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

September 6, 2023

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

Committee

To form the committee, Georgia State Board of Education members chose one certified Georgia teacher 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.

Karla Ogden Wayne County District 1	**Felicia Purdy Seminole County District 2**	**LeAnne Cheatham WGRESA District 3**
Kathy Matthews Metro RESA District 4/GOSA	**Charnita West DeKalb County District 5**	**Courtney Bean Forsyth County District 6**
Anna Mary Smith Gwinnett County District 7	**Julie Klein Lowndes County District 8**	**Jennifer Carter Hart County District 9**
Jennifer Adams Oconee County District 10	**Carolyn Wilkins Pickens County District 11**	**Ronda Hightower Laurens County District 12**
Ebony Brown Clayton County District 13	**Karen Faircloth NWGA RESA District 14**	**Sharon Hixon Dalton State Higher Education**
Linda Bradley Georgia College & State University Higher Education	**Lottie Mitchell Gilmer County GACIS**	**Karen Wild Carrollton City GACIS**
Caitlin Dooley Voices for Georgia's Children GOSA	**Miranda Williams GA Literacy Coach Ex-Officio**	**Amy Denty GADOE Ex-Officio**
Beth Herod Gordon County GLAS Facilitator	**Amy Fouse Houston County GLAS Facilitator**	

Our Purpose

To provide a review of K-3 core reading programs reflective of the components of structured literacy as outlined in 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 HB538. As a committee, we carefully examined the law's definitions of foundational literacy skills and structured literacy. Additionally, we compared the language of HB 538 to current Georgia Standards of Excellence and recently adopted Georgia English Language Arts Standards.

01. Develop Request for Information and Evaluation Rubric

Committee members developed the Request for Information (Appendix A) and the High-Quality Instructional Materials (HQIM) Evaluation Rubric (Appendix B). The Request for Information was submitted to the Georgia Procurement Registry on July 19, 2023.

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 HB 538. Our evaluation tool included multiple criteria for each of the 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. Specific program information, including ISBN and publication dates, may be found in Appendix C.

	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
Amplify: Core Knowledge Language Arts	EVIDENT									Recommend
Benchmark Advance	EVIDENT									Strongly Recommend
Benchmark Workshop	EVIDENT									Strongly Recommend
Bookworms: K-5 Reading and Writing	EVIDENT									Recommend
Collaborative Classroom: Being a Reader	EVIDENT									Recommend
EL Education: K-5 Reading and Writing	EVIDENT									Recommend
HMH: Into Reading	EVIDENT									Strongly Recommend
Savvas: My View	PARTIAL									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.

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

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

Printed Materials: If providing hard copy materials, please mail 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 August 21, 2023, to be considered. Materials will not be returned. It is acceptable to send a sample set.

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	July 28, 2023
Final date of accepted questions	August 1, 2023
Provision of question responses	August 4, 2023
Due date for submissions	August 21, 2023 (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 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 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 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 by August 21, 2023.

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)? Note: Supplementary or ancillary materials will not be reviewed through this process.	____ Yes ____ 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:
    a. whether students are introduced to a new skill before being asked to perform it,
    b. whether there is a detailed scope and sequence, and
    c. 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.

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.

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.
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.

Section 4: Phonological and Phonemic Awareness (Strong focus at Kindergarten and 1st grade)
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.

Section 5: Phonics and Word Study
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: o brief cumulative review of previously taught skills, o a phonological warm up, o phoneme-grapheme matching, o word reading accuracy, o fluency building at the word, phrase, and eventually simple sentence level, o word dictation, o transfer to simple decodable text
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.

Section 6: Text Reading and Fluency
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.

Section 7: Vocabulary
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: o familiar vocabulary o only words students can read accurately and have been learned previously o previously learned content knowledge o simple sentences o 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.