–21 Grade 4 Unit 1 Teacher’s Guide pages 18–21 Grade 5 Unit 1 Teacher’s Guide pages 18–21 Grade 6 Unit 1 Teacher’s Guide pages 18–21</p>
<p>AC Metric 3D: Extensive practice with short, focused research projects is provided. Materials require students to engage in many short research projects annually to enable students to develop the expertise needed to conduct research independently.</p>	<p>In many of the Writing projects and related activities for each week, students locate information about the unit topic or concept as they prepare to make a report or talk about the topic. Each of these activities requires students to use both print and digital materials to locate the necessary information to complete a research project.</p> <ul style="list-style-type: none"> • Grade 3 Unit 4 Teacher’s Guide pages 118–120 • Grade 4 Unit 4 Teacher’s Guide pages 58–60 • Grade 5 Unit 4 Teacher’s Guide pages 108–110 • Grade 6 Unit 4 Teacher’s Guide pages 108–110

Alignment Criterion 4: Materials provide explicit and systematic instruction and diagnostic support in phonics, vocabulary development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Alignment Criterion 4
Foundational Skills

Metric	Evidence
<p>AC Metric 4A: Submissions address grade-level CCSS for foundational skills by providing instruction in phonics, word recognition, vocabulary, syntax, and reading fluency in a research-based and transparent progression.</p>	<p>Foundational skills are the entryway to language and vocabulary and for students to become strong readers of complex text. Savvas provides phonics instruction for Grades K–3 and word analysis for Grades 4–6. The <i>ReadyGEN</i> scope and sequence of foundational skills has been widely validated in independent efficacy studies. Created by literacy experts in the areas of phonemic awareness, phonics, word work, and spelling, the approach is aggressive, with supports for appropriate mediations and modeled delivery through optional scripting. Lessons are integrated into <i>ReadyGEN</i> instruction and lessons appear in the Foundational Skills or Word Analysis section at the back of every <i>ReadyGEN</i> Teacher’s Guide. Every lesson follows a systematic approach and integrates phonemic awareness, phonics, and fluency into daily instructional routines. Foundational skills or word analysis skills instruction was designed to work in whole and small group settings, and it is recommended that teachers allocate 20–30 minutes of their reading block to teaching these skills.</p> <p>Each lesson has Small Group Options in the Small Group Time section that includes Phonics with references to the Foundational Skills or Word Analysis pages in the book.</p> <ul style="list-style-type: none"> • Grade 3 Unit 1 Teacher’s Guide Module A pages 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136 • Grade 4 Unit 1 Teacher’s Guide Module A pages 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136 • Grade 5 Unit 1 Teacher’s Guide Module A pages 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136 • Grade 6 Unit 1 Teacher’s Guide Module A pages 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136 <p>Additional skill application can be found by using the Grade 3 Decodable Readers and Grades 4 and 5 Practice Readers where selections have been specifically developed to use and apply the key foundational skills. See the references in the Foundational Skills section of the Teacher’s Guide for Grades 3, 4, and 5.</p>

<p>AC Metric 4B: Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p><i>ReadyGEN</i> integrates foundational skills, reading, writing, speaking and listening, and language standards, presenting them in conjunction with reading selections. The reading selections, which can be read independently of all surrounding material, serve as the core of the lessons and the vehicle for incorporating all features and activities. Each lesson begins with Build Understanding—Set the Purpose as students explore the reading selection, engaging in reading and using the routines to incorporate related foundational skills. For the selections, notes and questions help students comprehend the text and genres. Each concept and skill is presented and then reviewed in succeeding lessons and represented and extended in following unit instruction using a carefully constructed scope and sequence.</p> <p>See Grades 3, 4, 5, and 6 Unit 1 Teacher’s Guide pages 12–14 for the purpose and understanding skills for making meaning from reading.</p>
<p>AC Metric 4C: Opportunities are frequently built into the materials for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p>	<p><i>ReadyGEN</i> includes the Baseline Assessment, which evaluates student proficiency in foundational skills, listening and reading comprehension, vocabulary, and writing. The Beginning-of-Year Fluency Test and Running Record in the Assessment Book provide students’ oral reading rate and oral reading accuracy, which may be used to verify instructional decisions suggested by the Baseline Assessment and to help identify a student’s particular strengths and weaknesses in reading and language development. In the Foundational Skills or Word Analysis section of every Teacher’s Guide, the lessons follow a systematic approach and integrate phonemic awareness, phonics, and fluency, into daily instructional routines. Foundational skills or word analysis skills instruction was designed to work in whole and small group settings, and it is recommended that teachers allocate 20–30 minutes of their reading block to teaching these skills. See the Foundational Skills or Word Analysis section in each Teacher’s Guide.</p>
<p>AC Metric 4D: Materials guide students to read grade-level text with purpose and understanding.</p>	<p><i>ReadyGEN</i> was created and designed to ensure that all students have extensive opportunities to encounter grade-level complex text through scaffolds in the core lessons and the Small Group lessons. The selections were chosen to foster the integration of knowledge and ideas. These high-quality texts provide opportunities for students to integrate and evaluate content and analyze ideas. Grades 3, 4, 5, and 6 (see Unit 1 Teacher’s Guide pages 12–21) follow a lesson plan structure with Build Understanding—Set the Purpose, Engage Students, Read, Turn and Talk; Close Read; Benchmark Vocabulary; and Reading/Language Analysis with Support and Extension.</p>

Alignment Criterion 5: Materials adequately address the Language Standards for the grade.

Alignment Criterion 5

Language

Metric	Evidence
<p>AC Metric 5A: Materials address the grammar and language conventions specified by the Language Standards at each grade level.</p>	<p>In the <i>ReadyGEN</i> program, the conventions of grammar and usage are presented in student and teacher materials. <i>ReadyGEN</i> provides ample opportunities to use the conventions in speaking and writing. Teacher’s Guide lessons introduce, reinforce, and review conventions for capitalization, punctuation, parts of speech, kinds of nouns, verb tenses, adjectives, different kinds and structures of sentences, and more. These skills are presented in the Conventions Mini-Lesson in each week’s lesson.</p> <ul style="list-style-type: none">• See the following example for Grade 3 Teacher’s Guide Unit 1 page 91.• See the following example for Grade 4 Teacher’s Guide Unit 1 page 141.• See the following example for Grade 5 Teacher’s Guide Unit 1 page 181.• See the following example for Grade 6 Teacher’s Guide Unit 1 page 171. <p>Also see the Implementation Guide for the Language Standards addressed and the references to the lessons where this occurs. Grade 3 pages 92–95 Grade 4 pages 92–95 Grade 5 pages 93–95 Grade 6 pages 92–95</p>

<p>AC Metric 5B: Materials expect students to confront their own error patterns in usage and conventions and correct them in a grade-by-grade pathway that results in college and career readiness by 12th grade.</p>	<p>In <i>ReadyGEN</i>, students are provided with lessons and online materials to improve their skills and progress to higher levels. Routines, practice, and assessment occur at point-of-use within each lesson. The lesson follows a gradual release of responsibility model to scaffold learning. After focused and guided instruction, students move to collaborative learning and independent learning. For the “We Do” lesson part, students write with guidance from the teacher and are taught to carefully analyze, synthesize, write to sources, or defend claims. For the “I Do” lesson part, the text (or a student writing sample) is used as a model and springboard for teaching the writing modes and process. For the “You Do” lesson part, Writing Keystone Checklists occur throughout the module to assess students’ ability to write narrative, informative, or opinion pieces as they practice independent writing. A culminating Performance-Based Assessment allows students to present, reflect, and respond to a task. Students use the writing “tools” they have learned throughout the module.</p> <p>See Teacher’s Guide Unit Module A Lesson and a complete writing activity: Grade 3 pages 18–21, 392–399 Grade 4 pages 18–21, 392–399 Grade 5 pages 18–21, 392–399 Grade 6 pages 18–21, 392–399</p>
<p>AC Metric 5C: Materials provide a mirror of real-world activities for student practice with natural language (e.g., mock interviews, demonstrations, presentations).</p>	<p>Curriculum topics from many content areas are included and were selected based on concepts from science, math, social studies, and literature to make language learning in the <i>ReadyGEN</i> program a real-world experience. The design of the program includes using content topics throughout the lessons in all grades. <i>ReadyGEN</i> puts content-rich fiction and nonfiction selections in every student’s hands in every module of the program. The lessons in each module provide rigorous, systematic instruction with embedded routines to promote high engagement and autonomy. The systematic nature of the program allows each student to grow and develop skills in all phases of language development through real-world experiences. Every unit has a variety of topics related to content.</p>

Alignment Criterion 6: To be CCSS-aligned, speaking and listening are integrated into lessons, questions and tasks. These reflect a progression of communication skills required for college and career readiness as outlined in the Standards.

Alignment Criterion 6

Speaking and Listening

Metric	Evidence
<p>AC Metric 6A: Texts used in speaking and listening questions and tasks meet the criteria for complexity, range, and quality of texts (Non-Negotiable and Alignment Criterion 1).</p>	<p>All texts are aligned to the complexity requirements outlined in the Common Core Standards, ensuring that all students interact with appropriate grade-level texts to use all aspects of the language domains—reading, writing, speaking, and listening. This systematic structure presents appropriate instruction at all levels throughout the program and the related speaking and listening activities maintain that consistency and complexity.</p> <p>See each unit for the Text Complexity Rubrics in the Teacher’s Guide. Grade 3 Unit 1 Teacher’s Guide pages TR48–TR57 Grade 4 Unit 1 Teacher’s Guide pages TR48–TR57 Grade 5 Unit 1 Teacher’s Guide pages TR48–TR57 Grade 6 Unit 1 Teacher’s Guide pages TR48–TR57</p> <p>Directly related to the complexity level are the close reading questions. Each question has been assigned a Depth of Knowledge (DOK) level, which identifies the complexity or depth of understanding needed to answer questions that require higher-level thinking. See a typical DOK designation on page 13 of the Teacher’s Guide for Grades 3, 4, 5, and 6.</p>

<p>AC Metric 6B: Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and building on others' ideas.</p>	<p><i>ReadyGEN</i> is an integrated literacy program built on a collaborative learning model in which teachers and students work together throughout the instructional process to grow students' understanding and expand their knowledge. <i>ReadyGEN</i> teachers activate the learning process through instruction, modeling, scaffolding, and reteaching as needed. Students collaborate with one another and with the teacher to analyze, question, evaluate, and respond as they practice and apply what they have learned. Students also collaborate with a partner, a small group, or the whole class to participate in critical reading, thinking, speaking, and writing. Students at all levels of proficiency are involved with interactive supports as a means to achieve success in all aspects of the instructional process. For examples, see Grades 3, 4, 5, and 6 Unit 1 Teacher's Guide page 12 Turn and Talk for the Think-Pair-Share Routine and page 14 Practice/Apply for the Small Group Discussion Routine. Such interactive activities are included throughout the lessons.</p> <p>Students read, write, listen, and speak every day in every lesson of <i>ReadyGEN</i>. To anchor an interactive approach, <i>ReadyGEN</i> has an instructional design with links among reading, language, and writing skill development. The program encourages students to dig deep, think hard, and cite evidence from the text as support for their ideas. The program uses a well-developed lesson structure that involves all aspects of reading and writing and incorporates listening and speaking development. This integrated approach allows every student to participate at an appropriate level and then to progress in skill development through instruction, reinforcement, and application.</p>
<p>AC Metric 6C: Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others, in a grade-appropriate way.</p>	<p>Skill development incorporates the listening, speaking, and writing structures for language learning. The development is enhanced by the interactive lessons that help students participate in the learning experiences. The language domains are included in the context of language proficiency so that students are involved in questioning activities, academic discussions, and collaborative conversations to help develop their listening and speaking language skills. The Whole Group and Small Group lessons actively involve all students in developing language proficiency at all levels using all language domains. Additional support to assist all students can be found in the Scaffolding Strategies Handbook, the <i>Sleuth</i> series with short texts for close reading, and the online support materials. Instruction throughout <i>ReadyGEN</i> incorporates electronic tools and devices to escalate the learning process and to accommodate the needs of the individual learner. See Grades 3, 4, 5, and 6 Unit 1 Teacher's Guide Lesson 1 pages 12–21 and the similar lesson sections.</p>

<p>AC Metric 6D: Materials require students to marshal evidence to orally present findings from research.</p>	<p><i>ReadyGEN</i> provides many opportunities for students to present ideas and information each day that involve speaking activities based on using information from the selections as text evidence. In the variety of discussions and collaborative partner and group activities, students use text evidence to respond. In every lesson, the Close Read begins with Cite Text Evidence to help students learn the skill and present evidence-based information. See a lesson example on the following page: Grade 3: Unit 1, page 290 Grade 4: Unit 1, page 40 Grade 5: Unit 1, page 180 Grade 6: Unit 1, page 90</p>
<p>AC Metric 6E: Materials build in frequent opportunities for discussion and, through directions and modeling, encourage students to use academic language in their speech.</p>	<p>The Text Collection at each grade level contains topically related selections that span multiple genres and cultures and involve a range of academic language. The collections include poetry, primary sources, and biographies. All of the materials are tied to content-area standards that build a broad range of knowledge and literacy experience through a multitude of texts. The materials incorporate many opportunities to use the content and academic language in the activities and the responses to text. The <i>Sleuth</i> materials are a collection of short nonfiction selections in a range of content. They follow the Super Sleuth Steps to practice close reading and to sharpen critical thinking skills. Additionally, the Leveled Text Library contains a broad range of 60 conceptually connected texts at each grade to provide an on-ramp to <i>ReadyGEN</i> Essential Questions, Enduring Understandings, and unit themes. See Grades 3, 4, 5, and 6 Teacher’s Guide pages iv and vi–vii for a brief overview of the book sets and pages viii and ix for the lesson structure.</p> <p>In the “Prepare to Read” section for each lesson in the Scaffolded Strategies Handbook, students preview domain-specific vocabulary through the use of routines. The “Interact with Text” section provides methods for supporting the teaching and learning of academic vocabulary. See examples in Grade 5 Scaffolded Strategies Handbook Unit 1 Module A pages 8–9, 10–11, 14–15, 16–17. The study of academic language is firmly embedded in the Scaffolded Strategies Handbook. Additionally, the online parts of the program provide a game-based learning environment to motivate students outside the classroom. “Monster Word Mania” encourages students to strengthen their generative vocabulary skills. “Pack Up the Skills” helps them build important foundational skills in a fun online environment.</p>

Alignment Criterion 7: Materials must provide thoughtful supports/scaffolds to support all students in accessing the CCSS.

Alignment Criterion 7

Access to the Standards for All Students

Metric	Evidence
<p>AC Metric 7A: Materials regularly provide all students, including those who read, write, speak, or listen below grade-level, or in a language other than English, with extensive opportunities to work with and meet grade-level standards.</p>	<p>Every Teacher’s Guide lesson at every grade level includes differentiation of language instruction using a concise, systematic approach. This is further expanded in all the materials for the program. See the charts in the Teacher’s Guide on pages iv–vii. Pages viii and ix explain the structure of the lessons and how whole group and small group activities for Reading and Writing are presented and tailored to address the needs of learners throughout the program. In the Grades 3, 4, 5, and 6 Unit 1 Teacher’s Guide, the Text Complexity Rubrics on pages TR48–TR57 address the complexity of the texts, offering Quantitative and Qualitative Measures and Reader and Task Suggestions, and the Leveled Text Instructional Plans on Grade 3 pages TR61–TR70, Grade 4 pages TR58–TR67, Grade 5 pages TR58–TR67, and Grade 6 pages TR58–TR67 provide support for reading informational and literary leveled readers.</p>
<p>AC Metric 7B: Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.</p>	<p><i>ReadyGEN</i> is a seven-level program for Grades K–6. The content and skill instruction were carefully structured to address all proficiency levels. The Baseline Assessment evaluates student proficiency in foundational skills, listening and reading comprehension, vocabulary, and writing. The Beginning-of-Year Fluency Test and Running Record in the Assessment Book provide students’ oral reading rate and oral reading accuracy, which may be used to verify instructional decisions suggested by the Baseline Assessment and to help identify a student’s particular strengths and weaknesses in reading and language development. All of this feedback can help teachers tailor their instruction during both whole group and small group lessons so that all students experience success and set high expectations to challenge students. <i>ReadyGEN</i> puts content-rich fiction and nonfiction selections in every student’s hands in every module of the program. The lessons in each module provide rigorous, systematic instruction with embedded routines to promote high engagement and autonomy to challenge advanced learners.</p>

AC Metric 7C:

There are suggestions and materials for adapting instruction for varying student needs (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, suggestions for deconstruction/re-construction/ extending language, and other research-based remediation strategies).

ReadyGEN is a K–6 integrated literacy program that has a well-balanced educational approach with many lesson features that provide appropriate instruction related to linguistic complexity. The program was intentionally designed to provide students and teachers with the tools necessary to identify the skill level and address the needs of language learners. The program has authentic “Text Sets,” which build knowledge around unit themes that actively engage students and include a complete array of print and digital resources to provide daily support for instruction while offering instructional flexibility. In addition to the lessons, the *Scaffolded Strategies Handbook* provides models of scaffolded instruction, useful strategies, and practical routines that can be employed during and with writing to support English language learners, struggling readers, students with disabilities, and accelerated learners. See a typical lesson for a selection: *Grade 5 Scaffolded Strategies Handbook* page 8 (Unlock the Text—Levels of Meaning, Structure) and page 9 (Language Conventionality and Clarity, Knowledge Demands).

As a research-based program, *ReadyGEN* contains a comprehensive intervention system (*ReadyUp!*) to address linguistic complexity for all levels and is easily adapted to meet the needs of individual students. *ReadyGEN 2016* includes biliteracy support resources. The *ReadyGEN Biliteracy Pathway* offers a unique instructional delivery that enables students to develop high levels of proficiency in their own language, as well as a second language. The benefits of balanced bilingualism allow for creativity and problem-solving, greater cross-cultural understanding, and marketability for future college and career goals in a multilingual society.

AC Metric 7D:

Materials regularly and systematically build in the time and resources required to allow teachers to guide all students to meet grade-level standards.

Scaffolded lessons help English language learners unlock the anchor and supporting texts. Passages, vocabulary, and questions are geared toward building background knowledge for students learning English, so they can dig deeper into vocabulary and structure, regardless of their language proficiency. Based on your students and the text complexity rubrics, determine the support students will need to address the challenges in the texts. Use the resources in the Scaffolded Strategies Handbook to provide support for English language learners, struggling readers, and accelerated learners. Use the Baseline Assessment to determine instructional needs for students at the start of the year. The program identifies the language level and provides the learner with appropriate program tools for learning the skills, practicing them in context, and applying them to successfully obtain and master language concepts. The materials include Trade Book Libraries, Text Collections, *Sleuth* selections, Leveled Text Libraries, videos, images, graphics, and audio support to help students learn about, practice, and apply language skills to successfully progress. See Grades 3, 4, 5, and 6 Teacher’s Guide pages iv–vii for an overview of the learning resources that support the systematic structure of the program.

AC Metric 7E:

Materials regularly and systematically offer assessment opportunities that genuinely measure student progress. This progress is reflected in materials through gradual release of supporting scaffolds for students so they can progress toward independence.

ReadyGEN includes the Baseline Assessment, which evaluates student proficiency in foundational skills, listening and reading comprehension, vocabulary, and writing. The Beginning-of-Year Fluency Test and Running Record in the Assessment Book provide students' oral reading rate and oral reading accuracy, which may be used to verify instructional decisions suggested by the Baseline Assessment and to help identify a student's particular strengths and weaknesses in reading and language development. This feedback will help identify levels to ensure that all students receive instruction at the appropriate instructional level. Every *ReadyGEN* anchor text has up to six levels of interactivity that bring the content to life, help build background for all students, and encourage love of reading. The program gives teachers the option of assigning students an eText or interactive version of the anchor text on Savvas Realize. Interactive activities can be displayed and will function on an interactive whiteboard for use as part of whole group instruction, or students can access whatever texts have been assigned on their own devices.

In *ReadyGEN*, the lessons are linked to the skill level from the Baseline Assessment. Using the Baseline Assessment to determine their instructional needs at the start of the year, the teacher places the students in the program at the level where they can learn the skills and progress. *ReadyGEN* uses the design principle of backward mapping to ensure that activities are explicitly linked to and driven by the target objectives selected for each module. Working from the requirements of the Performance-Based Assessment at the end of each module, carefully chosen content-rich selections support the text-based instruction that enables students to address the module goals. The Module Overview chart (see Grades 3, 4, 5, and 6 Teacher's Guide pages 6–7) identifies the instructional focus—what readers, writers, and learners are expected to know and do and the variety of content they will be working with at every level of instruction. These expectations fall in line with the goals for the Performance-Based Assessment.