

# FISHTANK PLUS ELA

## FISHTANK LEARNING, 2021

PUBLICATION DATE: AUGUST 2024



*Fishtank Plus ELA is a digital resource for Grades K-2. Please see the [Fishtank Learning website](#) and the publisher-provided information later in this report for product specifications.*  
*Grades reviewed: K-2*

*“Materials challenge existing narratives about historically marginalized people and promote the recognition of the validity and worth of all cultures and languages. Lessons make real life connections to advance students’ thinking about identity, equity, and oppression.”*

*Massachusetts Educator*

# Fishtank Plus ELA

**Fishtank Learning, 2021**

English Language Arts and Literacy, Grades K-2

Publication Date: August 2024



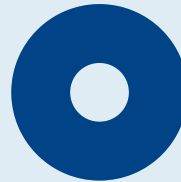
**Text Quality and Organization**



**Classroom Tasks and Instruction**



**Foundational Skills**



**Standards Alignment**



**Overall**



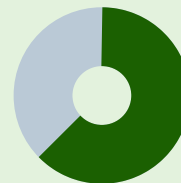
**Accessibility for Students**



**Usability for Teachers**



**Impact on Learning**



**Classroom Application**



**Meets Expectations** - Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Massachusetts teachers and students would be well served and strongly supported by them.



**Partially Meets Expectations** - Some evidence indicates high quality, while some indicates low quality. Teachers in Massachusetts would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.



**Does Not Meet Expectations** - Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Massachusetts teachers and students meet the state's expectations for teaching and learning.



**Not Applicable (N/A)** - Materials were not designed to address the criterion, and the publisher explicitly named the omission in legal submissions. This rating applies only to the Foundational Skills criterion in the K-5 ELA/Literacy rubric. It signals that the core curricular materials is without foundational skills and will need to be paired with a strong foundational skills resource to address all components of the core literacy block.



**No Rating** - Evidence is insufficient to generate rating.



# Overall

## The Bottom Line

*Fishtank Plus ELA K-2* introduces students to grade appropriate, complex texts that affirm diverse cultures and perspectives. Lessons engage students in a range of activities designed to build their reading, writing, listening, and speaking skills. Strong classroom routines, embedded discussion practice, and a variety of rubrics guide student learning. However, materials do not provide tailored support for students with diverse needs to access materials, and guidance to build teachers' knowledge lacks detail for impactful learning. A strong foundational skills resource should be used as a supplement to address the standards for reading foundational skills.

# Standards Alignment

## Text Quality and Organization

### Strengths

- Texts are grade appropriate, complex, and worthy of students' attention. Each unit includes both literary and informational texts that contribute to a grade level theme or topic. Featured texts increase in complexity to challenge students appropriately over time; materials of higher Lexile levels and text demands are specifically selected for students' language development and for reading aloud. Instructional materials include content-rich texts by award-winning authors and encompass diverse topics and student interests. Texts have engaging illustrations with a variety of relatable characters, including a blend of ethnicities, ages, genders, and cultures. Anchor texts gradually increase in complexity over the course of the year as students' knowledge builds (EdReports, 1A).
- Students are exposed to a wide variety of text genres and complexity. Central themes for units are supported by texts of various genres that include, but are not limited to: biography and autobiography, realistic and historical fiction, poetry, illustrative guides, fantasy, folktale, and fairytale. For example, Grade 2, Unit 6, "Inside the Human Body," includes one core instruction book and six supporting materials (three books, two articles, and one resource). There are also 15 additional supplemental informational texts related to the topic of the human body for additional instruction.
- Materials include recently published texts that represent various cultures and perspectives written by noteworthy and diverse authors. For example, Grade 1, Unit 4, "Love Makes a Family," includes an array of books that feature families of various structures, ethnicities, and language backgrounds. Texts are used to facilitate student thinking about how diverse cultures shape identity. In Grade 2, Unit 1, "Cinderella Around the World," students read multiple versions of the same story to consider how cultural backgrounds can influence the plot of a story.
- In most units, topically related sequences of texts help students develop a deeper understanding of the animal kingdom and life science. For example, in Kindergarten, students learn about how animals meet their basic survival needs and how survival strategies vary depending on the season. In Grade 2, students learn about different habitats and how animals rely on their environment for survival. Later, in Grade 3, students study animal adaptations and the different ways animals adapt in order to survive, especially when threatened by environmental changes. Some units focus on themes, such as being a good friend and a good

person in a community, rather than building knowledge and the ability to read/listen to and comprehend texts.

## **Challenges**

- None identified.

## **The Bottom Line**

Materials include grade appropriate, challenging texts that represent various cultures and perspectives. Selected texts feature well-developed characters that teach students about how culture shapes identity. Texts are appropriately challenging in Lexile level to advance student learning.



# Classroom Tasks and Instruction

## Strengths

- Embedded discussion practice addresses grade level speaking and listening standards. Turn and Talk opportunities are frequently included for students to analyze materials with their peers. For example, in Kindergarten, Unit 4, Lesson 5, students engage in a Turn and Talk exercise to discuss their favorite book and explain the reasoning for their preference. Students are reminded that they should listen closely to their partner's ideas and add information or ask questions throughout the discussion. Sentence stems are provided to help engage students. Following the discussion, students share their ideas with the class and engage in a larger group discussion about their classmates' favorite books using sentence stems.
- Text-based questions and tasks integrate knowledge and ideas over the course of the year using single and multiple texts. Students use information from read-alouds, class discussions, and illustrations to answer questions and complete tasks. Materials provide opportunities to analyze sequences of questions and tasks within and across multiple literary and informational texts. Questions are sequenced in ways that prepare students with background information to deepen content knowledge, draw conclusions, and support their opinions. With prompting and support, questions require students to recall information, compare and contrast, retell story events, identify key details, formulate opinions, and make inferences (EdReports, 2B).
- Materials address grade level language standards through both explicit instruction and authentic application. Vocabulary is taught in each unit; each lesson includes a vocabulary section to define key words. Vocabulary materials offer a student-friendly glossary, word cards for display in the classroom, and worksheets for student practice. Students practice conventions of standard English through application in writing exercises. For example, in Kindergarten, Unit 8, Lesson, 4 students practice using conjunctions by writing about reusing, reducing, and recycling, and expanding their sentences using the conjunction "because" to explain why each is important.
- Materials include a wide range of authentic writing and explicit instruction in writing skills and strategies. Materials provide explicit instruction, practice, and application for evidence-based writing opportunities throughout the school year (EdReports, 1K). Students practice authentic writing by leveraging what they have learned to create change in their community or draw clear connections to their personal lives. For example, in Grade 2, Unit 6, students design a way to increase access to nutritious foods for families and write a letter to their mayor to convince them to adopt their idea. In Grade 1, Unit 6, Lesson 10, students discuss and write about strategies to take action to increase access to books in their community.

## Challenges

- Materials include a range and volume of texts, but independent reading time is limited, and lacks structures to ensure student engagement. The anchor texts in each Literature and Science/Social Studies unit include a variety of genres including but not limited to realistic and historical fiction, fantasy, biography, autobiography, folktale, poetry, illustrative guide, and fairytale. The yearlong balance of informational and literary texts is 46% informational and 54% literary (EdReports, 1B). However, the time allocated for independent reading is not feasible given the other components of the materials.

## The Bottom Line

Fishtank Plus ELA engages students with a high volume of varied texts to practice grade level speaking and listening, writing, reading, and text-based analysis. Students draw connections between their learning and their personal experiences through authentic writing assignments.

# **Foundational Skills**

## **Strengths**

- Not Applicable

## **Challenges**

- Not Applicable

## **The Bottom Line**

*Fishtank Plus ELA* K-2 materials were not designed to address the criterion, and the publisher explicitly named the omission in legal submissions. This rating applies only to the Foundational Skills criterion in the K-5 ELA/Literacy rubric. Teachers will need to supplement materials to address foundational skills.





# Classroom Application



## Accessibility for Students

### Strengths

- Materials include questions and tasks that affirm and value diverse identities, backgrounds, and perspectives. Tasks challenge existing narratives about historically marginalized populations and promote recognition of the validity and worth of all cultures and languages. Several stories give perspectives to different families, cultures, and backgrounds to help students make personal connections to the texts. For example, in Kindergarten, Unit 1, Lesson 10, students listen to *You Hold Me Up* by Monique Gray Smith. The author's note shares that the purpose of this book is to remind students of the importance of holding up each other with respect and dignity. Following the reading of *You Hold Me Up*, students answer the questions: 'What does it mean to hold someone up? How can you hold up your classmates?' as part of the discussion and writing task for the lesson. However, there is limited guidance in the Teacher Tools, Supporting English Learners, and Leveraging Students' Home Language sections to support teachers in incorporating students' holistic and cultural identities into the classroom, including learning about students' linguistic and cultural backgrounds, inviting family or community members into the classroom, choosing materials that authentically represent students' language and culture, and using intellectual preparation to plan for including students' cultural identities. Materials include limited opportunities for students to feel "acknowledged" (EdReports, 3T).

### Challenges

- Although general support is provided throughout the program for all students and materials also include supports such as sentence stems to help students with reading comprehension, the materials do not specify which supports would benefit students with disabilities or those working below grade level. For example, in Grade 1, Unit 5, Lesson 1, the "Supporting All Students" section suggests additional use of a graphic organizer to aid students without providing guidance for teachers on how to identify students in need of additional support. Materials also include sentence stems to help students with reading comprehension. While teacher support materials offer strategies for English learners (ELs), such as leveraging students' home language, oral language protocols, graphic organizers, and grouping strategies, these supports are not tailored for specific lessons. Additionally, extension opportunities for differentiation entail redundant work

rather than additional learning to challenge students. The materials include few opportunities for multimodal learning, with the majority of the lessons involving listening to a text, discussing a text, and writing in response to the text (EdReports, 3O).

- Materials do not consistently provide varied means of demonstrating learning to meet the diverse needs of students. All units have embedded summative and formative assessments. Select units allow teachers to assess learning through observations of student debate or explanatory conversations. In Kindergarten, Unit 4, Lesson 5, students retell the story of their favorite book to a partner, and teachers use a provided progress monitoring tool to assess students' learning in listening, speaking, and writing. However, varied forms of assessment are not common across units. Assessments lack accommodations, such as sentence stems, word banks, or multimodal assessments that can assist ELs in demonstrating their learning. There are no independent or individualized assessments, and beyond teacher-directed music and videos to support lessons, there are limited opportunities for students to use technology to demonstrate learning or to make learning more accessible.
- Materials provide some language support to ensure that students at various levels of English proficiency have access to grade level content, cognitively demanding tasks, and opportunities to develop academic language in English. Scaffolds for ELs are separated into "light" and "heavy" levels of support to ensure students receive appropriate levels of guidance. Materials include visuals, discussion activities, and sentence stems that help ELs access content. The included language supports provide support with meaning, context, and understanding. However, materials do not label specific protocols for ELs. Teacher Tools provide general guidance in preparing lessons for multilingual learners but supports are not lesson-specific, are broad in application, and would require teachers to prepare materials for certain lessons within the curriculum (EdReports, 3Q).

## **The Bottom Line**

Materials do not provide consistent support for students with diverse needs to access materials. Assessments lack accommodations, such as sentence starters or multimodal means of testing, that aid students with diverse needs, and particularly English learners, in demonstrating their learning. Classroom tasks do affirm diverse backgrounds; materials teach students to celebrate cultures and connect learning to their lived experiences.



## Usability for Teachers

### Strengths

- Lessons and tasks advance student learning with clear purpose. Standards alignment and connections to overarching themes are explicitly named throughout the materials. In Grade 1, Unit 2, the unit summary states, “This unit continues the yearlong exploration of what it means to be a good person in a community by pushing students to think about how the lessons and morals from traditional stories and folktales connect to their own lives and communities.” For example, in Grade 1, Unit 1, materials inform teachers of the Essential Question, Reading Focus Area, Writing Focus Areas, Speaking and Listening Focus Areas, and Content Knowledge and Connections. The Teacher Tools include explanations of the instructional approaches for the program, including references to the research behind them and bibliographic credits connected to the research. Justification for the inclusion of materials is explained for teachers; the Text Selection Rationale for each unit provides justification for the texts selected for the program and their educational placement in the grade, as well as a detailed analysis of the texts’ qualitative features (EdReports, 1C).
- Materials include formal and informal assessments that help teachers measure learning and adjust instruction. Each unit contains a Content Assessment that pushes students to synthesize content knowledge, vocabulary, and the essential question in writing. Additionally, Cold Read Assessments assess unit standards (EdReports, 3K). Each section of the Content Assessment includes a teacher answer key that lists the standards each question addresses (EdReports, 3I). Teacher Tools for progress monitoring and assessments provide explanations, details, rubrics, and examples of different assessments as well as explanations on next steps for student learning. The Formative Assessments section in the Teacher Tools provides key questions to check for understanding, target tasks to monitor reading comprehension and language development, exit tickets, and writing assignments to progress monitor the different components of ELA instruction.
- Materials include many different rubrics to help teachers set clear and high expectations for students. In Grade 2, rubrics for reading responses, academic discourse, writing, and fluency are available for teachers to evaluate student learning. Materials provide a rubric to assess formal writing that addresses grade level standards aligned to the formal writing task, including standards that address language, conventions, and elaboration. (Ed Reports, 3K). Students could benefit from student-facing evaluation resources, such as checklists or examples, to help better understand the expectations for their work.
- Included resources and guidance are designed specifically to build teachers’ knowledge. The Unit Launch preparation section for lessons includes a series of questions to help teachers dig deeper into the texts that they will be reading. In addition to an overview of what will be taught within the unit, the Unit Launch

helps teachers determine how they can most effectively spend class time, decide which questions should be prioritized, and address their own biases. For example, in Grade 2, Unit 1, Lesson 4, teachers are instructed, “This text contains many phrases in Arabic. If you are a non-Arabic speaker, do not skip these phrases. You can prepare for the lesson by looking up pronunciation guides. Before teaching, let students know that you are going to do your best to say the phrase and respect the language that you are not fluent in.” Professional Learning resources are also available for teachers. However, guidance and resources lack detailed directions; guidance is generalized and not tailored specifically for each lesson or assignment.

- Materials provide a “Recommended Scope and Sequence” resource for each grade level, as well as a pacing guide to implement the program. The pacing guides for Kindergarten, Grade 1 and Grade 2 show the recommended allotment of time across the ELA block, including independent reading and foundational skills. For Grades 1 and 2, if using the provided Combined Scope and Sequence, Fishtank Learning recommends 125 minutes a day, distributed at 60-75 minutes daily for ELA, with 20 minutes daily for Independent Reading, and 30 minutes daily for the Foundational Skills instruction (not provided in this program). Using this resource, teachers can effectively implement the Fishtank Plus ELA curriculum within a typical ELA block. However, Grade 2 instruction covered 178 instructional days for ELA, which may be unrealistic given the addition of field trips, conferences, and assemblies throughout the year.

## Challenges

- Materials offer robust directions for routines but lack guidance for grouping strategies. The ‘Academic Discourse’ section under Teacher Tools describes three types of academic discourse (whole-class discussions, small-group discourse, and partner discourse) and how to implement each type in the classroom. Lesson routines and structures are described in detail for teacher support. While materials provide opportunities for grouping students, the groupings do not vary in type and groupings take place in the same part of each lesson. Materials do not provide specific guidance that explains how teachers should form groups or how teachers should incorporate protocols when grouping students (Ed Reports, 3P).

## The Bottom Line

Materials include many different suggested classroom routines and a variety of rubrics to guide teaching. Standards alignment and connections to overarching themes are explicitly named throughout the materials to advance teaching with a clear purpose. Further instructions for grouping strategies and more detailed resources to build teachers’ knowledge would increase usability for teachers.



## Impact on Learning

### The Bottom Line

A [DESE-commissioned policy brief](#) found in 2018 that “research has yet to catch up to recent developments in curriculum materials.” As with many comprehensive curriculum products currently in use, high-quality studies of student learning impacts that meets a definition of evidence in tiers 1, 2, or 3 as defined by ESSA are not yet available for *Fishtank Learning ELA K-2*. This is a promising and important area for further study.



Looking for more information? Read the [full EdReports review](#) or find a [Massachusetts district](#) using this product.



## What the Publisher Says....

We asked publishers for information on product specifications and technological requirements, professional learning opportunities for Massachusetts educators, and diversity of representation in their materials. See what Fishtank Learning had to say about *Fishtank Plus ELA*.

### Diverse Representation

*Describe how you ensure that students of diverse races, ethnicities, nationalities, socioeconomic classes, family experiences, linguistic backgrounds, abilities, cultures, religions, genders, gender identities, sexual orientations, and other identities see themselves fully reflected and respected in your curriculum. For example, describe any bias or inclusivity review procedures you have in place and provide evidence of their efficacy.*

Throughout Fishtank ELA, text selection, topics, essential questions and assignments focus on helping students build an appreciation of diversity and varying perspectives and [deep knowledge](#) of the world around them. Units, topics, texts and authors were carefully curated to help normalize different racial, gender, socioeconomic status, ethnic or ability backgrounds and to help students build a strong sense and appreciation of their culture and heritage, as well as those of their diverse classmates. Students of color do not celebrate their history and culture during one month of the year, rather their history and experiences are equally represented across the entire K-12 curriculum sequence. Students with varying religions, genders, abilities and socioeconomic classes are able to see themselves in the texts read together as a class, allowing differences to be celebrated and honored. Recommended texts for independent reading provide text recommendations that reflect the diversity of our country ensuring students see themselves in their classroom libraries as well.

Within our Social Studies and social justice themed literature units we include varying perspectives to ensure that a single story or viewpoint of an event isn't portrayed and that we are not telling only one side of a story. Being able to see multiple sides of a story, and seeing history and society as multi-faceted, is important for developing critical thinking in students.

Within each course, units build a variety of content knowledge that reaches a wide range of students interests and experiences. For example, in the [Kindergarten ELA](#) course, students explore what it means to be part of a classroom community, explore the works of diverse authors and illustrators, learn about the seasons, begin to discover African American history and the civil rights movement, study life cycles of plants and animals and learn about waste and recycling.

In the [1st grade course](#), students read folktales from around the world, explore the concepts of family and friendship from diverse perspectives, learn about movements

for equality and social justice, read biographies of famous artists and musicians, discover the values, rituals and structures of Ancient Egyptian civilizations.

In the [2nd grade course](#), students read multiple versions of the fairy tale Cinderella each from a different culture, they study Spider, or Anansi, folktales from West Africa, they read a variety of early chapter books with diverse characters, they explore the experiences of early and recent immigrants, they study the biographies of famous leaders and change agents and learn about insects and their impact on the natural world.

As new books are published and as the team uncovers issues with existing texts, Fishtank continuously updates courses and units to ensure students see themselves and the diversity of American society represented and respected in the curriculum. Units such as [Love Makes a Family](#) and [Inspiring Artists and Musicians](#) are new units added over the past two years to expand representation across the curriculum and feature new texts. The team continuously works to build their knowledge base in this area, leaning on texts such as Research from Everyday Antiracism, Courageous Conversations about Race, So You Want to Talk about Race, White Fragility along with resources from Teaching Tolerance and Facing History and Ourselves.

## Professional Learning

*Describe any professional learning opportunities (materials or experiences, publisher-provided or otherwise) available for Massachusetts educators that are designed to support high-quality implementation of your curriculum.*

Fishtank Learning offers a wide range of professional learning opportunities for teachers. The Fishtank ELA Launch series is a live virtual professional learning workshops aimed at setting teachers up for success as they launch Fishtank ELA in their classrooms. Fishtank also offers additional workshops for teachers who have already completed the Launch series.

<p style="text-align: center;"><b>Fishtank ELA Launch sessions</b></p> <ul style="list-style-type: none"><li>● Setting a Vision for ELA Instruction</li><li>● Centering Complex Text and Knowledge Building</li><li>● Preparing to Teach a Fishtank Unit</li><li>● Getting the Most Out of a Fishtank Lesson</li><li>● Intellectually Preparing a Fishtank Lesson</li></ul>
<p style="text-align: center;"><b>Teaching Writing Workshops</b></p> <ul style="list-style-type: none"><li>● Intellectually Preparing a Fishtank ELA Writing Lesson</li><li>● Structuring a Writing Lesson</li><li>● Sentence and Paragraph Writing</li><li>● Leveraging Target Task Writing</li><li>● Giving Writing Feedback</li></ul>
<p style="text-align: center;"><b>Supporting All Students Sessions</b></p> <ul style="list-style-type: none"><li>● Vocabulary Instruction</li><li>● Centering Student Voices</li><li>● Supporting Multilingual Learners</li><li>● Embedding Foundational Skills Supports</li><li>● Monitoring Student Progress</li></ul>

In addition to these workshops Fishtank Plus ELA includes embedded resources to support teachers' implementation of the curriculum. For example, each unit includes a Unit Launch, an online learning module to help teachers build content knowledge and intellectually prepare to teach the unit. Through a combination of reading, reflection, and videos, Unit Launches equip teachers to make strategic decisions about how to tailor the unit to their students' unique needs, while also ensuring key unit content and standards are met.

Fishtank also offers a wide array of Teacher Tools that guide teachers through implementation of key components of the curriculum. For example, Fishtank offers a series of Teacher Tools that guide teachers through Fishtank's approach to writing



including Preparing a Writing Lesson, Instructional Strategies for Writing Lessons, and Giving Writing Feedback, among others. Similarly, Fishtank offers a sequence of Teacher Tools focused on Vocabulary Instruction, Independent Reading, Academic Discourse as well as other important topics for ELA instruction.

## Product Specifications

*Describe what a school or district needs to implement your curriculum successfully, including instructional hours and technological infrastructure. Provide basic information about what products are associated with the curriculum (e.g., what texts a typical purchase includes, what tools are openly available online).*

*Fishtank Plus ELA* was designed to work within a variety of school systems and infrastructures. Teachers can utilize the curriculum online, or they can download entire units or individual lessons and use print versions. Schools will need to purchase the core texts for the curriculum, and we recommend they purchase some copies of the texts for independent reading to build their classroom libraries. *Fishtank* recommends the following structures and resources to support implementation.

Foundational Skills Curriculum:

- *Fishtank ELA K-2* does not include foundational skills instruction. Schools should supplement *Fishtank ELA K-2* with a high-quality foundational skills program.

Instructional hours:

- Kindergarten: 60 minutes daily for ELA units, 20 minutes daily for Independent Reading and 30-45 minutes a day for the Foundational Skills program.
- 1st and 2nd Grade:
  - If using all units: 60 minutes daily for Literature, 60 minutes daily for Science/Social Studies, 20 minutes daily for Independent Reading and 30 minutes daily for Foundational Skills
  - If using the Combined Scope and Sequence: 60-75 minutes daily for ELA, 20 minutes daily for Independent Reading and 30 minutes daily for Foundational Skills program.

School Structure:

- One hour a week of collaborative planning time for teachers with a grade-level team or with an instructional leader or coach to be used for unit intellectual prep, lesson intellectual prep, student work analysis, or assessment review. This time is particularly important when starting a unit. When completed as a team or with a coach, teachers are able to discuss their reactions, answer each other's questions, and determine what, if any, additional supports their students will need. In addition, weekly common planning time allows for teachers to continue these conversations, adjust lesson pacing, discuss student work and review mastery responses to target tasks.

Materials:

- Unit plans, lesson plans, assessments and handouts can all be accessed via the *Fishtank* website and teachers can edit most of these documents online or download them to google drive.
- Schools should purchase class sets of all core texts for students to annotate and print copies of supplemental texts that are available online. Schools can download the list of required texts from the *Fishtank* website. Each course has a list of

recommended independent reading books and schools should also purchase copies of these books to support independent reading related to unit texts and topics.

Technology:

- Teachers need access to internet to access the curriculum, but all materials can be printed for students.
- The lessons are not designed for students to engage with the content on computers; however, access to Chromebooks or laptops for target task writing assignments can be helpful.
- Assessments are provided as paper-based resources that can be printed; however, they are designed in a way that can be input into an online platform and taken online if a school has such an account or vendor.

## Publisher's Response

*Note: For accurate information about the CURATE process, please see our [CURATE page](#). To see how publishers submit their products for our consideration, please see our [call for submissions](#).*

At Fishtank Learning we strive to honor teachers' experience and expertise. Fishtank materials are built on the premise that teacher intellectual preparation and professional development is essential for ensuring all students are successful with grade-level content. We've designed our curriculum to help teachers make good decisions; instead of scripting instructional moves, we provide teachers with resources to deeply learn the content, so they can make the right decisions to support students.

Additionally, Fishtank embeds supports designed to help all students access the specific texts and tasks of our curriculum within each Enhanced Lesson Plan. These include Foundational Skills Supports, which offer fluency and morphology supports; Language Supports, which offer sentence stems, vocabulary work, and close reading opportunities; Building Background and Accessing Prior Knowledge Supports, Additional Supports, which include deeper prompting questions to scaffold student thinking; and Opportunities for Enrichment, which can be used to push students to make meaning beyond the Key Questions. We trust teachers to know their students and decide which supports will provide the necessary entry point for the text or task at hand.

Fishtank ELA's curriculum focuses on language comprehension and knowledge building, and does not include instruction in phonemic awareness, decoding, or sight words. Schools can integrate their chosen foundational skills program alongside Fishtank ELA to meet the decoding needs of students.

The Fishtank team is constantly adjusting our offerings in response to educational research and user feedback, releasing new products each year to simplify teachers' preparation, improve instruction, and drive student success.