

## Instructional Materials Evaluation - Student Standards Review

Louisiana educators engaged in a professional review of the state's academic standards for English language arts (ELA) and mathematics to ensure they continue to maintain strong expectations for teaching and learning aligned with college and workplace demands. The new ELA and math standards will be effective beginning with the 2016-2017 school year. As part of the Louisiana Department of Education's support for a seamless transition to these new standards, the LDOE identified the major changes of the standards and their potential impact upon criteria used to review instructional materials.

Title: HMH Journeys (ELA)

Grade: K-6

Publisher: Houghton Mifflin Harcourt

Copyright: 2014

Overall Rating: Tier III, Not representing quality

This English Language Arts review has been examined for the following changes in alignment resulting from the Louisiana Student Standards Review:

- Materials do not contain references to specific authors and texts
- Include citing *relevant* textual evidence beginning in grade 6
- Include an *awareness of audience* when making speeches and delivering presentations

**This review remains a Tier 3 rating.** As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when using these instructional materials.

Criteria	Currently in the Rubric	Next Steps for Educators
Quality of Texts (Non-Negotiable)	<p>This program currently is reviewed as “<b>Yes</b>” for this criteria in <b>grades K-2</b> because texts are provided from a variety of genres.</p> <p>This program currently is reviewed as “<b>No</b>” for this criterion in <b>grades 3-6</b> because texts do not systematically link to one another in ways that build knowledge and there is no coherent sequence of text complexity.</p>	<p>Make sure to review texts in these materials for quality in <b>grades K-2</b> since references to specific texts and Appendix B are no longer included in the standards.</p> <p>Since these materials received a “<b>No</b>” for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs in <b>grades 3-6</b>.</p>
Text-Dependent Questions (Non-Negotiable)	<p>This program currently is reviewed as “<b>Yes</b>” for this criteria in <b>grades K-3</b> because questions are based on skill of lesson which ties in to anchor text. Students are required to express ideas through both written and spoken responses.</p> <p>This program currently is reviewed as “<b>No</b>” for this criteria in <b>grades 4-6</b> because there is no logical progression of questioning and questions require an oral response, but no responses in writing.</p>	<p>Make sure to revise questions and tasks to require students to cite relevant textual evidence to support their ideas in <b>grades K-3</b>.</p> <p>Since these materials received a “<b>No</b>” for this indicator in <b>grades 4-6</b>, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.</p>
Speaking and Listening	<p>This program is currently reviewed as a “<b>Yes</b>” for this criteria because many opportunities are provided to expand speaking and listening skills in <b>grades K-3</b>.</p> <p>Not reviewed in <b>grades 4-6</b>.</p>	<p>Make sure to revise speaking and presentation tasks and rubrics to include adapting speech to various audiences in <b>grades K-3</b>.</p>

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



**Title:** HMH Journeys (ELA)

**Grade:** K-6

**Publisher:** Houghton Mifflin Harcourt

**Copyright:** 2014

**Overall Rating:** Tier III, Not representing quality

[Tier I](#), [Tier II](#), [Tier III](#) elements of this review:

STRONG	WEAK
<u>Assessment **</u>	<u>Foundational Skills (Non-Negotiable*)</u>
<u>Writing to Sources**</u>	<u>Complexity of Texts (Non-Negotiable)**</u>
<u>Speaking and Listening**</u>	<u>Quality of Texts (Non-Negotiable)**</u>
	<u>Text-Dependent Questions (Non-Negotiable)**</u>
	<u>Scaffolding and Support</u>
	<u>Range and Volume of Texts**</u>
**Stronger at K-2 level only	

Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

**Tier 1 ratings** received a “Yes” for all Criteria 1-10.

**Tier 2 ratings** received a “Yes” for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” for the remaining criteria.

**Tier 3 ratings** received a “No” for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

[Grade K \(Tier 3\)](#)

[Grade 1 \(Tier 3\)](#)

[Grade 2 \(Tier 3\)](#)

[Grade 3 \(Tier 3\)](#)

[Grade 4 \(Tier 3\)](#)

[Grade 5 \(Tier 3\)](#)

[Grade 6 \(Tier 3\)](#)

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



**Title:** HMH Journeys (ELA)

**Grade:** Kindergarten

**Publisher:** Houghton Mifflin Harcourt

**Copyright:** 2014

**Overall Rating:** Tier III, Not representing quality

Tier I, Tier II, Tier III elements of this review:

STRONG	WEAK
<a href="#">Complexity of Texts</a> (Non-Negotiable)	<a href="#">Foundational Skills</a> (Non-Negotiable*)
<a href="#">Quality of Texts</a> (Non-Negotiable)	<a href="#">Range and Volume of Texts</a>
<a href="#">Text-Dependent Questions</a> (Non-Negotiable)	
<a href="#">Assessment</a>	
<a href="#">Scaffolding and Support</a>	
<a href="#">Writing to Sources</a>	
<a href="#">Speaking and Listening</a>	

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1-10 may not apply.)

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1-10.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)</b>			
<b>Tier 1 and 2 Non-Negotiable*</b> <b>1. FOUNDATIONAL SKILLS:</b> Materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, phonics, word awareness, and reading fluency in a logical and transparent progression.  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.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	<b>REQUIRED</b> <b>1a)</b> Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of <a href="#">Appendix A</a> , while providing abundant opportunities for every student to become proficient in each of the foundational skills.	Yes	There are 6 units in the Teacher and Student Books with 5 lessons in each unit with each unit building on the foundational skills in the areas of Phonological Awareness, Phonics and Fluency. Students are provided opportunities to practice skills through the use of a Readers Notebook. Foundational Skills are reviewed and practiced in all units.
	<b>REQUIRED</b> <b>1b)</b> Materials include student texts that allows for systematic, regular and frequent practice of foundational skills as they are introduced.	Yes	There are ample decodable texts (familiar and unfamiliar) for students to practice applying foundational skills. Adequate time is allowed for regular practice of foundational skills.
	<b>REQUIRED</b> <b>1c)</b> Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.	No	There are appropriate texts and a variety of types of texts available for students to practice reading fluency orally; however, there is no guidance for silent practice.
	<b>REQUIRED</b> <b>1d)</b> Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.	Yes	There is evidence of explicit and direct teaching as well as regular practice of the sound/symbol relationship.
	<b>REQUIRED</b> <b>1e)</b> Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.	Yes	Word study instruction and practice were noted in the area of spelling/sound patterns, decoding and syllabication. There was also instruction and practice noted in the area of onset and rimes, but not prefixes and suffixes. This may be due to not being introduced at this level.

	<p><b>REQUIRED</b></p> <p><b>1f)</b> 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>	<b>Yes</b>	Materials use everyday language which should be easily understood by students. There are many opportunities for students to make the connection between foundational skills and purposeful and meaningful reading.
	<p><b>1g)</b> Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals.</p> <p>Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.</p>	<b>No</b>	There are an adequate amount of assessment materials available for teachers to guide and monitor student progress as well as to make intervention decisions. An assessment book is available which after every 2 lessons, allows the measurement of a student's ability to read sentences accurately. However, there is an absence of monitoring that also provides specific feedback on oral reading fluency, other than reading sentences with words taught in lessons.
	<p><b>1h)</b> Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	<b>Yes</b>	There is an abundance of easily understood materials for teachers to use to assist students who may need additional practice, remediation, or enrichment.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>II. Text Selection</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>2. COMPLEXITY OF TEXTS:</b> Materials present a progression of texts as stated by Reading Standard 10 and Reading Foundational Standard 4.  <i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Reading Foundational Standard 4 applies to student-read texts. Complexity standards for student-read texts are applicable for grades 2+.)</i>	<b>REQUIRED</b> <b>2a)</b> Beginning in grade 2, materials exhibit concrete evidence that research-based quantitative measures as well as qualitative analysis have been used in selection of student-read complex texts. Poetry and drama are analyzed only using qualitative measures. <b>In all grades</b> , extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	<b>Yes</b>	Research based qualitative & quantitative analysis noted/used in selection of student-read complex texts. The series/program includes the frequent use of teacher read-alouds using text at a higher level.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>2b)</b> Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in <a href="#">Appendix B</a> .	<b>Yes</b>	Texts aligned with requirements outlined in the state standards and with the complexity of exemplars found in Appendix B.
	<b>REQUIRED</b> <b>2c)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	<b>Yes</b>	Texts increase in complexity as level of skills increases.
<b>Tier 1 and 2 Non-Negotiable</b> <b>3. QUALITY OF TEXTS:</b> Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade-level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.	<b>REQUIRED</b> <b>3a)</b> Nearly all texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.	<b>Yes</b>	Texts are relevant to students. The language of the texts appears to provide meaning and direction for students. More integration of science would be beneficial, although there is some provided.
	<b>REQUIRED</b> <b>3b)</b> Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study. The inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with text.	<b>Yes</b>	Materials appear explicit and systematic in areas of Language Arts/Other Areas. Students are provided opportunities through multiple reading opportunities to build knowledge.

<p><b>(Note:</b> In K and 1 this refers generally to read-aloud material and some student-read texts after midyear in grade 1. Complexity standards for student-read texts are applicable for grades 2+.)</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>3c)</b> Within a sequence or collection of texts, specific complex anchor texts are selected for multiple, careful readings.</p>	<p><b>Yes</b></p>	There is a variety of texts suitable for multiple readings.
	<p><b>3d)</b> Nearly all texts are previously published rather than "commissioned."</p>	<p><b>Yes</b></p>	There is a variety of texts which are previously published rather than commissioned.
<p><b>4. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 of the <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.K.9</a>, <a href="#">RI.1.9</a>, or <a href="#">RI.2.3</a>).</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>4a)</b> In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	<p><b>No</b></p>	While there is an emphasis placed on science throughout these materials, there is not a 50/50 balance between literature and informational texts.  More emphasis is needed on the use of informational texts.
	<p><b>REQUIRED</b></p> <p><b>4c)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	<p><b>Yes</b></p>	Different formats were noted.
	<p><b>4b)</b> Materials include many informational texts with an informational text structure rather than a narrative structure.</p>	<p><b>No</b></p>	Although there are some informational texts within the program, there is not a wide variety available.
	<p><b>4d)</b> Materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p><b>No</b></p>	While the materials in this program can be used for multiple readings assignments, they are not appealing enough to maintain student interest, motivation, or enjoyment.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>5. TEXT-DEPENDENT QUESTIONS:</b> Text-dependent questions reflect the requirements of Reading Standard 1 by requiring the use of textual details in support of meeting other grade-specific standards.  <i>(Note: In K and 1 this refers to read-aloud material, which is typically from grades 2+.)</i>	<p><b>REQUIRED</b></p> <p><b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p> <p><b>REQUIRED</b></p> <p><b>5b)</b> Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations, its impact (including the building of knowledge), and its connection to other texts.</p> <p><b>REQUIRED</b></p> <p><b>5c)</b> Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade over time to advance and deepen student learning. <i>(Note: Not every standard must be assessed with every text.)</i></p> <p><b>5d)</b> Questions often begin with comprehension of the text before focusing on interpretation or evaluation.</p> <p><b>5e)</b> Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from text and in learning new vocabulary from every reading opportunity.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Questions are based on essential questions in each lesson which are based on texts students read or are read-aloud by the teacher.  A connection to other texts was noted. Texts have a <i>dig deeper</i> section and strategies for analyzing text. Emphasis is placed on vocabulary, while questions focus on evaluation and interpretation of text.  Questions include the language (vocabulary) of the standards. Questions are clearly aligned to state standards and are embedded and apparent throughout the lessons/units.  There are adequate questions (at different levels e.g., Blooms) noted which provide and guide student understanding and comprehension of text.  Questions address the vocabulary and meaning necessary to gain purposeful meaning and understanding of the text.
<b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with grade-level text(s).	<p><b>REQUIRED</b></p> <p><b>6a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p> <p><b>REQUIRED</b></p> <p><b>6b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p> <p><b>REQUIRED</b></p> <p><b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	There is a gradual release of scaffolding and opportunities for students to measure their independent abilities.  Student/student work exemplars can be found for the different types of texts as well as in the areas of speaking, listening and writing. These exemplars are located in the <i>Performance Assessment Resource Book</i> .  Multiple modes of assessments are made available.

	<p><b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<b>Yes</b>	Assessment materials are accessible.
	<p><b>6e)</b> When assessments indicate students do not understand what they hear or read, materials should provide suggestions for reteaching and additional student learning opportunities. These materials must be easily implemented.</p>	<b>Yes</b>	Reteaching and differentiation opportunities are available.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>IV. Scaffolding and Support</b>			
<b>7. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text (either listened to or read) as required by the standards at each grade.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>7a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Yes	Pre-reading activities are explicit and scaffolded. Activities and resource ideas are varied. There are opportunities for students to ask questions about the text and discussions on how pictures and words help sum up the main ideas in text.
	<b>REQUIRED</b> <b>7b)</b> Read aloud materials must have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Yes	<i>Big Books</i> are offered for read aloud text.  There are opportunities for consistent routines and practice for comprehension for use in all areas of lesson/story.  There are frequent opportunities for comprehension of complex text through discussion, etc.
	<b>REQUIRED</b> <b>7c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Yes	Modeling is prevalent, as well as academic language.
	<b>7d)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Yes	Suggestions for materials are provided and appropriate. Materials provide many opportunities to provide differentiation for all students.
	<b>7f)</b> The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	No	Materials are scattered and not always easy to locate.
	<b>7e)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	Content is appropriately paced and provides opportunities for teachers to adjust instruction and presentation as needed and appropriate.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>V. Writing to Sources and Research</b>			
<p><b>8. WRITING TO SOURCES:</b> The majority of written tasks are text-dependent (based on what has been read or heard) and reflect the writing genres named in the standards.</p> <p>Writing assignments are prominent and varied and ask students to draw on their experience, imagination, current capacities, and most frequently, the texts they encounter through reading or read-alouds as source material. As a means to such expression, materials provide sufficient opportunities for all students to practice newly acquired foundational skills as well as other forms of self-expression.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>8a)</b> Students engage in a full range of writing as outlined by the standards at each grade level and materials include multiple writing tasks. This includes writing about what they are hearing or reading, writing narratives (both real and imagined), writing to inform or explain, and writing opinions.</p>	Yes	The <i>Common Core Handwriting Book</i> places emphasis on narrative, informational text, and opinion of students. Lesson format provides mini-lessons, guided practice, practice and apply, conferencing and evaluation.
<p><b>REQUIRED</b></p> <p><b>8b)</b> Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing, on-demand and process writing, etc.).</p>	Yes	Program presents the writing process as a strategy that children can use to write for any audience/topic.	
<p><b>REQUIRED</b></p> <p><b>8c)</b> Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly.</p>	Yes	Writing materials were found to connect student learning in all areas of the language standards. Students have many opportunities to express their opinions and ideas. There are also opportunities for students to interact with their peers and use resources within the classroom to verify their writing and spelling. The program provides K students the practice and feedback they need to become successful writers.	
<p><b>REQUIRED</b></p> <p><b>8d)</b> Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Yes	This portion of the program is covered with the use of <i>Alphafriends</i> (resource material). Materials assist students in making and building connection between sounds and print.	
<p><b>8e)</b> Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	Yes	Many opportunities are present and provided for teachers to adjust instruction as needed and differentiate as needed.	
<p><b>8f)</b> Materials engage students in shared research projects to develop the skills needed to conduct research independently in later grades.</p>	Yes	There are opportunities for students to engage in research and work with peers to develop projects.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VI. Speaking and Listening</b>			
<b>9. SPEAKING AND LISTENING:</b> Materials should promote frequent and regular discussions about texts students have heard or read. Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for appropriate interactions and conversations with a variety of audiences in and out of the classroom.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>9a)</b> Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 2, 3, and 4).	Yes	There are ongoing opportunities for discussions/conversations.
	<b>REQUIRED</b> <b>9b)</b> As a regular part of comprehension instruction materials build in frequent opportunities for a range of conversations and collaborations with peers about texts listened to or read.	Yes	Materials engage students and encourage scaffolding on other's ideas.
	<b>REQUIRED</b> <b>9c)</b> Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. For example, through directions and modeling, materials encourage students to use academic language and grade-appropriate oral language conventions.	Yes	Modeling is prevalent, as well as the use of academic language.
	<b>9d)</b> Materials develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others.	Yes	There are frequent opportunities for students share ideas and ask questions of their peers.
	<b>9e)</b> Materials include a variety of authentic speaking and listening activities for student practice.	Yes	Opportunities to speak with and listen to peers are provided.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VII. Language</b>			
<b>10. LANGUAGE:</b> Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.	<b>REQUIRED</b> <b>10a)</b> Materials address the grammar and language conventions specified by the Language standards at each grade level.	Yes	Each lesson addresses a language standard and is taught within the context of the lesson. It follows the standards and a link is provided in the lessons to those standards.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>10c)</b> Materials create opportunities for students to discover accurate usage patterns, compare them with their own (oral and written), and develop proficiency in usage and language conventions that build from one grade to the next.	Yes	Opportunities to find and use patterns are found as the units progress. Materials build on skills.
	<b>REQUIRED</b> <b>10d)</b> Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.	Yes	Vocabulary through <i>Context Cards</i> encourages students to dig deeper and encourage the use of vocabulary in writing.
	<b>REQUIRED</b> <b>10e)</b> Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.	Yes	Materials provide sequential and explicit connections between the language standards.
	<b>10b)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	Yes	Opportunities are provided for students to practice and use real-world connections.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1-10.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

<b>FINAL EVALUATION</b>			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
<b>Section</b>	<b>Criteria</b>	<b>Y/N</b>	<b>Final Justification/Comments</b>
I: Foundational Skills	1. Foundational Skills ( <b>Non-Negotiable*</b> )	No	Silent reading practice needs to be an embedded part of the lessons in order to support text understanding for emergent readers.
II: Text Selection	2. Complexity of Texts ( <b>Non-Negotiable</b> )	Yes	All areas meet expectations/criteria required.
	3. Quality of Texts ( <b>Non-Negotiable</b> )	Yes	All areas meet expectations/criteria required.
	4. Range and Volume of Texts	No	Greater variety and balance between informational and literature texts is needed.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	Yes	All areas meet expectations/criteria required.
	6. Assessment	Yes	All areas meet expectations/criteria required.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	All areas meet expectations/criteria required.
V: Writing to Sources and Research	8. Writing to Sources	Yes	All areas meet expectations/criteria required.
VI: Speaking and Listening	9. Speaking and Listening	Yes	All areas meet expectations/criteria required.
VII: Language	10. Language	Yes	All areas meet expectations/criteria required.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			

\*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



**Title:** HMH Journeys (ELA)

**Grade:** 1

**Publisher:** Houghton Mifflin Harcourt

**Copyright:** 2014

**Overall Rating:** Tier III, Not representing quality

Tier I, Tier II, Tier III elements of this review:

<b>STRONG</b>	<b>WEAK</b>
<u>Complexity of Texts</u> (Non-Negotiable)	<u>Foundational Skills</u> (Non-Negotiable*)
<u>Quality of Texts</u> (Non-Negotiable)	<u>Scaffolding and Support</u>
<u>Range and Volume of Texts</u>	
<u>Text-Dependent Questions</u> (Non-Negotiable)	
<u>Assessment</u>	
<u>Writing to Sources</u>	
<u>Speaking and Listening</u>	

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1-10 may not apply.)

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1-10.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)</b>			
<b>Tier 1 and 2 Non-Negotiable*</b> <b>1. FOUNDATIONAL SKILLS:</b> Materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, phonics, word awareness, and reading fluency in a logical and transparent progression.  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.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>1a)</b> Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of <a href="#">Appendix A</a> , while providing abundant opportunities for every student to become proficient in each of the foundational skills.	Yes	There are 6 units with 5 lessons in each unit for a total of 30 lessons. Each unit/lesson begins with daily phonemic awareness/phonics; high-frequency words; and vocabulary boost warm-up to introduce the skills in the lesson.
	<b>REQUIRED</b> <b>1b)</b> Materials include student texts that allows for systematic, regular and frequent practice of foundational skills as they are introduced.	Yes	Materials provide systematic, regular, frequent and explicit practice of foundational skills introduced in each lesson/unit. Skills in each lesson match skills necessary to build on anchor text.
	<b>REQUIRED</b> <b>1c)</b> Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.	No	There are regular opportunities for students to read a variety of texts/text types orally and with a partner to promote rereading, fluency and automaticity; however, there were no opportunities found within the lessons for silent reading.
	<b>REQUIRED</b> <b>1d)</b> Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.	Yes	Each lesson provides practice in encoding the sound symbol relationships of English.
	<b>REQUIRED</b> <b>1e)</b> Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.	No	Although there were practice opportunities to build on spelling/sound patterns and in later units on prefixes and suffixes, there was little evidence of decoding.  Students were provided with word banks, but not with practice actually decoding the words.
	<b>REQUIRED</b> <b>1f)</b> Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	Yes	Materials use everyday language which should be easily understood by students. There are many opportunities for students to make the connection between foundational skills and purposeful and meaningful reading.

\*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)</b>			
	<p><b>1g)</b> Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.</p>	No	<p>There are an adequate amount of assessment materials available for teachers to guide and monitor student progress as well as to make intervention decisions. There is a booklet of <i>Cold Reads</i> available to provide practice in developing fluency, but not enough evidence was found that demonstrates support for students receiving feedback on rate, expressiveness, and accuracy.</p>
	<p><b>1h)</b> Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	Yes	<p>There is an abundance of easily understood materials for teachers to use to assist students who may need additional practice, remediation, or enrichment.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>II. Text Selection</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>2. COMPLEXITY OF TEXTS:</b> Materials present a progression of texts as stated by Reading Standard 10 <sup>1</sup> and Reading Foundational Standard 4.  <i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Reading Foundational Standard 4 applies to student-read texts. Complexity standards for student-read texts are applicable for grades 2+.)</i>  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>2a)</b> Beginning in grade 2, materials exhibit concrete evidence that research-based quantitative measures as well as qualitative analysis <sup>2</sup> have been used in selection of student-read complex texts. Poetry and drama are analyzed only using qualitative measures. In all grades, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	Yes	Research based qualitative & quantitative analysis is used in the selection of student-read complex texts. There is frequent use of teacher read-aloud of texts at higher levels.
	<b>REQUIRED</b> <b>2b)</b> Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in <a href="#">Appendix B</a> .	Yes	Texts appear aligned to provide students with systematic and explicit instruction.
	<b>REQUIRED</b> <b>2c)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	Yes	Texts increase in complexity as level of skills increase.
<b>Tier 1 and 2 Non-Negotiable</b> <b>3. QUALITY OF TEXTS:</b> Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade-level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought	<b>REQUIRED</b> <b>3a)</b> Nearly all texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.	Yes	Texts are relevant to students. The language of the texts provides meaning and direction for students. Better integration of science would be beneficial.
	<b>REQUIRED</b> <b>3b)</b> Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study. The inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with text.	Yes	Materials appear explicit and systematic. Students are provided opportunities through multiple reading opportunities to build knowledge.

<sup>1</sup> Grades K-2 Example: Student-read texts include the introduction of additional phonic patterns, increasing sentence length, etc. Read-aloud texts fall within the grades 2-5 band and are similar to exemplars in [Appendix B](#).

<sup>2</sup> The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

<p>and/or provide useful information.</p> <p><i>(Note: In K and 1 this refers generally to read-aloud material and some student-read texts after midyear in grade 1. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>3c)</b> Within a sequence or collection of texts, specific complex anchor texts are selected for multiple, careful readings.</p>	<p><b>Yes</b></p>	<p>There is a variety of texts which would be suitable for multiple readings. These materials provide familiarity for students to build fluency.</p>
<p><b>4. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 of the <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.K.9</a>, <a href="#">RI.1.9</a>, or <a href="#">RI.2.3</a>).</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>4a)</b> In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	<p><b>Yes</b></p>	<p>There are 2 books used in each lesson; one being an informational text and the other being fable, fantasy, or poetry piece.</p>
	<p><b>REQUIRED</b></p> <p><b>4c)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	<p><b>Yes</b></p>	<p>Different formats and lengths are used.</p>
	<p><b>4b)</b> Materials include many informational texts with an informational text structure rather than a narrative structure.</p>	<p><b>Yes</b></p>	<p>Texts are written with informational text structure rather than a narrative one.</p>
	<p><b>4d)</b> Materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p><b>No</b></p>	<p>Although there are informational texts throughout the series/program, they do not provide enough variety of topics to keep and maintain student interest. Texts focus on the same topic throughout the entire unit which may cause students to lose their motivation in reading.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>5. TEXT-DEPENDENT QUESTIONS:</b> Text-dependent questions reflect the requirements of Reading Standard 1 by requiring the use of textual details in support of meeting other grade-specific standards.  <i>(Note: In K and 1 this refers to read-aloud material, which is typically from grades 2+.)</i>	<b>REQUIRED</b> <b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	<input checked="" type="checkbox"/> Yes	Essential questions in each lesson are based on texts students read or are read aloud by the teacher.
	<b>REQUIRED</b> <b>5b)</b> Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations, its impact (including the building of knowledge), and its connection to other texts.	<input checked="" type="checkbox"/> Yes	Connections to other texts noted. Texts have <i>dig deeper</i> section and strategies for analyzing text. Emphasis is placed on vocabulary and questions focus on evaluation and interpretation of text.
	<b>REQUIRED</b> <b>5c)</b> Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade over time to advance and deepen student learning. <i>(Note: Not every standard must be assessed with every text.)</i>	<input checked="" type="checkbox"/> Yes	Questions include the language (vocabulary) of the standards. Questions are clearly aligned to the state standards and are embedded throughout the lessons/units.
	<b>5d)</b> Questions often begin with comprehension of the text before focusing on interpretation or evaluation.	<input checked="" type="checkbox"/> Yes	There are 2 reads in each lesson. Questions begin with developing comprehension through the use of guided questions and a target strategy. During the 2 <sup>nd</sup> read, questions are based on the analysis of the text and a targeted skill.
	<b>5e)</b> Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from text and in learning new vocabulary from every reading opportunity.	<input checked="" type="checkbox"/> Yes	Questions are based on the skill for the unit. Questions address different areas such as understanding characters/relating pictures to text/details/conclusions, etc. Each lesson starts off with a <i>read to know</i> . Through the use of <i>context cards</i> , students are exposed to vocabulary from the text to be read and from the standards, as well as their meanings.
	<b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with grade-level text(s).	<b>REQUIRED</b> <b>6a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	<input checked="" type="checkbox"/> Yes
	<b>REQUIRED</b> <b>6b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	<input checked="" type="checkbox"/> Yes	Rubrics for student work provide sufficient evaluation in monitoring student performance.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	A variety of assessment opportunities/resources are available. Self-assessment measurement appears is handled in the writing areas of each lesson/unit.
	<b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Measurement resources/methods appear to be unbiased and accessible to all students or could be modified to accommodate individual student needs.
	<b>6e)</b> When assessments indicate students do not understand what they hear or read, materials should provide suggestions for reteaching and additional student learning opportunities. These materials must be easily implemented.	Yes	Materials provide Response to Intervention (RTI) resources/suggestions in each lesson/unit to assist with the re-teaching/enrichment for students.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>IV. Scaffolding and Support</b>			
<b>7. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text (either listened to or read) as required by the standards at each grade.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p><b>REQUIRED</b></p> <p><b>7a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<input checked="" type="checkbox"/>	Pre-reading activities are focused on text, brief, and engaging.
	<p><b>REQUIRED</b></p> <p><b>7b)</b> Read aloud materials must have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	<input checked="" type="checkbox"/>	<i>Read-aloud</i> materials focus more (the majority of the time) on strategy and skill than on building comprehension through activities that deepen the student's understanding of the story itself.
	<p><b>REQUIRED</b></p> <p><b>7c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	<input checked="" type="checkbox"/>	Materials direct teachers to return to focused parts of the text throughout all parts of the lesson/unit.
	<p><b>7d)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	<input checked="" type="checkbox"/>	Suggestions are provided for different levels of learners throughout the lesson. At the beginning of the lesson, there are activities for whole group, a section for reader/task considerations, and ELL learners. A <i>Daily Assessment</i> (RTI Tier 1) is provided as well as a story retelling rubric at the end of the day 1 lesson.
	<p><b>7f)</b> The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	<input checked="" type="checkbox"/>	Materials are user-friendly and clearly located within central location to allow easy access to materials/resources.
	<p><b>7e)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	<input checked="" type="checkbox"/>	Content is laid out in a reasonable manner as to provide adequate pacing of lessons/units. Suggested activities are laid out by days. There is a must do list or students so they are aware of what needs to be accomplished by the end of the unit.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>V. Writing to Sources and Research</b>			
<b>8. WRITING TO SOURCES:</b> The majority of written tasks are text-dependent (based on what has been read or heard) and reflect the writing genres named in the standards.	<b>REQUIRED</b> <b>8a)</b> Students engage in a full range of writing as outlined by the standards at each grade level and materials include multiple writing tasks. This includes writing about what they are hearing or reading, writing narratives (both real and imagined), writing to inform or explain, and writing opinions.	Yes	Multiple writing activities/tasks are used. Students are provided opportunities to write daily through the <i>write about reading</i> task following each lesson's reading of the anchor text.
Writing assignments are prominent and varied and ask students to draw on their experience, imagination, current capacities, and most frequently, the texts they encounter through reading or read-alouds as source material. As a means to such expression, materials provide sufficient opportunities for all students to practice newly acquired foundational skills as well as other forms of self-expression.	<b>REQUIRED</b> <b>8b)</b> Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing, on-demand and process writing, etc.).	Yes	Writing is presented as a strategy children can use to write for any audience/topic. Students are provided opportunities to participate in a varied amount of writing times through materials such as the <i>Common Core Writing Handbook</i> ; my <i>Write Smart</i> ; and <i>The Write about Reading</i> . Multiple opportunities are provided for whole class and peer collaboration writing.
	<b>REQUIRED</b> <b>8c)</b> Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly.	Yes	Writing materials connect student learning in all areas of the language standards. Students have many opportunities to express their opinions and ideas. There are also opportunities for students to interact with their peers and use resources within the classroom to verify their writing and spelling. Students are able to practice and obtain the feedback needed to become successful writers.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>8d)</b> Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	Yes	Materials assist students in making and building connection between sounds and print. Foundational skills are tied to an anchor text and writing is based on skills and anchor texts in each lesson/unit.
	<b>8e)</b> Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.	Yes	Many opportunities are provided for teachers to adjust/differentiate instruction as needed.
	<b>8f)</b> Materials engage students in shared research projects to develop the skills needed to conduct research independently in later grades.	Yes	Peer collaboration writing activities encourage students to share ideas and opinions as they work together to complete shared research projects.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VI. Speaking and Listening</b>			
<b>9. SPEAKING AND LISTENING:</b> Materials should promote frequent and regular discussions about texts students have heard or read. Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for appropriate interactions and conversations with a variety of audiences in and out of the classroom.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>9a)</b> Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 2, 3, and 4).	<b>Yes</b>	There are ongoing opportunities for discussions/conversations through the use of anchor texts in each lesson. The speaking and listening tasks are scaffolded, systematic, and explicit.
	<b>REQUIRED</b> <b>9b)</b> As a regular part of comprehension instruction materials build in frequent opportunities for a range of conversations and collaborations with peers about texts listened to or read.	<b>Yes</b>	Materials engage students and encourage scaffolding on other's ideas.
	<b>REQUIRED</b> <b>9c)</b> Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. For example, through directions and modeling, materials encourage students to use academic language and grade-appropriate oral language conventions.	<b>Yes</b>	Modeling is prevalent, as well as the use of academic language.
	<b>9d)</b> Materials develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others.	<b>Yes</b>	There are frequent opportunities for students to share ideas and ask questions of their peers.
	<b>9e)</b> Materials include a variety of authentic speaking and listening activities for student practice.	<b>Yes</b>	Materials offer students opportunities to speak with and listen to peers.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VII. Language</b>			
<b>10. LANGUAGE:</b> Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.	<b>REQUIRED</b> <b>10a)</b> Materials address the grammar and language conventions specified by the Language standards at each grade level.	Yes	Lessons/units address language standards.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>10c)</b> Materials create opportunities for students to discover accurate usage patterns, compare them with their own (oral and written), and develop proficiency in usage and language conventions that build from one grade to the next.	Yes	Materials provide students with opportunities to examine and use correct language conventions. Materials scaffold to build on and carry over to the next grade level.
	<b>REQUIRED</b> <b>10d)</b> Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.	Yes	Materials encourage students to use the language of texts through the use of <i>context cards</i> and words to know in each unit/lesson. Students are encouraged to go deeper in thought and use grade-appropriate vocabulary in their writing.
	<b>REQUIRED</b> <b>10e)</b> Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.	Yes	Materials provide frequent opportunities for connections in all areas of Language Arts. Materials encouraged students to use grade-appropriate language when speaking, especially to peers, and in writing.
	<b>10b)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	Yes	Materials provide students the opportunities to interact with each other in real-life situations using natural and grade-appropriate vocabulary.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1-10.

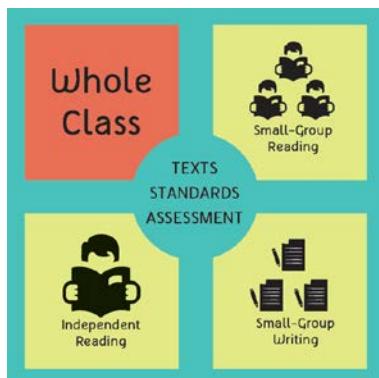
**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Foundational Skills	1. Foundational Skills ( <b>Non-Negotiable*</b> )	No	Silent reading fluency practice needs to be an embedded part of the lessons. The materials need to more clearly address the development of silent reading fluency skills, oral reading fluency feedback, and decoding grade-level words.
II: Text Selection	2. Complexity of Texts ( <b>Non-Negotiable</b> )	Yes	Texts in both read-aloud and student anchor texts increase in complexity as more skills are introduced.
	3. Quality of Texts ( <b>Non-Negotiable</b> )	Yes	Texts provided are from a variety of genres.
	4. Range and Volume of Texts	Yes	Texts appear to stay in same theme-based background throughout the program.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	Yes	Questions are based on text and appear to be at different levels. Questions are based on skill of lesson which ties in nicely to anchor text.
	6. Assessment	Yes	A good variety of assessment resources are available for use of monitoring/meeting student individual needs.
IV: Scaffolding and Support	7. Scaffolding and Support	No	While the strategy/skill introduced at the beginning of each lesson is related to the central theme of the text, these are not used in ways that build student knowledge or promote reading comprehension about the text.
V: Writing to Sources and Research	8. Writing to Sources	Yes	Writing sources correlate well with anchor texts and foundational skills.
VI: Speaking and Listening	9. Speaking and Listening	Yes	Many opportunities are provided to expand speaking and listening skills.
VII: Language	10. Language	Yes	Language usage and conventions are well addressed.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

\*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



**Title:** HMH Journeys (ELA)

**Grade:** 2

**Publisher:** Houghton Mifflin Harcourt

**Copyright:** 2014

**Overall Rating:** Tier III, Not representing quality

Tier I, Tier II, Tier III elements of this review:

<b>STRONG</b>	<b>WEAK</b>
<u>Complexity of Texts</u> (Non-Negotiable)	<u>Foundational Skills</u> (Non-Negotiable*)
<u>Quality of Texts</u> (Non-Negotiable)	<u>Scaffolding and Support</u>
<u>Range and Volume of Texts</u>	
<u>Text-Dependent Questions</u> (Non-Negotiable)	
<u>Assessment</u>	
<u>Writing to Sources</u>	
<u>Speaking and Listening</u>	

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1-10 may not apply.)

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1-10.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)</b>			
<b>Tier 1 and 2 Non-Negotiable*</b> <b>1. FOUNDATIONAL SKILLS:</b> Materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, phonics, word awareness, and reading fluency in a logical and transparent progression.	<b>REQUIRED</b> <b>1a)</b> Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of <a href="#">Appendix A</a> , while providing abundant opportunities for every student to become proficient in each of the foundational skills.	Yes	Materials follow a progression of foundational skills from Unit 1-6. There are 5 lessons in each unit.
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.	<b>REQUIRED</b> <b>1b)</b> Materials include student texts that allows for systematic, regular and frequent practice of foundational skills as they are introduced.	Yes	Materials provide systematic, regular, frequent and explicit practice of foundational skills introduced in each lesson/unit. Skills in each lesson match skills necessary to build on anchor text.
	<b>REQUIRED</b> <b>1c)</b> Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.	No	There are a variety of texts offered to help build fluency and opportunities are provided to partner read. However, silent reading opportunities are not a regular or frequent part of student practice.
	<b>REQUIRED</b> <b>1d)</b> Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.	Yes	Daily spelling opportunities are provided through the <i>Reader's Notebook</i> .
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	<b>REQUIRED</b> <b>1e)</b> Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.	No	Although there were practice opportunities to build on spelling/sound patterns and in later units on prefixes and suffixes, there was little evidence of decoding.  Students were provided with word banks, but not with practice actually decoding the words.
	<b>REQUIRED</b> <b>1f)</b> Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	Yes	Materials provide opportunities to create connections and gather meaning from what is read.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)</b>			
	<p><b>1g)</b> Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.</p>	No	<p>Resources are available to address the need for monitoring student progress. In addition, oral reading fluency is provided through the <i>Cold Reads Booklet</i>. However, there was not enough evidence found to demonstrate support for students receiving feedback on rate, expressiveness, and accuracy.</p>
	<p><b>1h)</b> Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	Yes	<p>There is an abundance of easily understood materials for teachers to use to assist students who may need additional practice, remediation, or enrichment.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>II. Text Selection</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>2. COMPLEXITY OF TEXTS:</b> Materials present a progression of texts as stated by Reading Standard 10 <sup>1</sup> and Reading Foundational Standard 4.  <i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Reading Foundational Standard 4 applies to student-read texts. Complexity standards for student-read texts are applicable for grades 2+.)</i>  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>2a)</b> Beginning in grade 2, materials exhibit concrete evidence that research-based quantitative measures as well as qualitative analysis <sup>2</sup> have been used in selection of student-read complex texts. Poetry and drama are analyzed only using qualitative measures. In all grades, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	Yes	Selections exhibit evidence of concrete research based quantitative/qualitative measures. Read-alouds require students to dig deeper and use connections and meanings to interpret text.
	<b>REQUIRED</b> <b>2b)</b> Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in <a href="#">Appendix B</a> .	Yes	Texts provide complex, systematic and explicit reading opportunities.
	<b>REQUIRED</b> <b>2c)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	Yes	Texts increase in complexity as they progress across grade bands.
<b>Tier 1 and 2 Non-Negotiable</b> <b>3. QUALITY OF TEXTS:</b> Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade-level texts	<b>REQUIRED</b> <b>3a)</b> Nearly all texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.	Yes	Texts are relevant to students. The language of the texts provides meaning and direction for students.  Increased arts and technical subjects would improve variety, but the texts subjects provided are sufficient for students to build upon in major subject areas.

<sup>1</sup> Grades K-2 Example: Student-read texts include the introduction of additional phonic patterns, increasing sentence length, etc. Read-aloud texts fall within the grades 2-5 band and are similar to exemplars in [Appendix B](#).

<sup>2</sup> The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

<p>and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><i>(Note: In K and 1 this refers generally to read-aloud material and some student-read texts after midyear in grade 1. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>3b)</b> Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study. The inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with text.</p> <p><b>REQUIRED</b></p> <p><b>3c)</b> Within a sequence or collection of texts, specific complex anchor texts are selected for multiple, careful readings.</p> <p><b>3d)</b> Nearly all texts are previously published rather than “commissioned.”</p>	<p><b>Yes</b></p>	<p>Multiple reading opportunities are used to build student knowledge.</p>
<p><b>4. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 of the <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.K.9</a>, <a href="#">RI.1.9</a>, or <a href="#">RI.2.3</a>).</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>4a)</b> In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p> <p><b>REQUIRED</b></p> <p><b>4c)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p> <p><b>4b)</b> Materials include many informational texts with an informational text structure rather than a narrative structure.</p> <p><b>4d)</b> Materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p><b>Yes</b></p>	<p>There is a good balance between informational and literature texts.</p> <p>Materials include texts of different formats and lengths.</p> <p>Texts are written with informational text structure.</p> <p>Although there are informational texts throughout the series/program, there is little variety in topics to keep and maintain student interest. Texts cover the same topic throughout the entire unit which may cause students to lose their motivation for reading.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>5. TEXT-DEPENDENT QUESTIONS:</b> Text-dependent questions reflect the requirements of Reading Standard 1 by requiring the use of textual details in support of meeting other grade-specific standards.	<b>REQUIRED</b> <b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	Yes	The majority of essential questions in each lesson are based on texts students read or that are read-aloud by the teacher.
<i>(Note: In K and 1 this refers to read-aloud material, which is typically from grades 2+.)</i>	<b>REQUIRED</b> <b>5b)</b> Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations, its impact (including the building of knowledge), and its connection to other texts.	Yes	Questions are explicit to the story line and illustrations. They allow connections to text and other related texts.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5c)</b> Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade over time to advance and deepen student learning. <i>(Note: Not every standard must be assessed with every text.)</i>	Yes	Questions include the language (vocabulary) of the standards. Questions are clearly aligned to the state standards and are embedded throughout the lessons/units.
	<b>5d)</b> Questions often begin with comprehension of the text before focusing on interpretation or evaluation.	Yes	There are 2 reads in each lesson. Questions begin with developing comprehension through the use of guided questioning and a target strategy. During the 2 <sup>nd</sup> read, questions are based on the analysis of the text and a target skill.
	<b>5e)</b> Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from text and in learning new vocabulary from every reading opportunity.	Yes	Questions are based on the skill for the unit. Questions address different areas such as understanding characters/relating pictures to text/details/conclusions, etc. Each lesson starts off with a <i>read to know</i> . Through the use of <i>context cards</i> , students are exposed to vocabulary from the text to be read and from the standards, as well as their meanings.
<b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with grade-level text(s).	<b>REQUIRED</b> <b>6a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Yes	Assessments allow students to self-assess. There are also rubrics which would allow students to monitor and self-check their progress.
	<b>REQUIRED</b> <b>6b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	Rubrics for student work provide sufficient evaluation in monitoring student performance.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.  <b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.  <b>6e)</b> When assessments indicate students do not understand what they hear or read, materials should provide suggestions for reteaching and additional student learning opportunities. These materials must be easily implemented.	<b>Yes</b>	Different modes of assessment were found. There is a separate assessment book as well as assessment embedded throughout lessons/units.  Measurement resources/methods appear to be unbiased and accessible to all students or could be modified to accommodate individual student needs.  Assessments materials provide (Response to Intervention) RTI resources/suggestions in each lesson/unit to assist with the re-teaching/enrichment for students.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>IV. Scaffolding and Support</b>			
<b>7. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text (either listened to or read) as required by the standards at each grade.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>7a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Yes	Pre-reading activities are focused on text, brief, and engaging.
	<b>REQUIRED</b> <b>7b)</b> Read aloud materials must have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	No	<i>Read-aloud</i> materials focus more (the majority of the time) on strategy and skill than on building comprehension through activities that deepen the student's understanding of the story itself.
	<b>REQUIRED</b> <b>7c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Yes	Teachers are directed and encouraged to return to focus areas to enhance student learning and remediation/enrichment.
	<b>7d)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Yes	Suggestions are provided for different levels of learners throughout the lesson. At the beginning of the lesson, there are activities for whole group, a section for reader/task considerations, and ELL learners. A <i>Daily Assessment</i> (RTI Tier 1) is provided as well as a story retelling rubric at the end of the day 1 lesson.
	<b>7f)</b> The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Yes	Materials are user-friendly and clearly located within central location to allow easy access to materials/resources.
	<b>7e)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	Content is laid out in a reasonable manner as to provide adequate pacing of lessons/units. Suggested activities are laid out by days. There is a must do list or students so they are aware of what needs to be accomplished by the end of the unit.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>V. Writing to Sources and Research</b>			
<b>8. WRITING TO SOURCES:</b> The majority of written tasks are text-dependent (based on what has been read or heard) and reflect the writing genres named in the standards.	<b>REQUIRED</b> <b>8a)</b> Students engage in a full range of writing as outlined by the standards at each grade level and materials include multiple writing tasks. This includes writing about what they are hearing or reading, writing narratives (both real and imagined), writing to inform or explain, and writing opinions.	Yes	Multiple writing activities/tasks are used. Students are provided opportunities to write daily through the <i>write about reading</i> task following each lesson's reading of the anchor text.
Writing assignments are prominent and varied and ask students to draw on their experience, imagination, current capacities, and most frequently, the texts they encounter through reading or read-alouds as source material. As a means to such expression, materials provide sufficient opportunities for all students to practice newly acquired foundational skills as well as other forms of self-expression.	<b>REQUIRED</b> <b>8b)</b> Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing, on-demand and process writing, etc.).	Yes	Multiple opportunities for whole class and peer collaboration writing are provided. The writing process is presented as a strategy that children can use to write for any audience/topic.
	<b>REQUIRED</b> <b>8c)</b> Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly.	Yes	Writing materials connect student learning in all areas of the language standards. Students have many opportunities to express their opinions and ideas. There are also opportunities for students to interact with their peers and use resources within the classroom to verify their writing and spelling. Students are able to practice and obtain the feedback needed to become successful writers.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>8d)</b> Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	Yes	Materials assist students in making and building connection between sounds and print. Foundational skills are tied to anchor text and writing is based on skills and anchor texts in each lesson/unit.
	<b>8e)</b> Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.	Yes	Many opportunities are provided for teachers to adjust/differentiate instruction as needed.
	<b>8f)</b> Materials engage students in shared research projects to develop the skills needed to conduct research independently in later grades.	Yes	Peer collaboration writing activities encourage students to share ideas and opinions as they work together to complete shared research projects.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VI. Speaking and Listening</b>			
<b>9. SPEAKING AND LISTENING:</b> Materials should promote frequent and regular discussions about texts students have heard or read. Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for appropriate interactions and conversations with a variety of audiences in and out of the classroom.	<b>REQUIRED</b> <b>9a)</b> Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 2, 3, and 4).	Yes	There are ongoing opportunities for discussions/conversations through the use of anchor texts in each lesson. The speaking and listening tasks are scaffolded, systematic, and explicit.
	<b>REQUIRED</b> <b>9b)</b> As a regular part of comprehension instruction materials build in frequent opportunities for a range of conversations and collaborations with peers about texts listened to or read.	Yes	Materials engage students and encourage scaffolding on other's ideas.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>9c)</b> Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. For example, through directions and modeling, materials encourage students to use academic language and grade-appropriate oral language conventions.	Yes	Modeling is prevalent, as well as the use of academic language.
	<b>9d)</b> Materials develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others.	Yes	There are frequent opportunities for students to share ideas and ask questions of their peers.
	<b>9e)</b> Materials include a variety of authentic speaking and listening activities for student practice.	Yes	Materials include opportunities for students to speak with and listen to peers.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VII. Language</b>			
<b>10. LANGUAGE:</b> Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.	<b>REQUIRED</b> <b>10a)</b> Materials address the grammar and language conventions specified by the Language standards at each grade level.	Yes	Lessons/units address language standards.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>10c)</b> Materials create opportunities for students to discover accurate usage patterns, compare them with their own (oral and written), and develop proficiency in usage and language conventions that build from one grade to the next.	Yes	Materials provide students with opportunities to examine and use correct language conventions. Materials scaffold to build on and carry over to next grade level.
	<b>REQUIRED</b> <b>10d)</b> Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.	Yes	Materials encourage students to use the language of texts through the use of <i>context cards</i> and words to know in each unit/lesson. Students are encouraged to go deeper in thought and use grade-appropriate vocabulary in their writing.
	<b>REQUIRED</b> <b>10e)</b> Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.	Yes	Materials provide frequent opportunities for connections in all areas of Language Arts. Materials encouraged students to use grade-appropriate language when speaking, especially to peers, and in writing.
	<b>10b)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	Yes	Materials provide students with the opportunity to interact with each other in real-life situations using natural and grade-appropriate vocabulary.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1-10.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Foundational Skills	1. Foundational Skills ( <b>Non-Negotiable*</b> )	No	The materials need to more clearly address the development of silent reading fluency skills, oral reading fluency feedback, and decoding grade-level words.
II: Text Selection	2. Complexity of Texts ( <b>Non-Negotiable</b> )	Yes	Texts in both read-aloud and student anchor texts increase in complexity as more skills are introduced.
	3. Quality of Texts ( <b>Non-Negotiable</b> )	Yes	Texts provided are from a variety of genres.
	4. Range and Volume of Texts	Yes	Texts appear to stay in same theme-based background throughout the program.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	Yes	Questions are based on text and appear to be at different levels. Questions are based on skill of lesson which ties in nicely to anchor text.
	6. Assessment	Yes	A good variety of assessment resources are available for use of monitoring/meeting student individual needs.
IV: Scaffolding and Support	7. Scaffolding and Support	No	While the strategy/skill introduced at the beginning of each lesson is related to the central theme of the text, these are not used in ways that build student knowledge or promote reading comprehension about the text.
V: Writing to Sources and Research	8. Writing to Sources	Yes	Writing sources provided in program correlate well with anchor texts and foundational skills.
VI: Speaking and Listening	9. Speaking and Listening	Yes	Many opportunities are provided to expand speaking and listening skills.
VII: Language	10. Language	Yes	Language usage and conventions are well addressed.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

\*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



**Title:** HMH Journeys (ELA)

**Grade:** 3

**Publisher:** Houghton Mifflin Harcourt

**Copyright:** 2014

**Overall Rating:** Tier III, Not representing quality

Tier I, Tier II, Tier III elements of this review:

<b>STRONG</b>	<b>WEAK</b>
<u>Complexity of Texts</u> (Non-Negotiable)	<u>Quality of Texts</u> (Non-Negotiable)
<u>Range and Volume of Texts</u>	<u>Foundational Skills</u> (Non-Negotiable*)
<u>Text-Dependent Questions</u> (Non-Negotiable)	
<u>Assessment</u>	
<u>Scaffolding and Support</u>	
<u>Writing to Sources</u>	
<u>Speaking and Listening</u>	

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1-10 may not apply.)

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1-10.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Text Selection</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>1. COMPLEXITY OF TEXTS:</b> Materials present a progression of complex texts as stated by Reading Standard 10 <sup>1</sup> .  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>1a)</b> Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis <sup>2</sup> were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.	Yes	Qualitative and quantitative measures are found in anchor text selections.
	<b>REQUIRED</b> <b>1b)</b> Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in <a href="#">Appendix B</a> .	Yes	Texts follow the criteria of complexity, quality and range.
	<b>REQUIRED</b> <b>1c)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	Yes	Texts range from complex to more complex. Each lesson has a <i>dig deeper</i> section which asks students to analyze the text.  Note: there is no discernable progression across grade levels.
<b>Tier 1 and 2 Non-Negotiable</b> <b>2. QUALITY OF TEXTS:</b> Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of	<b>REQUIRED</b> <b>2a)</b> 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.	Yes	Texts provide instructional purpose. Anchor text selections are content rich and are written to capture the student's attention. Texts are varied among the disciplines to include Engineering.
	<b>REQUIRED</b> <b>2b)</b> Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.	Yes	Sequence of texts build knowledge systematically through reading, writing, and listening and speaking about topics.

<sup>1</sup> Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

<sup>2</sup> The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Text Selection</b>			
<p>texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>2c)</b> Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.</p>	No	Although there are a variety of anchor texts in each unit/lesson which follow the theme of the lesson/unit, the books change in each lesson. The anchor text is therefore not available for multiple careful readings.
	<p><b>2d)</b> Nearly all texts are previously published rather than “commissioned.”</p>	Yes	Texts appear to have been previously published and not commissioned.
<p><b>3. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a>, <a href="#">RL.9-10.6</a>, <a href="#">RI.7.7</a>, or <a href="#">RI.11-12.9</a>).</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>3a)</b> In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	Yes	There is a good balance between informational and literature texts. Each lesson has 2 books: an informational and a literature text.
	<p><b>REQUIRED</b></p> <p><b>3b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	Yes	Texts appear in different formats and lengths.
	<p><b>3c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.</p>	Yes	There are 2 books in each lesson: an informational text and a literature selection.
	<p><b>3d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	Yes	Additional materials allow connections to be made through readings.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>II. Foundational Skills (grades 3-5 only)</b>			
<b>Tier 1 and 2 Non-Negotiable*</b> <b>4. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. 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.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	<b>REQUIRED</b> <b>4a)</b> Materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	Grade level phonic patterns and word analysis skills are provided.
<b>REQUIRED</b> <b>4b)</b> Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	Yes	Students are directed to reread for purpose and understanding.	
<b>REQUIRED</b> <b>4c)</b> Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.	Yes	Word study practice is provided.	
<b>REQUIRED</b> <b>4d)</b> Opportunities are frequently built into the materials that allow 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.	No	Materials do not build in opportunities that emphasize oral and silent reading fluency.	
<b>REQUIRED</b> <b>4e)</b> Materials guide students to read grade-level text with purpose and understanding.	Yes	Materials guide students to read grade level text with purpose and understanding.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
<b>Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS:</b> Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	Yes	Questions are text-dependent. Students express ideas through both written and spoken responses.
	<b>REQUIRED</b> <b>5b)</b> Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.	Yes	Text-dependent questions elicit sustained attention to the texts.
	<b>REQUIRED</b> <b>5c)</b> Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. ( <i>Note: not every standard must be assessed with every text.</i> )	Yes	Questions assess the depth of complexity required by state standards.
	<b>5d)</b> Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.	Yes	Questions and tasks begin with comprehension of text prior to interpretation or evaluation.
	<b>5e)</b> Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.	Yes	Students are supported through questions to unpack academic language and determine meaning from texts
	<b>REQUIRED</b> <b>6a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Yes	There is gradual release of supporting scaffolds.
<b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>6b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	Rubrics provide sufficient guidance.
	<b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	Multi modes of assessment are available.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
	<p><b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Yes	Materials are unbiased and accessible to all students.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>IV. Scaffolding and Support</b>			
<b>7. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.	<b>REQUIRED</b> <p><b>7a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	High engagement opportunities are available for students that are focused on understanding of the texts.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <p><b>7b)</b> Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Reading strategies are used to support comprehension.
	<b>REQUIRED</b> <p><b>7c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	Materials direct teachers to return to focused parts of the text.
	<b>REQUIRED</b> <p><b>7d)</b> The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	The materials are easy to understand and are cleanly laid out for students and teachers.
	<b>7e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional	Yes	Support is provided for varying student needs.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		
	<b>7f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The materials are designed for completion within one academic school year.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>V. Writing to Sources and Research</b>			
<b>8. WRITING TO SOURCES:</b> The majority of written tasks are text-dependent and reflect the writing genres named in the standards.	<b>REQUIRED</b> <b>8a)</b> A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.	Yes	Written tasks require students to analyze and synthesize sources, as well as to present careful analysis.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>8b)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.	Yes	Multiple writing tasks aligned to the modes of writing.
	<b>REQUIRED</b> <b>8c)</b> Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).	Yes	Writing opportunities are varied in terms of length and time demands.
	<b>REQUIRED</b> <b>8d)</b> Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	Yes	Connections and alignment are made among writing, speaking and listening, reading, and the language standards.
	<b>8e)</b> Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.	Yes	Short research project provide engagement.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VI. Speaking and Listening</b>			
<b>9. SPEAKING AND LISTENING:</b> Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.	<b>REQUIRED</b> <b>9a)</b> Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).	Yes	Questions and tasks meet the criteria for complexity, range and quality of text.
 Yes  No	<b>REQUIRED</b> <b>9b)</b> Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.	Yes	Materials encourage students to engage in a range of conversations and collaborations by expressing well-supported ideas.
	<b>REQUIRED</b> <b>9c)</b> Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.	Yes	Frequent opportunities for connections and alignment are made among speaking and listening, reading, writing and the language standards.
	<b>9d)</b> Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.	Yes	The materials help develop active listening skills.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VII. Language</b>			
<b>10. LANGUAGE:</b> Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.	<b>REQUIRED</b> <b>10a)</b> Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the <a href="#">standards</a> .	Yes	Materials address grammar and language standards at each grade level and build on standards from previous grade levels.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>10b)</b> Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.	Yes	Materials encourage students to confront their own error patterns.
	<b>REQUIRED</b> <b>10c)</b> Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.	Yes	Materials encourage students examine the language of the texts and model their own writing.
	<b>REQUIRED</b> <b>10d)</b> Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.	Yes	Frequent opportunities for connections and alignment are made among language standards writing, speaking and listening
	<b>10e)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	Yes	Real world activities are provided.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1-10.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts ( <b>Non-Negotiable</b> )	Yes	Texts increase in complexity as materials progress across grade bands.
	2. Quality of Texts ( <b>Non-Negotiable</b> )	No	There is insufficient opportunity for specific anchor texts of grade-level complexity to be selected for multiple, careful readings.
	3. Range and Volume of Texts	Yes	Students have different reading materials available to build connections.
II: Foundational Skills	4. Foundational Skills ( <b>Non-Negotiable*</b> )	No	There is insufficient opportunity to achieve reading fluency through silent and oral reading.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	Yes	Questions are text-dependent - Students express ideas through both written and spoken responses.
	6. Assessment	Yes	Multi modes of assessment are available which are unbiased and accessible to all students.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	High engagement opportunities are available for students that are focused on understanding of the texts.
V: Writing to Sources and Research	8. Writing to Sources	Yes	Written tasks require students to analyze and synthesize sources, as well as to present careful analysis.
VI: Speaking and Listening	9. Speaking and Listening	Yes	Frequent opportunities for connections and alignment are made among speaking and listening, reading, writing and the language standards.
VII: Language	10. Language	Yes	Materials address grammar and language standards at each grade level and build on standards from previous grade levels.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

\*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



**Title:** [HMH Journeys \(ELA\)](#)

**Grade:** [4](#)

**Publisher:** [Houghton Mifflin Harcourt](#)

**Copyright:** [2014](#)

**Overall Rating:** [Tier III, Not representing quality](#)

[Tier III](#) elements of this review:

<b>STRONG</b>	<b>WEAK</b>
	<a href="#"><u>Complexity of Texts</u></a> (Non-Negotiable)
	<a href="#"><u>Quality of Texts</u></a> (Non-Negotiable)
	<a href="#"><u>Foundational Skills</u></a> (Non-Negotiable)
	<a href="#"><u>Text-Dependent Questions</u></a> (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1-10 may not apply.)

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1-10.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Text Selection</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>1. COMPLEXITY OF TEXTS:</b> Materials present a progression of complex texts as stated by Reading Standard 10 <sup>1</sup> .  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p><b>REQUIRED</b></p> <p><b>1a)</b> Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis<sup>2</sup> were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	<b>No</b>	Qualitative and quantitative analysis were used. Qualitative measures include style, structure, and purpose of text.
	<p><b>REQUIRED</b></p> <p><b>1b)</b> Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in <a href="#">Appendix B</a>.</p>	<b>No</b>	Lexile scores within Units 1 and 2 range from 630-1110, but over half of these texts do not align with scoring expected for grade band (i.e., Grade 4=770-890 see Appendix A). It is unclear how student performance tasks align with grade level standards.
	<p><b>REQUIRED</b></p> <p><b>1c)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<b>No</b>	Progression as measured by qualitative and quantitative means do not progress across grade level bands. Students do not encounter more complex text as they advance through grade levels.

<sup>1</sup> Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

<sup>2</sup> The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Text Selection</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>2. QUALITY OF TEXTS:</b> Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>2a)</b> 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.	Yes	When selections are given individual analysis, the texts are worth reading and represent the quality of writing produced by authorities in the discipline.
	<b>REQUIRED</b> <b>2b)</b> Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.	No	There is no sequencing of texts that build knowledge systematically about the topics or ideas under study. For example, the topics within Unit One cover: helping others, civil rights, media, raising money, and other traditional topics.
	<b>REQUIRED</b> <b>2c)</b> Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	No	Three out of five anchor texts examined in Unit one do not establish appropriate grade-level complexity.  While some texts suggest a reread of the text, there is no requirement to analyze any of the texts.
	<b>2d)</b> Nearly all texts are previously published rather than “commissioned.”		Not evaluated. Non-negotiable criteria were not met.
	<b>3. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a> , <a href="#">RL.9-10.6</a> , <a href="#">RI.7.7</a> , or <a href="#">RI.11-12.9</a> ).  <input type="checkbox"/> Yes <input type="checkbox"/> No		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>II. Foundational Skills (grades 3-5 only)</b>			
<b>Tier 1 and 2 Non-Negotiable*</b> <b>4. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. 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.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	<b>REQUIRED</b> <b>4a)</b> Materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	All texts require students to use phonics and word analysis skills.
	<b>REQUIRED</b> <b>4b)</b> Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	Yes	Echo reading, choral reading and modeling are done in each lesson.
	<b>REQUIRED</b> <b>4c)</b> Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.	Yes	Materials provide instruction and practice in word study through the spelling component of the textbook.
	<b>REQUIRED</b> <b>4d)</b> Opportunities are frequently built into the materials that allow 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.	Yes	Texts provide opportunity for oral reading daily. Silent reading is recommended only once a week.
	<b>REQUIRED</b> <b>4e)</b> Materials guide students to read grade-level text with purpose and understanding.	No	Texts do not fall within the grade level band.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
<b>Non-Negotiable 5. TEXT--DEPENDENT QUESTIONS:</b> Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.	<b>REQUIRED</b> <b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	<b>No</b>	There are two writing responses per lesson unit. While students are required to utilize vocabulary words, their writing responses do not require the texts to complete the task. Questions require an oral response but there are no requirements for a written response.
	<b>REQUIRED</b> <b>5b)</b> Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.	<b>No</b>	Questions are surface level and are not connected in ways that build student knowledge or establish links to other texts.
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>5c)</b> Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. ( <i>Note: not every standard must be assessed with every text.</i> )	<b>No</b>	There is no sequence to the questions.
	<b>5d)</b> Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.		Not evaluated. Non-negotiable criteria were not met.
	<b>5e)</b> Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.		Not evaluated. Non-negotiable criteria were not met.
<b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).	<b>REQUIRED</b> <b>6a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.		Not evaluated. Non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>6b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.		Not evaluated. Non-negotiable criteria were not met.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.		Not evaluated. Non-negotiable criteria were not met.
	<b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>IV. Scaffolding and Support</b>			
<b>7. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<p><b>REQUIRED</b></p> <p><b>7a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p><b>REQUIRED</b></p> <p><b>7b)</b> Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p><b>REQUIRED</b></p> <p><b>7c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p><b>REQUIRED</b></p> <p><b>7d)</b> The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p><b>7e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>		Not evaluated. Non-negotiable criteria were not met.
	<p><b>7f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>V. Writing to Sources and Research</b>			
<b>8. WRITING TO SOURCES:</b> The majority of written tasks are text-dependent and reflect the writing genres named in the standards.	<b>REQUIRED</b> <b>8a)</b> A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.		Not evaluated. Non-negotiable criteria were not met.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>8b)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.		Not evaluated. Non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>8c)</b> Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).		Not evaluated. Non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>8d)</b> Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.		Not evaluated. Non-negotiable criteria were not met.
	<b>8e)</b> Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VI. Speaking and Listening</b>			
<b>9. SPEAKING AND LISTENING:</b> Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.	<b>REQUIRED</b> <b>9a)</b> Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).		Not evaluated. Non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>9b)</b> Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.		Not evaluated. Non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>9c)</b> Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.		Not evaluated. Non-negotiable criteria were not met.
	<b>9d)</b> Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VII. Language</b>			
<b>10. LANGUAGE:</b> Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.	<b>REQUIRED</b> <b>10a)</b> Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the <a href="#">standards</a> .		Not evaluated. Non-negotiable criteria were not met.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>10b)</b> Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.		Not evaluated. Non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>10c)</b> Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.		Not evaluated. Non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>10d)</b> Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.		Not evaluated. Non-negotiable criteria were not met.
	<b>10e)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).		Not evaluated. Non-negotiable criteria were not met.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1-10.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts ( <b>Non-Negotiable</b> )	No	Texts do not follow the text complexity guidelines found in Appendix B. Text complexity is random throughout the units.
	2. Quality of Texts ( <b>Non-Negotiable</b> )	No	Texts do not systematically link to one another in ways that build knowledge.
	3. Range and Volume of Texts		This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills ( <b>Non-Negotiable*</b> )	No	Texts are provided for student reading, but they are not on grade level.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	No	There is no logical progression of questioning. Questions require an oral response, but do not require responses in writing.
	6. Assessment		Not evaluated. Non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support		Not evaluated. Non-negotiable criteria were not met.
V: Writing to Sources and Research	8. Writing to Sources		Not evaluated. Non-negotiable criteria were not met.
VI: Speaking and Listening	9. Speaking and Listening		Not evaluated. Non-negotiable criteria were not met.
VII: Language	10. Language		Not evaluated. Non-negotiable criteria were not met.
<b>FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality</b>			

\*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



**Title:** [HMH Journeys \(ELA\)](#)

**Grade:** [5](#)

**Publisher:** [Houghton Mifflin Harcourt](#)

**Copyright:** [2014](#)

**Overall Rating:** [Tier III, Not representing quality](#)

[Tier III](#) elements of this review:

<b>STRONG</b>	<b>WEAK</b>
	<a href="#">Complexity of Texts</a> (Non-Negotiable)
	<a href="#">Quality of Texts</a> (Non-Negotiable)
	<a href="#">Foundational Skills</a> (Non-Negotiable)
	<a href="#">Text-Dependent Questions</a> (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1-10 may not apply.)

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1-10.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Text Selection</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>1. COMPLEXITY OF TEXTS:</b> Materials present a progression of complex texts as stated by Reading Standard 10 <sup>1</sup> .  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p><b>REQUIRED</b></p> <p><b>1a)</b> Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis<sup>2</sup> were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	No	Qualitative and quantitative analysis were used. Qualitative measures include style, structure, and purpose of text. Although there is evidence of qualitative analysis text do not fall with in the grade level complexity bands for quantitative measures.
	<p><b>REQUIRED</b></p> <p><b>1b)</b> Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in <a href="#">Appendix B</a>.</p>	No	Lexile scores within these two units range from 430-1190 (i.e., 2 <sup>nd</sup> -8 <sup>th</sup> grade). Over half of these texts do not align with scoring expected for grade band (i.e., Grade =770-890 see Appendix A). It is unclear how student performance tasks align with grade level standards.
	<p><b>REQUIRED</b></p> <p><b>1c)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	No	Progression as measured by qualitative and quantitative means do not progress across grade level bands. Students do not encounter more complex text as they advance through grade levels.
<b>Tier 1 and 2 Non-Negotiable</b> <b>2. QUALITY OF TEXTS:</b> Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content	<p><b>REQUIRED</b></p> <p><b>2a)</b> 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.</p>	Yes	When selections are given individual analysis, the texts are worth reading and represent the quality of writing produced by authorities in the discipline.

<sup>1</sup> Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

<sup>2</sup> The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Text Selection</b>			
<p>knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>2b)</b> Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.</p>	<p><b>No</b></p>	<p>The collections of texts do not demonstrate how they work systematically together to build knowledge through reading.</p>
	<p><b>REQUIRED</b></p> <p><b>2c)</b> Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.</p>	<p><b>No</b></p>	<p>Three out of ten anchor texts examined in Units One and Two do not establish appropriate grade-level complexity.</p> <p>While the texts suggest a reread of the text, there is no requirement to analyze any of the texts.</p>
	<p><b>2d)</b> Nearly all texts are previously published rather than “commissioned.”</p>		<p>This section was not evaluated because the non-negotiable criteria were not met</p>
<p><b>3. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a>, <a href="#">RL.9-10.6</a>, <a href="#">RI.7.7</a>, or <a href="#">RI.11-12.9</a>).</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>3a)</b> In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>		<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED</b></p> <p><b>3b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>		
	<p><b>3c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.</p>		
	<p><b>3d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>II. Foundational Skills (grades 3-5 only)</b>			
<b>Tier 1 and 2 Non-Negotiable*</b> <b>4. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. 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.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	<b>REQUIRED</b> <b>4a)</b> Materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	All texts require students to use phonics and word analysis skills.
<b>REQUIRED</b> <b>4b)</b> Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	Yes	Echo reading, choral reading and modeling are done in each lesson.	
<b>REQUIRED</b> <b>4c)</b> Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.	Yes	Materials provide for instruction and practice in word study through the spelling component of the textbook.  Lessons include weekly decoding instruction aligned to standards RF.5.3 and RF.5.4.	
<b>REQUIRED</b> <b>4d)</b> Opportunities are frequently built into the materials that allow 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.	Yes	Texts provide opportunity for oral reading daily. Fluency instruction is provided through the teacher's read aloud in both the second reading of the text and in cold readings. Silent reading is recommended only once a week.	
<b>REQUIRED</b> <b>4e)</b> Materials guide students to read grade-level text with purpose and understanding.	No	The materials do not guide students to read with purpose or deepen understanding. Questions do not build knowledge or advance student learning,	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
<b>Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS:</b> Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.	<p><b>REQUIRED</b></p> <p><b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	No	There are two writing responses per lesson unit. While students are required to utilize vocabulary words, their writing responses do not require the texts to complete the task.  Note: In Unit 2 Lesson 6, only 11 of the 19 questions require students to support their answers with evidence from the text.
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p><b>REQUIRED</b></p> <p><b>5b)</b> Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.</p>	No	Questions are surface level and are not connected in ways that build student knowledge or establish links to other texts.
	<p><b>REQUIRED</b></p> <p><b>5c)</b> Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. (<i>Note: not every standard must be assessed with every text.</i>)</p>	No	There is no sequence to the questioning.
	<p><b>5d)</b> Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>		This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>5e)</b> Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
<b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).	<b>REQUIRED</b> <b>6a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.		This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>6b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.		
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.		
	<b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>IV. Scaffolding and Support</b>			
<b>7. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.	<b>REQUIRED</b> <b>7a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.		This section was not evaluated because the non-negotiable criteria were not met.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>7b)</b> Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.		
	<b>REQUIRED</b> <b>7c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.		
	<b>REQUIRED</b> <b>7d)</b> The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.		
	<b>7e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		
	<b>7f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>V. Writing to Sources and Research</b>			
<b>8. WRITING TO SOURCES:</b> The majority of written tasks are text-dependent and reflect the writing genres named in the standards.	<b>REQUIRED</b> <b>8a)</b> A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.		This section was not evaluated because the non-negotiable criteria were not met.
<input type="checkbox"/> Yes <input type="checkbox"/> No			
	<b>REQUIRED</b> <b>8b)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.		
	<b>REQUIRED</b> <b>8c)</b> Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).		
	<b>REQUIRED</b> <b>8d)</b> Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.		
	<b>8e)</b> Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VI. Speaking and Listening</b>			
<b>9. SPEAKING AND LISTENING:</b> Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.	<b>REQUIRED</b> <b>9a)</b> Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).		This section was not evaluated because the non-negotiable criteria were not met.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>9b)</b> Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.		
	<b>REQUIRED</b> <b>9c)</b> Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.		
	<b>9d)</b> Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VII. Language</b>			
<b>10. LANGUAGE:</b> Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.	<b>REQUIRED</b> <b>10a)</b> Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the <a href="#">standards</a> .		This section was not evaluated because the non-negotiable criteria were not met.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>10b)</b> Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.		
	<b>REQUIRED</b> <b>10c)</b> Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.		
	<b>REQUIRED</b> <b>10d)</b> Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.		
	<b>10e)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).		

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1-10.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts ( <b>Non-Negotiable</b> )	No	Texts do not follow the text complexity guidelines found in Appendix B. Text complexity is random throughout the units.
	2. Quality of Texts ( <b>Non-Negotiable</b> )	No	Texts do not systematically link to build knowledge.
	3. Range and Volume of Texts		This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills ( <b>Non-Negotiable*</b> )	No	Texts are provided for student reading, but are not on grade level.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	No	There is no logical progression of questioning. Questions require an oral response, but do not require responses in writing.
	6. Assessment		This section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support		This section was not evaluated because the non-negotiable criteria were not met.
V: Writing to Sources and Research	8. Writing to Sources		This section was not evaluated because the non-negotiable criteria were not met.
VI: Speaking and Listening	9. Speaking and Listening		This section was not evaluated because the non-negotiable criteria were not met.
VII: Language	10. Language		This section was not evaluated because the non-negotiable criteria were not met.
<b>FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality</b>			

\*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



**Title:** HMH Journeys (ELA)

**Grade:** 6

**Publisher:** Houghton Mifflin Harcourt

**Copyright:** 2014

**Overall Rating:** Tier III, Not representing quality

Tier III elements of this review:

<b>STRONG</b>	<b>WEAK</b>
	<a href="#">Complexity of Texts</a> (Non-Negotiable)
	<a href="#">Quality of Texts</a> (Non-Negotiable)
	<a href="#">Text-Dependent Questions</a> (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1-10 may not apply.)

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1-10.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Text Selection</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>1. COMPLEXITY OF TEXTS:</b> Materials present a progression of complex texts as stated by Reading Standard 10 <sup>1</sup> .  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>1a)</b> Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis <sup>2</sup> were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.	No	Qualitative and quantitative analysis were used. Qualitative measures include style, structure, and purpose of text. Although there is evidence of qualitative analysis text do not fall within the grade level complexity bands for quantitative measures.
	<b>REQUIRED</b> <b>1b)</b> Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in <a href="#">Appendix B</a> .	No	Lexile scores within Units 1 and 2 range from 510-1130, but over half of these texts do not align with scoring expected for grade band (i.e., Grade 6=955-1155 see Appendix A). It is unclear how student performance tasks align with grade level standards.
	<b>REQUIRED</b> <b>1c)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	No	Progression as measured by qualitative and quantitative means do not progress across grade level bands. Students do not encounter more complex text as they advance through grade levels.
<b>Tier 1 and 2 Non-Negotiable</b> <b>2. QUALITY OF TEXTS:</b> Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and	<b>REQUIRED</b> <b>2a)</b> 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from	Yes	When selections are given individual analysis, the texts are worth reading and represent the quality of writing produced by authorities in the discipline.

<sup>1</sup> Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

<sup>2</sup> The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Text Selection</b>			
<p>scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p>history/social studies, science, technical subjects, and the arts.</p> <p><b>REQUIRED</b></p> <p><b>2b)</b> Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.</p> <p><b>REQUIRED</b></p> <p><b>2c)</b> Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.</p> <p><b>2d)</b> Nearly all texts are previously published rather than “commissioned.”</p>	<p><b>No</b></p>	<p>The collections of texts do not demonstrate how they work systematically together to build knowledge through reading.</p> <p>Ten out of 20 anchor texts examined in Units One and Two do not establish appropriate grade-level complexity.</p> <p>While texts suggest a reread of the text, there is no requirement to analyze any of the texts.</p>
<p><b>3. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a>, <a href="#">RL.9-10.6</a>, <a href="#">RI.7.7</a>, or <a href="#">RI.11-12.9</a>).</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>3a)</b> In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p> <p><b>REQUIRED</b></p> <p><b>3b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p> <p><b>3c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.</p> <p><b>3d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>		<p>Not evaluated. Non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>II. Foundational Skills (grades 3-5 only)</b>			
<b>Tier 1 and 2 Non-Negotiable*</b> <b>4. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. 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.  <input type="checkbox"/> Yes <input type="checkbox"/> No  *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	<b>REQUIRED</b> <b>4a)</b> Materials demand knowledge of grade-level phonic patterns and word analysis skills.	N/A	
	<b>REQUIRED</b> <b>4b)</b> Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	N/A	
	<b>REQUIRED</b> <b>4c)</b> Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.	N/A	
	<b>REQUIRED</b> <b>4d)</b> Opportunities are frequently built into the materials that allow 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.	N/A	
	<b>REQUIRED</b> <b>4e)</b> Materials guide students to read grade-level text with purpose and understanding.	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
<b>Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS:</b> Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p><b>REQUIRED</b></p> <p><b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	No	<p>There are two writing responses per lesson unit. While students are required to utilize vocabulary words, their writing responses do not require the texts to complete the task.</p> <p>Note: In Unit 1 Lesson 4, only 9 of the 14 questions require the students to support their answers with evidence from the text.</p>
	<p><b>REQUIRED</b></p> <p><b>5b)</b> Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.</p>	No	<p>Questions are surface level and are not connected in ways that build student knowledge or establish links to other texts.</p>
	<p><b>REQUIRED</b></p> <p><b>5c)</b> Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. (<i>Note: not every standard must be assessed with every text.</i>)</p>	No	<p>There is no sequence to the questioning.</p>
	<p><b>5d)</b> Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>		<p>Not evaluated. Non-negotiable criteria were not met.</p>
	<p><b>5e)</b> Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.</p>		<p>Not evaluated. Non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
<b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>6a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.		Not evaluated. Non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>6b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.		Not evaluated. Non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.		Not evaluated. Non-negotiable criteria were not met.
	<b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>IV. Scaffolding and Support</b>			
<b>7. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<p><b>REQUIRED</b></p> <p><b>7a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p><b>REQUIRED</b></p> <p><b>7b)</b> Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p><b>REQUIRED</b></p> <p><b>7c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p><b>REQUIRED</b></p> <p><b>7d)</b> The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p><b>7e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>		Not evaluated. Non-negotiable criteria were not met.
	<p><b>7f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>V. Writing to Sources and Research</b>			
<b>8. WRITING TO SOURCES:</b> The majority of written tasks are text-dependent and reflect the writing genres named in the standards.	<b>REQUIRED</b> <b>8a)</b> A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.		Not evaluated. Non-negotiable criteria were not met.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>8b)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.		Not evaluated. Non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>8c)</b> Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).		Not evaluated. Non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>8d)</b> Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.		Not evaluated. Non-negotiable criteria were not met.
	<b>8e)</b> Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VI. Speaking and Listening</b>			
<b>9. SPEAKING AND LISTENING:</b> Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.	<b>REQUIRED</b> <b>9a)</b> Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).		Not evaluated. Non-negotiable criteria were not met.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>9b)</b> Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.		Not evaluated. Non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>9c)</b> Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.		Not evaluated. Non-negotiable criteria were not met.
	<b>9d)</b> Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VII. Language</b>			
<b>10. LANGUAGE:</b> Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.	<b>REQUIRED</b> <b>10a)</b> Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the <a href="#">standards</a> .		Not evaluated. Non-negotiable criteria were not met.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>10b)</b> Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.		Not evaluated. Non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>10c)</b> Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.		Not evaluated. Non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>10d)</b> Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.		Not evaluated. Non-negotiable criteria were not met.
	<b>10e)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).		Not evaluated. Non-negotiable criteria were not met.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1-10.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts ( <b>Non-Negotiable</b> )	No	Texts are not grade-level aligned.
	2. Quality of Texts ( <b>Non-Negotiable</b> )	No	There is no coherent sequence of text complexity and texts do not systematically build knowledge through reading.
	3. Range and Volume of Texts		This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills( <b>Non-Negotiable*</b> )	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	No	Most questions are not text dependent. There is no sequence to questioning.
	6. Assessment		Not evaluated. Non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support		Not evaluated. Non-negotiable criteria were not met.
V: Writing to Sources and Research	8. Writing to Sources		Not evaluated. Non-negotiable criteria were not met.
VI: Speaking and Listening	9. Speaking and Listening		Not evaluated. Non-negotiable criteria were not met.
VII: Language	10. Language		Not evaluated. Non-negotiable criteria were not met.
<b>FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality</b>			

\*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)