



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.¹ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts² independently. Thus, a strong ELA classroom is structured with the below components.



Title: Pearson ReadyGEN

Grade: 3

Publisher: Pearson Education, Inc.

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Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
3. Foundational Skills (Non-Negotiable*)	1. Quality of Texts (Non-Negotiable)
	4. Coherence of Tasks (Non-Negotiable)
	5. Text-Dependent Questions (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 – 8 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, 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.

¹ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

² A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, 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. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,³ as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p> <p>REQUIRED</p> <p>1b) At least 90% of texts are authentic⁴ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality</p>	<p>Yes</p> <p>Yes</p>	<p>The materials provide texts that are appropriately complex for the Grade 3. Each of the four modules contains an anchor text with supporting texts that are linked topically. The texts have Lexile scores that range between 460L-920L, which are within the Grade 3 readability band. For example, in Unit 1, Module B, students engage with the anchor text, “Treasure in the Trees”(710L). Students also read supporting texts from the text collections titled, “The Moon Seems to Change”(530L), “About Earth” (650L), and “The Year of Miss Agnes” (790L). In Unit 2, Module A, “Deep Down and Other Places to Live”(740L) serves as the anchor text. Supporting texts include “City Homes”(740L). In Unit 3, Module B, students also read “Weather Work” (740L) and “Be Prepared” (780L). Each module includes “Dig Deeply into Complex Texts” which outlines the text sets for each module. Qualitatively, these materials also meet the complexity criteria. For example, in Unit 1, students read the supporting text “Thunder Cake” which has complex language features such as figurative language and complex sentences. The meaning and knowledge demands of the text are also complex, including abstract themes that must be inferred. In Unit 3, students read the anchor text “Knots on a Counting Rope.” This complex text includes figurative language features. The text “The Year of Miss Agnes” also includes complex language demands.</p> <p>At least 90% of the texts are authentic. For example, each of the eight anchor texts are authentic, along with the following trade books: “Thunder Cake” by Patricia Polacco, “Knots on a Counting Rope” by Bill</p>

³ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

⁴ Authentic texts are previously published rather than “commissioned.”

	<p>of content, language, and writing that is produced by experts in various disciplines.</p>		<p>Martin Jr. and John Archambault, "About Earth" by Pauline Cartwright, "The Year of Mrs. Agnes" by Kirkpatrick Hill, "Storm in the Night" by Mary Stolz, "Weather" by Seymour Simon, "Living Through a Natural Disaster" by Eve Recht, "Brave Girl" by Michelle Markel, "Below Deck: A Titanic Story" by Tony Bradman, and "What is Government?" by Logan Everett and Simon Adams.</p>
	<p>REQUIRED 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>In grades K-2, 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 rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p>No</p>	<p>The materials do not provide a coherent sequence or collection of connected texts that build knowledge about themes with connected topics and ideas. Each unit includes a theme to connect the texts in that unit; however, the lessons are focused on skills acquisition. Text collections do not build knowledge about themes, topics, or ideas. For example, in the Unit 3 Theme "Seeking Explanations," Module A, students read to understand that people use stories to explain the world. In Lesson 1, students read the text "Knots on a Counting Rope" to analyze characters and understand how a character's actions transmit knowledge and experience. During the first read, students answer questions to determine how the grandfather transmits knowledge to the boy and look at how the illustrations contribute to the text. In Lesson 2, students read several pages of "Knots on a Counting Rope" and use key details to determine the theme. Students analyze the character's actions to determine the message or lesson the boy learns through his dialogue and thoughts about nature. In Lesson 4, students read to understand the grandfather's character traits by studying his words, thoughts, and actions. Students use key details about characters to understand themes about the world. During this unit, students read the following texts: "Storm in the Night," "Knots on a Counting Rope," "The Myth of Icarus," and "Anasi's Long, Thin Legs." Each text addresses the Unit Theme "Seeking Explanations;" however, the focus is on the skills of finding the central message of a text and opinion writing. The collection of texts do not build knowledge.</p>

	<p>REQUIRED</p> <p>1d) Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>No</p>	<p>Grade-level complex texts are not selected for multiple, careful readings throughout the unit to support knowledge building in each end of unit task. Though texts are read more than once, each read address a different skill. Texts are not revisited as needed to support knowledge building. For example, in Unit 1, Module A, Lesson 2, students read pages 32-39 of “Location, Location, Location.” During Lesson 3, students revisit pages 26-39 of “Location, Location, Location.” Additionally, in Lesson 13, students read pages 5-23 of “Thunder Cake,” studying the characters. In Lessons 14 and 15, students reread the same pages of “Thunder Cake” focusing on language and reading analysis skills. In Lessons 16-18, students reread three anchor texts and compare narratives. In Unit 1, Module B, students reread “The Moon Seems To Change” from the text collection for Lessons 1-3. In Lesson 1 students read to find details to determine the main idea. In Lesson 2, students read to analyze how text features contribute to the main idea. Then students reread all texts from Module B to compare central ideas in Lessons 17-18. Students then find a topic about the natural world and create a magazine article for the “End of Unit Performance Task.” Each read addresses a different skill, but does not support knowledge building.</p>
	<p>1e) 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>	<p>Yes</p>	<p>Texts increase in text complexity throughout the grade band. Higher Lexile levels and more complex text structures are shown in the following list students are asked to read: Unit 1, Module A, “The Case of Gasping Garbage”(460L), Unit 1, Module B, “Treasure in the Trees” (710L), Unit 2, Module A, “The Year of Miss Agnes” (790L), Unit 3, “Storm in the Night”(550L), and “Weather” (1020L). The majority of the Grade 3 anchor texts have Lexile measures that range in the 700s, Grade 4 in the 800s, and Grade 5 in the 1000s. The text complexity is explained in the “Dig Deeply into Complex Text” as well as in information about the qualitative features of texts.</p>

<p>2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 2b) Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>2c) The majority of informational texts have an informational text structure rather than a narrative structure. In grades 3-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>2d) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

Section II. Foundational Skills (grades K-5 only)

<p>Tier 1 and 2 Non-Negotiable* 3. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, 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</p>	<p>REQUIRED *Indicator for grades K-2 only 3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p>REQUIRED 3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	Yes	In Grades 3-5, the materials demand knowledge of grade level phonic patterns and word analysis skills as outlined and sequenced in the Module Overview (Teacher's Guide page 6). Each lesson provides opportunities to practice foundational reading skills. For example, in Unit 3, Module A, Lessons 1-5, students practice using irregular plurals; in Lessons 6-10 students learn about r-controlled vowels; in Lesson 11-15 students work with prefixes; and in Lessons 16-18 students work with suffixes. In addition, each lesson includes practice of phonic patterns including short

<p>comprehend texts across a range of types and disciplines.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>			<p>vowels, vowel digraphs, plurals, various syllable patterns, and diphthongs. For example, in Unit 1, Module B, Lessons 6-10 students practice word endings such as, "s," "es," and "ies" that make words plural. Students read words and use letter tiles to make words plural (Foundational Skills page 5).</p>
	<p>REQUIRED 3c) In grades K-2, 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, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, 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.</p>	<p>Yes</p>	<p>In Grades 3-5, the 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. In Unit 1, Module A, Lesson 2, students practice identifying benchmark vocabulary. Students complete a chart that contains an unknown word, possible morphological links, possible semantic links, and narrative links. In Lesson 3, students practices dividing the word “Sunday” into syllables. In Unit 2, Module B, students are provided practice in word study including decoding multisyllabic words like compound words such as, "hard working," "light bulb," "upstairs," and "waterfall." Unit 3, Module A, presents practice for decoding words with irregular verbs including "ir," "er," "ur," "ear," "or," "are," "ore," and "oar." In addition, students also read decodable readers to practice decoding words (Teacher’s Guide Module Overview).</p>
	<p>REQUIRED 3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>Yes</p>	<p>The materials encourage students to self-monitor and to use the context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning. In each initial read of the text students engage in the “Benchmark Vocabulary Routine” (page TR9). This is process includes introducing the routine to students, displaying the new word (including the breakdown of the word into syllables), pronouncing the word and sharing clues about its meaning, looking up the word in the dictionary to confirm meaning, using the word in other ways and discuss the word in more depth, comparing and contrasting the word with synonyms, and using the word in a brief conversation with a partner. In Unit 4, Module A, students practice fluency</p>

			by reading the “Decodable Reader” text titled, "Heidi and Her Mom." Students use what they learned about the vowel patterns "ei" and "eigh" to monitor and self-correct.
	<p>REQUIRED 3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	Yes	Opportunities are frequently built into the materials that allow students to achieve reading fluency. For example, in Unit 1, Module A, Lesson 4, teachers use the “Oral Reading Fluency Quick Check” to assess students. The “Oral Reading Fluency Check” is found in the small group instruction section of each lesson and is used as a way to provide fluency accountability (Teacher’s Guide page 287). Teachers explain rate of reading, model fluent reading from “The Case of Gasping Garbage,” discuss how the student’s reading sounds, and then have students read aloud in an appropriately leveled text. Diverse learners also have the opportunity to engage in a “Read Aloud Routine” at the introduction of each new text (page TR 8). The teacher reads to a small group of students during this time. In addition, students have the opportunity to practice by reading or rereading the decodable readers independently.
	<p>REQUIRED 3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	Yes	The materials guide students to read grade-level text with purpose and understanding and to make frequent connections between the acquisition of foundation skills and meanings from reading. Each lesson suggests a foundational skills mini-lesson and allows students to practice by reading in context. For example, in Unit 1, Module A, Lesson 2 students practice short vowel sounds; then they practice the skills in context by reading the decodable reader “A Winter Picnic” (Foundational Skills, page 3). In Unit 2, Module A, Lesson 2, students who struggle with understanding how words are used for effect in “The Athabascans: Old Ways and New Ways,” participate in a mini lesson where they study compound words, then reread page 76 for better understanding. Students also apply their understanding of compound words by using letter tiles to create their own words. Each mini-lesson provides guidance for more explicit instruction in the “Foundational Skills Section” of the Teacher’s Guide.

	<p>3g) *Indicator for grades K-2 only Materials provide opportunities for teachers to assess students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	<p>N/A</p>	
	<p>3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	<p>Yes</p>	<p>The materials provide abundant resources that are easily implemented, allowing teachers to provide more of their time and attention to students and practice for students who need it. Within each lesson, there are opportunities for whole group instruction, small group reading instruction, and small group writing instruction. There is a “Scaffolding Strategies Guide” as well as additional supports for diverse learners; the materials also offer suggestions for reteaching skills when needed. For example, Unit 2, Module A encourages the teacher to reteach lessons on compound words, consonant blends, and high frequency words (Foundational Skills page 26).</p>

Section III. Questions and Tasks

<p>Tier 1 and 2 Non-Negotiable 4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p>	<p>REQUIRED 4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p>No</p>	<p>Coherent sequences of questions and tasks focus students on understanding the texts and their illustrations, but do not make connections among the texts in the collection to express understanding of the topics. After reading several texts in a unit, students compare aspects of the texts from the last lessons. For example, in Unit 3, Module A, Lesson 16, students read “Storm in the Knight” and “Paul Bunyon” to understand the central idea and key details, analyze characters, and then compare how the characters transmit their experiences (Teachers Guide page 163). In Unit 3, Module A, Lesson 1, students read pages 6-11 of “Knots on a Counting Rope” to determine the main idea of the text. Students then participate in a “Turn and Talk” activity where they answer questions about the text such as, “Why was the grandfather’s heart pounding?” Students then read a second time and answer questions that require deeper thinking such as, “In what ways does the grandfather transmit</p>
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<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			<p>knowledge? Support with text evidence.” At the end of the lesson, students look at pages 8-9 with a partner and determine how the illustrations contribute to the text. These questions and tasks do not have students making connections among the texts in the collection to express understanding of a topic.</p>
	<p>REQUIRED 4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, 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.</p>	<p>No</p>	<p>Questions and tasks are designed so that students are able to build and apply skills in reading, writing, speaking, and listening in complex texts; however, questions and tasks do not consistently build knowledge of a theme or a topic. Each includes a “Performance-Based Assessment” which is a writing task. While these tasks are connected to the unit texts and topic and demonstrate the unit writing genre skills, students do not consistently demonstrate knowledge that builds upon a topic, a theme, or an idea. In Unit 1, Module A, students are to think about the characters in the selections and how they solved problems and then respond to a writing prompt where the librarian is finding books in all the wrong places and doesn’t know why. Students write a story in which the character uses observation to solve the librarian’s problem. In Unit 1, Module B, the “Performance-Based Assessment” asks students to write a magazine article based on something in the natural world of interest to them. This task requires the skill of writing in the structure and format of a magazine article but does not require knowledge that is gained throughout the unit. In Unit 2, Module A, students write a narrative about what might occur after the end of “The Year of Miss Agnes.” This topic demonstrates narrative writing skills but does not assess knowledge gained throughout the unit. In Unit 3, Module A, students select two texts from the unit and write an opinion about which has a stronger central message. This prompt demonstrates a student’s ability to write to opinion prompts and focuses on the reading skill of finding central messages, rather than on the knowledge of a topic, a theme, or an idea.</p>

	<p>REQUIRED</p> <p>4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <p>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>No</p>	<p>Although students are given multiple repetitions of words in varied contexts, the majority of vocabulary work is outside of the text and does not support building key understandings of the text and text set. Questions in the "Close Reading" section of the lesson may engage students to question the author's word choice or the significance or meaning of words and phrases in the text, but these questions do not include the selected "Benchmark Vocabulary." Targeted "Benchmark Vocabulary" words are not addressed while the text is being read for comprehension; instead, these are taught separately after the "close read" question set. Students return to the text, find vocabulary in context (i.e., "find and read the sentences with the words"), then the words are discussed using generalized "Benchmark Vocabulary Routines" provided in the Teachers Resources section of the Teacher's Guide. The "Generative Vocabulary" section is found in the Teacher's Guide at the beginning of each module and involves "discussing other words connected to each of the 'Benchmark Vocabulary' words." Additional vocabulary activities are found in the "Reader's and Writer's Journal" where students draw, create, and /write sentences using the "Benchmark Vocabulary." However, there is no prompt to return to the text and focus on text meaning using them. For example, in Unit 4, Module A, the words "filthy," "imagined," "pickets," and "union" are the Benchmark Vocabulary words. Students are taught the morphology of words such as: "filthy/filth," "imagined/imagination," "pickets/picketing," and "union/unionize." Students also read the sentence including an unknown word and, in another sentence using the word and context clues, determine their meaning or look up their definition. Students also create semantic maps and make connections between the unknown and known words and concepts (Teacher's Guide page 24). In Unit 4, students study "Benchmark Vocabulary" words in each lesson. In Lesson 7, students study the meaning of words such as "speech," "meeting," "proposes," "patience," "revolt,"</p>
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			<p>and “bravest.” Students use page 93 in the “Reader’s and Writer’s Journal” to show contextual understanding of the Benchmark Vocabulary words. However, students do not analyze sentence structures while examining the language.</p>
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific 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> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>The majority of questions asked are text dependent. For example, in Grade 3, Unit 2, Module A, Lesson 1, students are asked, “Where do the Athabascans live now? On page 65, I see that ‘Thousands of Athabascans live in Alaska today. Most live in cities and towns...’ Let’s look at the map on page 68. Alaska is labeled with names of the cities and towns. In the section “Finding Food,” the text is mostly about fishing. Why did the author also include pictures of animals? What evidence in the text shows that this was the author’s purpose?” In addition, each lesson includes a “Close Reading” section where students answer text dependent questions orally through discussion. For example, in Unit 4, Module A, Lesson 12, students are asked, “How is the poem Brother Against Brother organized? What is the narrator’s opinion about the people in the poem Dare? In Lesson 14 questions include, “Why does Grace go back down to lower deck? What events would not have happened had Grace stayed up on the main deck?” After answering questions orally through discussion, students complete graphic organizers to write in response to reading. For example, in Unit 4, Module A, Lesson 14 students complete a graphic organizer to determine story sequence. Student responses to questions during the lessons are presented orally. Students then respond to text-dependent questions in writing during small group time when working in the “Reader’s and Writer’s Journal.”</p>
	<p>REQUIRED 5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p>No</p>	<p>Although the questions and tasks may include the language of the standards, the depth and complexity over time is not evident as lessons focus on one standard (or part of a standard) at a time. The instructional focus may be varied, but the unit questions and tasks are not developed in ways that</p>

			lead students to the key understandings and content knowledge of a text and text set.
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED *Indicator for grades 3-12 only 6b) The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
7. ASSESSMENTS: 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	REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7b) 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	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7d) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
Section IV. Scaffolding and Support			
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to	REQUIRED 8a) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

<p>encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or 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>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED</p> <p>8c) 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>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED</p> <p>8d) The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>8e) 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, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>8f) 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>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

FINAL EVALUATION

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, 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.

Compile the results for Sections I-VII to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
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I. Text Selection	1. Quality of Texts (Non-Negotiable)	No	The materials do not provide a coherent sequence or collection of connected texts that build knowledge about themes with connected topics and ideas.
	2. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	Yes	The materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression.
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	No	Questions and tasks do not support student in examining the language critical to the meaning of texts. Vocabulary work is focused outside of the text and does not support building key understandings of the text and text set or knowledge of a topic, a theme, or an idea.
	5. Text-Dependent Questions (Non-Negotiable)	No	The questions and tasks include the language of the standards; however, the depth and complexity developed over time is not evident. The unit questions and tasks do not lead students to key understandings or content knowledge of the text or text set.
	6. Writing to Sources, Speaking and Listening, and Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

*As applicable

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The 2018-2019 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Ascension, Bossier, Caddo, Central, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, InspireNOLA, Jefferson, KDHSA (Jefferson Parish Charter), Lafayette, Lincoln, Livingston, Orleans, Ouachita, Rapides, Recovery School District, RSD - Choice Foundation, RSD – FirstLine, RSD – NOCP, St. Charles, St. James, St. Mary, St. Tammany, Tangipahoa, Vermilion, West Baton Rouge, Zachary. This review represents the work of current classroom teachers with experience in grades 3-12.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.

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: **ReadyGEN**

Grade: **K-5**

Publisher: **Pearson Education, Inc.**

Copyright: **2016**

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:

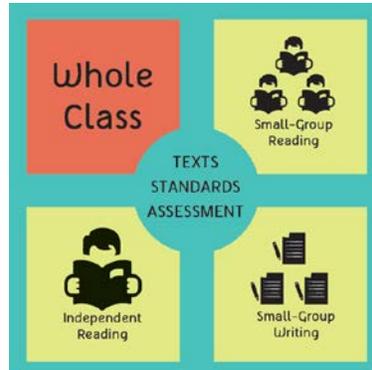
- Materials do not contain references to specific authors and texts
- Include citing *relevant* textual evidence beginning in grade 6
- Include an *awareness of audience* when making speeches and delivering presentations

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)	This program currently is reviewed as “No” for this criterion because each lesson addresses a different standard, rather than taking an integrated approach to tasks and standards. Only half of the texts in the curriculum are authentic.	Since these materials received a “No” for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.
Text-Dependent Questions (Non-Negotiable)	This program currently is reviewed as “No” for this criterion because the questions and tasks are not purposefully written so that students can build on layers of meaning in the text. Although the standards are listed in the lessons, questions frequently do not include the language of the standards and there is a lack of evidence that questions assess the depth and complexity required by the standards.	Since these materials received a “No” for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.
Speaking and Listening	This section was not evaluated because the nonnegotiable criteria were not met.	Not Applicable



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: **ReadyGEN**

Grade: **K-5**

Publisher: **Pearson Education, Inc.**

Copyright: **2016**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable) *
	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (Non-Negotiable)
	*Strong at Grade 3

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 \(Tier 3\)](#)

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.¹ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts² independently. Thus, a strong ELA classroom is structured with the below components.



Title: **ReadyGEN**

Grade: **K**

Publisher: **Pearson Education, Inc.**

Copyright: **2016**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (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.

¹ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

² A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10.³</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.⁴ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	<p>Yes</p>	<p>Each kindergarten unit contains Module A and Module B. Each module includes 1 anchor text and 1 supporting text. There is also a text collection for each grade level that includes texts that support the topic of the unit.</p> <p>Quantitative and qualitative complexity analysis is available in the Teacher Resources section of the Teacher's Guide for the anchor and supporting texts (e.g., 12 anchor and 12 supporting texts in 6 units). Lexile score is listed as a range for leveled readers in each unit.</p> <p>There are 12 anchor and 12 supporting texts in 6 units, along with the text collection for the grade, for a total of 44 possible read alouds provided for the year.</p>
	<p>REQUIRED 1b) Texts increase in complexity as materials progress throughout the grade level and 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>	<p>No</p>	<p>According to the text analysis provided, anchor texts and leveled readers increase in quantitative complexity throughout the year. Qualitatively, texts do not increase in complexity. Even in the very last units of the K curriculum, texts offer simple sentences, vocabulary that can be determined with supporting images, and easily accessible themes, sequenced events, and basic understandings of topics.</p> <p>For example, Unit 5: Jack's Garden is a repetitive text with a simple sentence frame that continues to build. This type of text would support independent reading for kindergarten students; However, the text is read aloud by the teacher, then sentences are read together. At the end of kindergarten, students should be prompted to and engaging in more practice with</p>

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

⁴ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>texts that they can read independently.</p> <p>Places in my Neighborhood, a text in Unit 6, is another example of a read aloud text that has a basic, easy to understand, idea - People live in different places. This idea can be gathered by looking at the images and does not support critical thinking skills.</p>
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. QUALITY OF TEXTS:</p> <p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	<p>No</p>	<p>Each lesson is set up so that students listen to a read aloud of the text, answer standards-based questions about the text, then write about the text. Each lesson addresses a different standard, rather than taking an integrated approach to tasks and standards.</p> <p>Approximately 50% of the texts in the K curriculum are authentic.</p> <p>The unit topics do cover various disciplines.</p>
	<p>REQUIRED</p> <p>2b) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>In grades K-2, 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 rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p>	<p>No</p>	<p>Texts are connected by topics, such as home, past and present, predictions, the world, patterns, and community; However, each Module contains only 1 anchor and 1 supporting text. There are 4 texts within a unit which teachers are directed to use for instruction. However, the 4 texts are taught separately. Although there are text collections provided, these texts are not an integrated piece of the curriculum. Rather, they are provided so that students can "continue exploring the unit topic." The teaching guides do not offer support as to how to use these texts to deepen student's understanding of a theme or topic.</p> <p>Vocabulary words are identified. Teachers are instructed to "find and read aloud" sentences that are included in the text. A vocabulary routine is provided for all vocabulary instruction, rather than authentic instruction of the vocabulary word as it appears in the context of the text.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			Leveled readers do offer independent reading opportunities for students based on the topic.
	REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.	No	The anchor text and supporting text is presented multiple times within a module, for approximately 7 lessons each. Although texts are read multiple times in a module, the first read of a lengthy trade book may be too long for one lesson and subsequent lessons have different instructional focuses that appear strategy based on one standard in a lesson. Texts are not revisited within a unit. In other words, once the text has been taught, they do not go back to the text after reading the supporting text to reread an excerpt for the purpose of connecting themes or topics.
	2d) 90% of texts are previously published rather than “commissioned.”	No	50% of the texts in the K curriculum are authentic. Anchor and supporting texts are authentic; However, Sleuth texts and leveled readers are not. Descriptions of texts are on page X of the Teacher's Guide.
3. RANGE AND VOLUME OF TEXTS: 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 standards and included in the text of the standards (e.g., RL.K.9 , RI.1.9 , RI.2.3 , RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9).	REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	3d) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, 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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED *Indicator for grades K-2 only</p> <p>4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p> <p>REQUIRED</p> <p>4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p> <p>REQUIRED</p> <p>4c) In grades K-2, 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 and regular practice in encoding (spelling) the sound symbol relationships of English. <i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, 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</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Foundational skills are addressed using the decodable readers. Students practice phonics skills and reread for fluency. Phonics skills are presented one sound at a time. A phonics sounds and rhymes chart is used to introduce the phonics skill and practice reading decodable text.</p> <p>Decodable readers and student readers are used to practice systematic, regular and frequent foundational skills. Student readers are used during small group instruction for phonics practice. Additional practice can be found in the Ready UP! Intervention materials.</p> <p>Skills are practiced through instruction with major focus on spelling and sound patterns. Word study, spelling/ sound patterns, and sound/symbol knowledge are also practiced in each lesson of the unit. Students practice phonics skills and reread for fluency with the Kindergarten Student Readers. Also, convention mini-lessons are throughout the units to provide additional practice along with language analysis lessons to support students with understanding unknown words.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	irregular spelling patterns.		
	REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	No	Students read for fluency as well as practice word analysis skills using Student Readers, leveled readers, and "I Can Read" selections. Students do not practice phonics skills outside of decodable texts. Teachers are prompted to have students read decodable text in pairs. There is no evidence of strategies to use for self-correcting words when reading in pairs or independently. For example, Unit 5, Module B, Foundational Skills Lessons 1 - 5 provide instruction in the /u/ sound; However, no instruction is provided on how to self-correct when reading.
	REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.	Yes	I Can Read selections and Leveled reader texts offer opportunities for fluency at student reading levels. Engagement with the kindergarten student reader is read aloud and read along. Decodable readers are phonics-based and are used to master foundational skills. There are no opportunities noted in the teaching guide for on-level independent reading practice.
	REQUIRED 4f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	No	Grade level texts are used to read aloud and read along. There is no evidence that a connection is made between the foundational texts and making meaning from grade-level texts.
	4g) *Indicator for grades K-2 only 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.	Yes	Baseline assessments are provided to help determine students' skill level and instructional needs at the beginning of the year. Student progress on foundational skills may be checked at the end of each module with "check progress" formative assessments found in the Foundational Skills section of the Teacher's Guide. Further "check point" assessments are available in the Ready UP! intervention materials.
	4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time,	Yes	Materials and activities for small group lessons are provided for each lesson in the Foundational Skills section of the Teacher's Guide. The Scaffolded

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	attention and practice for those students who need it.		Strategies handbook provides information on scaffolding to reading, writing, speaking and listening, including support for language, word study, and to accommodate linguistic differences. The materials and lessons in the Ready UP! Intervention provide further instruction if needed.
III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: 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> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) 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>Yes</p>	<p>80% or more of all questions in the materials are text dependent questions. Students express ideas through verbal and written expression. For example, Unit 2, Module A, Lesson 7 has students synthesize how the writer uses wording and the illustrator uses pictures to demonstrate time order. The majority of the Performance Based Assessment prompts are text dependent. However, lessons have an instructional focus that is strategy based on one standard. The question set in each lesson for close reading is restricted to the instructional focus and may lack coherence within a unit of study.</p>
	<p>REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.</p>	<p>No</p>	<p>The sequences of questions are based on the lesson instructional focus and most often, a set number of pages from a text, rather than a focus of building knowledge about concepts, themes and ideas. Although close reading of the texts probes comprehension of the lesson instructional focus. The curriculum lacks a cohesive sequence of questions and tasks from lesson to lesson within a module and unit.</p>
	<p>REQUIRED 5c) Questions and tasks 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>	<p>No</p>	<p>Questions do not always include the language of the standards; However, the structure of lessons is organized by standard and/or instructional focus. Therefore, the standards are not integrated in a way that assesses the depth and complexity required by the standards over time. There is a connection to the Depth of Knowledge.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	No	Vocabulary is identified in the text, and teachers are prompted to see additional pages in the teaching guide to help students determine the meaning of the identified words. Questions included in the discussion of the text within a lesson address the instructional focus or standard that is highlighted in the lesson. These questions are seldom about the vocabulary or sentence structure of the text. There is an additional grammar support, but it is in isolation of the anchor and supporting texts, and does not support making meaning of these texts.
6. ASSESSMENTS: 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	REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 6b) 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	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met
IV. Scaffolding and Support			
7. SCAFFOLDING AND SUPPORT: 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.	REQUIRED 7a) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	grades K-1) 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.		
	REQUIRED 7c) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7e) 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.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met
	7f) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met
V. Writing to Sources and Research			
8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.	REQUIRED *Indicator for grades 3-12 only 8a) A vast majority of written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--defended claims and clear information, drawing on textual evidence to support valid inferences from text.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <p>In grades 3-12, tasks included 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 8d) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, 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. For example, in grade 6, 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED *Indicator for grades K-2 only 8e) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	8f) *Indicator for grades K-2 only 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9a) Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 9b) Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 9c) Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, 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. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
VII. Language			
<p>10. LANGUAGE: 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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) 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 standards.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 10b) Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 10c) Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 10d) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 10e) Materials build in frequent opportunities for connections 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
FINAL EVALUATION			
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 10.			
<i>Tier 2 ratings</i> 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.			
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	No	Text complexity does not lend itself to scaffolding needed in kindergarten to move from read alouds to independent reading of words and phrases by the end of the year.
	2. Quality of Texts (Non-Negotiable)	No	Texts lack rich opportunities to engage students in texts. Each lesson addresses a different standard, rather than taking an integrated approach to tasks and standards.
	3. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	No	Students do not have sufficient opportunities to read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
III: Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Questions do not reflect the depth and complexity of the standards.
	6. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
V: Writing to Sources and Research	8. Writing to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
VI: Speaking and Listening	9. Speaking and Listening	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
VII: Language	10. Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
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 of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.⁵ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts⁶ independently. Thus, a strong ELA classroom is structured with the below components.



Title: **ReadyGEN**

Grade: **1**

Publisher: **Pearson Education, Inc.**

Copyright: **2016**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (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.

⁵ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

⁶ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10.⁷</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.⁸ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	<p>Yes</p>	<p>Each first grade unit contains Module A and Module B. Each module includes 1 anchor text and 1 supporting text. There is also a text collection for each grade level that includes texts that support the topic of the unit.</p> <p>Quantitative and qualitative complexity analysis is available in the Teacher Resources section of the Teacher's Guide for the anchor and supporting texts (e.g., 12 anchor and 12 supporting texts in 6 units). Lexile score is listed as a range for leveled readers in each unit.</p> <p>There are 12 anchor and 12 supporting texts in 6 units, along with the text collection for the grade, for a total of 44 possible read alouds provided for the year.</p>
	<p>REQUIRED 1b) Texts increase in complexity as materials progress throughout the grade level and 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>	<p>No</p>	<p>According to the text analysis provided, anchor texts and leveled readers do not increase in quantitative complexity throughout the year. Although many of the read alouds are complex, there is not an increase in complexity throughout the year. Text complexity is inconsistent, moving from AD550L to 460L to 140L to 620L in the first texts of the first unit.</p> <p>Qualitatively, texts do not increase in complexity. The provided text complexity rubrics note the majority of anchor and supporting texts as accessible with one level of meaning through Unit 5. According to the rubrics, students are not introduced to challenging concepts or abstract ideas until the very last unit. Texts offer simple sentences, vocabulary that can be determined with supporting images, and easily accessible themes, sequenced events, and basic</p>

⁷ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

⁸ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			understandings of topics.
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. QUALITY OF TEXTS: 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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	<p>No</p>	<p>Each lesson is set up so that students listen to a read aloud of the text, answer standards-based questions about the text, then write about the text. Each lesson addresses a different standard, rather than taking an integrated approach to tasks and standards.</p> <p>Approximately 50% of the texts in the curriculum are authentic.</p> <p>The Teacher's Guide prompts teachers to read the anchor and supporting texts aloud in the reading section of the lesson. Independent reading is prompted in small group instruction using the Sleuth text and self-selected texts. Students may select leveled readers that are below grade level complexity and do not provide the appropriate complexity for grade level 1.</p>
<p>REQUIRED</p> <p>2b) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>In grades K-2, 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 rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p>	<p>No</p>	<p>Texts are connected by topics, such as our world, classroom citizen, making choices, plants, natural world, and diversity; However, each Module contains only 1 anchor and 1 supporting text. There are 4 texts within a unit which teachers are directed to use for instruction. However, the 4 texts are taught separately. Although there are text collections provided, these texts are not an integrated piece of the curriculum. Rather, they are provided so that students can "continue exploring the unit topic." The teaching guides do not offer support as to how to use these texts to deepen student's understanding of a theme or topic.</p> <p>Vocabulary words are identified. Teachers are instructed to "find and read aloud" sentences that are included in the text. A vocabulary routine is provided for all vocabulary instruction, rather than authentic instruction of the vocabulary word as it appears in the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>context of the text.</p> <p>Leveled readers do offer independent reading opportunities for students based on the topic. There is instructional guidance in the Teacher Resources section directing students to compare ideas from the leveled reader with ideas from other texts read in the unit; However, guidance is general and not specific to the unit topic or expressing understanding of the topic.</p>
	<p>REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.</p>	No	<p>Although lessons include multiple readings of anchor texts, readings are restricted to lessons within a module and not connected between modules within a unit. Also, repeated readings are narrowed to focus on a standard or skill. The readings do not lead to key understandings of the text and text set.</p>
	<p>2d) 90% of texts are previously published rather than “commissioned.”</p>	No	<p>Approximately 50% of the texts in the 1st grade curriculum are authentic. Anchor and supporting texts are authentic; However, Sleuth texts and leveled readers are not. Descriptions of texts are on page X of the Teacher's Guide.</p>
<p>3. RANGE AND VOLUME OF TEXTS: 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 standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, RI.2.3, RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p>	<p>REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Not Evaluated	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Not Evaluated	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Not Evaluated	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	3d) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, 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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED *Indicator for grades K-2 only</p> <p>4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	Yes	Lessons include "foundational skills mini-lessons" and extended practice is available in the Foundational Skills section of the Teacher's Guide for phonemic awareness, phonics and word study. Routines for word study and teaching non-decodable words are available in the Scaffolding Strategies Handbook. Fluency instruction and practice is frequently part of the small group time lessons with leveled readers, and rereading of decodable readers for fluency is encouraged. Additional instruction and practice with foundational skills is found in the Ready UP! Intervention materials.
	<p>REQUIRED</p> <p>4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	Yes	The Foundational Skills section of the Teacher's Guide includes extended practice for phonemic awareness, phonics and word study skills as those skills are introduced. Practice materials include decodable readers in which "students practice phonics skills and reread for fluency". Leveled readers are also used for fluency instruction and practice. An interactive word study computer based activity is available. Further instruction and practice for foundational skills is found in the Ready UP! intervention materials.
	<p>REQUIRED</p> <p>4c) In grades K-2, 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 and regular practice in encoding (spelling) the sound symbol relationships of English.</p>	Yes	Word study, spelling/ sound patterns, and sound/symbol knowledge are practiced in mini-lessons in whole group and with extended practice available in the Foundations Skills section of the Teacher's Guide. Practice is also provided in decodable readers. Sound-spelling cards are used to instruct and reinforce grapheme instruction and practice. Further instruction

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, 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.</p>		and practice of foundational skills is available in the Ready UP! Intervention materials.
	<p>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	No	Students read for fluency as well as practice word analysis skills using Student Readers and leveled decodable practice readers. Students do not practice word attack or self-correct strategies outside of decodable texts. Rereading of decodable text is directed to increase fluency with decodable practice readers and with leveled readers, not to acquire meaning or gain understanding of a unit theme or topic.. Students do not practice phonics skills outside of decodable texts. For example, in Unit 5, Module A Foundations Skills Lessons 1 -5 , students are introduced and practice saying, sounding, and spelling vowel digraphs. Students are only prompted to interact with vowel digraphs as they appear in decodable, controlled text.
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students’ reading level with accuracy, rate appropriate to the text, and expression.</p>	Yes	Students read for fluency as well as practice word analysis skills using decodable practice readers. For example, "small group options" in daily lessons include "phonics" and "fluency" sections for practicing the lesson phonics skills and building oral reading fluency. Teachers model fluency with read-aloud texts and then prompt students to chorally read a section from a leveled reader for fluency. Students also have opportunities to self-select leveled readers for oral and silent reading.
	<p>REQUIRED 4f) Materials guide students to read grade-level text with purpose and understanding and to make frequent</p>	No	Grade level texts are used to read aloud and read along. There is no evidence that a connection is made between the foundational texts and making meaning

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	connections between acquisition of foundation skills and making meaning from reading.		from grade-level texts.
	4g) *Indicator for grades K-2 only 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.	Yes	Baseline assessments are provided to help determine students' skill level and instructional needs at the beginning of the year. Fluency checks are built into lessons and student progress on foundational skills may be checked at the end of each module with "check progress" formative assessments found at the end of each module in the Foundational Skills section of the Teacher's Guide. Further "check point" assessments are available in the Ready UP! intervention after each section.
	4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	Materials and activities for small group lessons are provided for each lesson in the Foundational Skills section of the Teacher's Guide. Scaffolded Strategies handbook provides information on scaffolding to reading, writing, speaking and listening, including support for language, word study, and to accommodate linguistic differences. The materials and lessons in the Ready UP! Intervention provide further instruction if needed.
III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: 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	REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	Yes	80% or more of all questions in the materials are text dependent questions. Students express ideas through verbal and written expression. However, lessons have an instructional focus that is strategy based on one standard. The question set in each lesson for close reading is restricted to the instructional focus and may lack coherence within a unit of study. For example, the instructional focus for Lesson 3 in Unit 5, module A is "Ask and Answer Questions about Key Details," pp.8-10. This focus is very broad and could be applied to any literary text. The Performance Based Assessments do not include 80% text-dependent questions. For example, The PBA for Unit 4, module A is "Write a family story". The text is referred only as a model for a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			story about a family and the sequence of events. The writing is related, not dependent on the text.
	<p>REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.</p>	No	<p>The sequences of questions are based on the lesson instructional focus and most often, a set number of pages from a text, rather than a focus of building knowledge about concepts, themes and ideas. Although close reading of the texts probes comprehension of the lesson instructional focus. The curriculum lacks a cohesive sequence of questions and tasks from lesson to lesson within a module and unit.</p>
	<p>REQUIRED 5c) Questions and tasks 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>Questions do not always include the language of the standards; However, the structure of lessons is organized by standard and/or instructional focus. Therefore, the standards are not integrated in a way that assesses the depth and complexity required by the standards over time. There is a connection to the Depth of Knowledge.</p>
	<p>REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	No	<p>Although students are given multiple repetitions of words in varied contexts, the majority of vocabulary work is outside the text and does not support building key understandings of the text and text set. Questions in the "Close Reading" section of the lesson may engage students to question author's word choice or about significance or meaning of words and phrases in the text, but these questions do not include the selected "Benchmark Vocabulary".</p> <p>Targeted "Benchmark Vocabulary" is not addressed while the text is being read for comprehension, rather is taught separately after the "close read" question set. Students return to the text, find vocabulary in context ("find and read the sentences with the words"), then the words are discussed using generalized "Benchmark Vocabulary Routines" from the Teachers Resources section of the Teacher's Guide.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>After that, the class works on "Generative Vocabulary". The Generative Vocabulary section is found in the teacher's guide at the beginning of each module and involves "discussing other words connected to each of the Benchmark Vocabulary words."</p> <p>Additional vocabulary activities are found in the Reader's and Writer's Journal, involving students drawing and creating/writing sentences with the benchmark vocabulary.</p> <p>There is no prompting to return to the text and focus on text meaning using the identified vocabulary words.</p>
<p>6. ASSESSMENTS: 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).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: 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</p>	<p>REQUIRED 7a) 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	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 7b) Materials must have the goal of students gaining full</p>	Not Evaluated	This section was not evaluated because the non-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	comprehension of complex text (through read-aloud in grades K-1) 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.		negotiable criteria were not met.
	REQUIRED 7c) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7e) 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.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7f) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
V. Writing to Sources and Research			
8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.	REQUIRED *Indicator for grades 3-12 only 8a) A vast majority of written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--defended claims and clear information, drawing on textual evidence to support valid inferences from text.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <p>In grades 3-12, tasks included 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 8d) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, 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. For example, in grade 6, 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED *Indicator for grades K-2 only 8e) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	8f) *Indicator for grades K-2 only 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9a) Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 9b) Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 9c) Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, 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. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
VII. Language			
<p>10. LANGUAGE: 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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) 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 standards.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 10b) Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 10c) Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 10d) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 10e) Materials build in frequent opportunities for connections 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 10. <i>Tier 2 ratings</i> 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. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	No	According to the provided text analysis, most texts throughout the curriculum are accessible with only one layer of meaning. Text complexity does not increase as the curriculum progresses.
	2. Quality of Texts (Non-Negotiable)	No	Texts and text sets do not form a coherent sequence of connected texts. Lessons are focused on isolated standards or skills and do not offer opportunities to build upon layers of meaning of complex texts.
	3. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	No	Acquisition of foundational skills is supported by decodable practice and leveled readers, but frequent connections to grade level texts is lacking. Students are not afforded opportunities to decode in context of complex text.
III: Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Questions posed in lessons are driven by the instructional focus of that lesson, which is strategy based. The instructional focus changes with each lesson. Questions do not build on each other from lesson to lesson.
	6. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
V: Writing to Sources and Research	8. Writing to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
VI: Speaking and Listening	9. Speaking and Listening	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
VII: Language	10. Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
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 of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.⁹ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts¹⁰ independently. Thus, a strong ELA classroom is structured with the below components.



Title: **ReadyGEN**

Grade: **2**

Publisher: **Pearson Education, Inc.**

Copyright: **2016**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (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.

⁹ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

¹⁰ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10.¹¹</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.¹² Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	<p>No</p>	<p>Each second grade unit contains Module A and Module B. Each module includes 1 anchor text and 1 supporting text. There is also a text collection for each grade level that includes texts that support the topic of the unit.</p> <p>Quantitative and qualitative complexity analysis is available in the Teacher Resources section of the Teacher's Guide for the anchor and supporting texts (e.g., 12 anchor and 12 supporting texts in 6 units). Lexile score is listed as a range for leveled readers in each unit.</p> <p>There are 12 anchor and 12 supporting texts in 6 units, along with the text collection for the grade, for a total of 44 possible read alouds provided for the year.</p> <p>Complexity of most anchor and supporting texts do not support the text being more complex than students could read themselves. The majority of texts in this curriculum are accessible with only four texts throughout the year noted as challenging to the grade level.</p>
	<p>REQUIRED</p> <p>1b) Texts increase in complexity as materials progress throughout the grade level and 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>	<p>No</p>	<p>Texts do not increase in complexity as materials progress throughout the grade level. For example, in Unit 1, Lexiles range from 370L to 790L; Unit 2, AD570L-770L; Unit 3, AD430L- 710L; Unit 4, 490L- 880L; Unit 5, 470L-NC770L; and Unit 6, 450L - 870L. Qualitative analysis indicates that most texts in units 1 - 3 are accessible with the only challenge being figurative language. In Unit 4, the curriculum provides two challenging texts (The Earth Dragon Awakes and Danger! Earthquakes), according to the qualitative</p>

¹¹ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

¹² The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			analysis. In Unit 5, the curriculum presents one text with a challenging concept, and in Unit 6, there is only one text with a challenging concept. An increase in complexity should result in more challenging texts offered units 5 and 6.
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. QUALITY OF TEXTS: 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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p> <p>REQUIRED</p> <p>2b) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>In grades K-2, 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 rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p>	<p>No</p> <p>No</p>	<p>Approximately 50% of the texts are authentic, including the anchor texts and some supporting texts. Sleuth texts and leveled readers are not identified as authentic. Most texts are accessible with one layer of meaning and predictable layouts. These texts do not provide opportunities for students to engage in tasks to meet the standards.</p> <p>Texts are connected by topics; However, each Module contains only 1 anchor and 1 supporting text. There are 4 texts within a unit which teachers are directed to use for instruction. However, the 4 texts are taught separately. Although there are text collections provided, these texts are not an integrated piece of the curriculum. Rather, they are provided so that students can "continue exploring the unit topic." The teaching guides do not offer support as to how to use these texts to deepen student's understanding of a theme or topic.</p> <p>Vocabulary words are identified. Teachers are instructed to "find and read aloud" sentences that are included in the text. A vocabulary routine is provided for all vocabulary instruction, rather than authentic instruction of the vocabulary word as it appears in the context of the text.</p> <p>Leveled readers do offer independent reading opportunities for students based on the topic. There is instructional guidance in the Teacher Resources section directing students to compare ideas from the leveled reader with ideas from other texts read in the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>unit; However, guidance is general and not specific to the unit topic or expressing understanding of the topic</p> <p>For example, in Unit 4, module A, the instructional focus for the first lesson is "compare and contrast different points of view." The questions in the lesson support the instructional focus and that one standard for only that portion of the text. Each consecutive lesson has a different instructional focus with questions about that focus.</p>
	<p>REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.</p>	<p>No</p>	<p>Although lessons include multiple readings of anchor texts, readings are restricted to lessons within a module and not connected between modules within a unit. Also, repeated readings are narrowed to focus on a standard or skill. The readings do not lead to key understandings of the text and text set.</p>
	<p>2d) 90% of texts are previously published rather than "commissioned."</p>	<p>No</p>	<p>Less than 90% of texts are described as "authentic" and other texts (including leveled readers) are not described sufficiently to determine if text has been previously published rather than commissioned.</p>
<p>3. RANGE AND VOLUME OF TEXTS: 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 standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, RI.2.3, RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p>	<p>REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	3d) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, 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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED *Indicator for grades K-2 only</p> <p>4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p> <p>REQUIRED</p> <p>4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p> <p>REQUIRED</p> <p>4c) In grades K-2, 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 and regular practice in encoding (spelling) the sound symbol relationships of English. <i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, 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</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Foundational skills instruction and materials follow a sequence indicated by the standards. Ample opportunities for practice include mini-lessons, small group lessons with decodable readers, fluency practice with leveled readers, and additional practice in the Ready UP! Intervention materials.</p> <p>Decodable readers are provided for students to practice foundational skills are available about every other lesson and additional "review and more practice" is available in the Foundational Skills section of the teachers guide. More materials for foundational skills instruction is available in the Ready Up! Intervention.</p> <p>Extended instruction and practice of foundational skills is available in the Foundational Skills section of the teacher's guide for each unit by lesson. Root words are referred to as "base" words and are taught incidentally in lessons on prefixes and suffixes. Skills are practiced through instruction with a major focus on spelling and sound patterns. Instruction on and practice with prefixes, suffixes, syllabication is evident in the mini-lessons and Foundational Skills section of the Teachers Edition. Additional materials are available in the Ready UP! Intervention.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	irregular spelling patterns.		
	<p>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	No	<p>Students read for fluency as well as practice word analysis skills using Student Readers and leveled decodable practice readers. Students do not practice word attack or self-correct strategies outside of decodable texts. Rereading of decodable text is directed to increase fluency with decodable practice readers and with leveled readers, not to acquire meaning or gain understanding of a unit theme or topic.. Students to do not practice phonics skills outside of decodable texts.</p>
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students’ reading level with accuracy, rate appropriate to the text, and expression.</p>	Yes	<p>Students read for fluency as well as practice word analysis skills using decodable practice readers. For example, "small group options" in daily lessons include "phonics" and "fluency" sections for practicing the lesson phonics skills and building oral reading fluency. Teachers model fluency with read-aloud texts and then prompt students to chorally read a section from a leveled reader for fluency. Students also have opportunities to self-select leveled readers for oral and silent reading.</p>
	<p>REQUIRED 4f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	No	<p>Grade level texts are used to read aloud and read along. There is no evidence that a connection is made between the foundational texts and making meaning from grade-level texts.</p>
	<p>4g) *Indicator for grades K-2 only 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>	Yes	<p>Baseline assessments are provided to help determine students' skill level and instructional needs at the beginning of the year. Fluency checks are built into lessons and student progress on foundational skills may be checked at the end of each module with "check progress" formative assessments found at the end of each module in the Foundational Skills section of the Teacher's Guide.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	<p>Yes</p>	<p>Materials and activities for small group lessons are provided for each lesson in the Foundational Skills section of the teacher's guide. Scaffolded Strategies handbook provides information on scaffolding to reading, writing, speaking and listening, including support for language, word study, and to accommodate linguistic differences. The materials and lessons in the Ready UP! Intervention provide further instruction if needed.</p>
<p>III. Questions and Tasks</p>			
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: 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> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) 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>Yes</p>	<p>80% or more of all questions in the materials are text dependent questions. Students express ideas through verbal and written expression. However, lessons have an instructional focus that is strategy based on one standard. The question set in each lesson for close reading is restricted to the instructional focus and may lack coherence within a unit of study.</p>
	<p>REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.</p>	<p>No</p>	<p>Although more than 80% of the questions may require students to return to the text for answers, questions are contrived to support the strategy based, general lesson instructional focus and not a logical sequence of questions that gradually building student comprehension of text and text set key understandings. For example, the instructional focus of Lesson 4 in module A of Unit 6 is "Explain How Images Clarify Text". Although this lesson instructional focus is standards based (RI.2.7), the focus is used as a strategy and the question set is only in support of this singular focus and only for these pages of the text (pp. 12-15). The following lesson has a different, very general instructional focus (use text to ask and answer questions) for pp. 16-19. Evidence is lacking for knowledge building while reading and interacting with texts. Additionally, the instructional focus of Lesson 5 in Unit 4, module A is "Understand Key Details". Understanding key details is important to any text.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			Connections are made toward the end of a module, but questions may primarily be about one text or another (not all) and may not be in support of key understandings. For example, in Unit 1, module A, Lesson 12 involves two texts. Only one question in the lesson involves comparing the texts (compare what happens at the end of each story). The questions in the following lesson, with the same two texts, does not have any questions that address both texts together (every question is about one text or the other) and a question about the ending of one of the texts is asked again (what happens at the end of...).
	<p>REQUIRED 5c) Questions and tasks 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	The "Reading Instructional Focus" for each lesson is listed at the beginning of each module within a unit in the teacher's guide. Each lesson and each section of a text has an instructional focus. The focus is not connected from lesson to lesson. Students do not authentically practice gaining meaning from complex texts. Questions and tasks include the language of standards in isolation, which does not assess the depth and complexity required by the standards.
	<p>REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	No	<p>Although students are given multiple repetitions of words in varied contexts, the majority of vocabulary work is outside the text and does not support building key understandings of the text and text set. Questions in the "Close Reading" section of the lesson may engage students to question author's word choice or about significance or meaning of words and phrases in the text, but these questions do not include the selected "Benchmark Vocabulary".</p> <p>Targeted "Benchmark Vocabulary" is not addressed while the text is being read for comprehension, rather is taught separately after the "close read" question set. Students return to the text, find vocabulary in context ("find and read the sentences with the words"), then the words are discussed using generalized "Benchmark</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>Vocabulary Routines" from the Teachers Resources section of the Teacher's Guide.</p> <p>After that, the class works on "Generative Vocabulary". The Generative Vocabulary section is found in the teacher's guide at the beginning of each module and involves "discussing other words connected to each of the Benchmark Vocabulary words."</p> <p>Additional vocabulary activities are found in the Reader's and Writer's Journal, involving students drawing and creating/writing sentences with the benchmark vocabulary.</p> <p>There is no prompting to return to the text and focus on text meaning using the identified vocabulary words.</p>
<p>6. ASSESSMENTS: 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).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive</p>	<p>REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	no more than 10% of time devoted to any reading instruction.		
	<p>REQUIRED</p> <p>7b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) 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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED</p> <p>7c) 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	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED</p> <p>7d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>7e) 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	This section was not evaluated because the non-negotiable criteria were not met.
	<p>7f) 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	This section was not evaluated because the non-negotiable criteria were not met.
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the</p>	<p>REQUIRED *Indicator for grades 3-12 only</p> <p>8a) A vast majority of written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	defended claims and clear information, drawing on textual evidence to support valid inferences from text.		
	REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. In grades 3-12, tasks included 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	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 8d) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, 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. For example, in grade 6, 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	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED *Indicator for grades K-2 only 8e) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	8f) *Indicator for grades K-2 only 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9a) Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 9b) Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 9c) Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, 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. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
VII. Language			
<p>10. LANGUAGE: 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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) 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 standards.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 10b) Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 10c) Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 10d) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 10e) Materials build in frequent opportunities for connections 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 10. <i>Tier 2 ratings</i> 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. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	No	Quantitative and qualitative complexity analysis of texts reveal text below grade level complexity and a lack of consistent progression.
	2. Quality of Texts (Non-Negotiable)	No	Texts and text sets do not form a coherent sequence of connected texts. Lessons are focused on isolated standards or skills and do not offer opportunities to build upon layers of meaning of complex texts.
	3. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	No	Acquisition of foundational skills is supported by decodable practice and leveled readers, but frequent connections to grade level texts is lacking. Students are not afforded opportunities to decode in context of complex text.
III: Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Questions posed in lessons are driven by the instructional focus of that lesson, which is strategy based and involving a standard. The instructional focus changes per lesson, therefore evidence is lacking for a sequence of questions through the lessons in a module and unit that would be in support of students gaining knowledge gradually about texts and text set content and ideas.
	6. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
V: Writing to Sources and Research	8. Writing to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
VI: Speaking and Listening	9. Speaking and Listening	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
VII: Language	10. Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
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 of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.¹³ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts¹⁴ independently. Thus, a strong ELA classroom is structured with the below components.



Title: **ReadyGEN**

Grade: **3**

Publisher: **Pearson Education, Inc.**

Copyright: **2016**

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

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

STRONG	WEAK
1. Complexity of Texts (Non-Negotiable)	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (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.

¹³ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

¹⁴ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10.¹⁵</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. 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>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.¹⁶ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	<p>Yes</p>	<p>ReadyGEN text complexity rubrics are found in the teacher resources section of each Teacher's Guide. According to the grade level Lexile levels for grade 3 standards, the provided texts are appropriately complex. Quantitative measures for the anchor texts in all units (1 - 4) range from 460 to 950. Supporting texts Lexile levels vary from 530 and above. For example, in the Teacher's Guide for Unit 1 on page TR48, the text complexity rubric shows the anchor text, "The Case of the Gaspig Garbage" has a level of 460L and the supporting text, "Thunder Cake" has a level of 630L. The qualitative analysis measure for the anchor text, "The Case of the Gaspig Garbage" showed the text structure as, "Not a novel with a single plot line: instead a series of mysteries/problems that are solved by the same two fictional young science detectives: includes appendix of experiments and activities for the reader." Both quantitative and qualitative measures show that ReadyGEN provides texts that meets this component.</p>
	<p>REQUIRED</p> <p>1b) Texts increase in complexity as materials progress throughout the grade level and 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>	<p>Yes</p>	<p>Texts increase in complexity as the curriculum progresses. Lexiles range from the 400s to the 1000s, with the higher end of Lexiles resulting from Unit 3 on weather.</p> <p>Qualitatively, Unit 1 contains all accessible texts and, aside from figurative language, no challenges noted. Units 2 and 3 each include two texts that are identified as challenging. Unit 4 contains 5 challenging texts with regards to theme or concept.</p>

¹⁵ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

¹⁶ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. QUALITY OF TEXTS: 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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	<p>No</p>	<p>Approximately 50% of the texts are authentic. Trade books and titles from the "Text Collection" are described as "authentic" on page x in the Teacher's Guide of each of the four units. Example texts include, "The Year of Miss Agnes" by Kirkpatrick Hill and "The Athabascans: Old Ways and New Ways" by Ron Fridell. Sleuth texts and texts for independent reading are not authentic. The typical lesson includes one anchor text (trade book), two supporting texts (trade book or from Text Collections) and two Sleuth texts (a magazine with high interest articles that require students to use critical thinking skills).</p>
	<p>REQUIRED</p> <p>2b) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>In grades K-2, 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 rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p>	<p>No</p>	<p>Each of the four units appear to has a topic to connect the texts in that unit, but the lessons are more focused on skill acquisition whether then knowledge about themes and topics. For example, Unit 1 is entitled, "Observing the World Around Us." In Module A the anchor text is "The Case of the Gaspig Garbage". The supporting texts are "Location, Location, Location" and "Thunder Cake". In the Teacher's Guide of Unit 1 on pages 1.6 and 1.7, an overview of Module A states, "Readers understand the actions and motivations of characters in stories." Out of 18 total lessons for Unit 1 Module A, 16 of the reading instructional focus topics for text talks, close reads, and text analysis appear to focus on understanding and describing the characters' actions.</p>
	<p>REQUIRED</p> <p>2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.</p>	<p>No</p>	<p>Within a unit or collection of texts, the anchor texts are lengthy and require multiple sessions to complete. Although first read and second read information is provided in the Teacher's Guide of each unit, it should be noted that the first read and second read lessons appear to be planned for one instructional period. Each of the four units have two modules with eighteen lessons in each module. The collection of texts within a unit would require more time to conduct careful readings throughout the unit of any one text.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			For example, In Unit 2 the supporting text, "The Athabascans" is expected to be read in two lessons. On the third day, the trade book, The Year of Miss Agnes, is expected to begin and finish within ten days. One lesson is devoted to comparing and contrasting the two previous texts before an additional supporting text, "The Frog Princess," is suggested for a three-day lesson. This does not include focused, self selected, books or texts read during independent reading time conducted during small group instruction Due to the amount of texts provided for a unit, multiple careful readings throughout the unit of study would be difficult to accomplish within the suggested time.
	2d) 90% of texts are previously published rather than "commissioned."	No	90% of texts are not previously published. Information about the texts in ReadyGEN are found on page x in the Teachers Edition. Trade books and texts found in "Text Collections" are described as "authentic" texts and considered previously published. However, texts from "Sleuth" (a student magazine with high interest articles), leveled readers, and "Decodable Practice Readers" are not described as "authentic".
3. RANGE AND VOLUME OF TEXTS: 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 standards and included in the text of the standards (e.g., RL.K.9 , RI.1.9 , RI.2.3 , RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9).	REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	speeches, biographies, essays).		
	3d) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, 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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a</p>	<p>REQUIRED *Indicator for grades K-2 only</p> <p>4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p> <p>REQUIRED</p> <p>4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	<p>N/A</p> <p>Yes</p>	<p>ReadyGEN materials demand knowledge of grade appropriate phonic patterns and analysis skills. A foundational skills mini-lesson box is included in each lesson of a text. Further explicit instruction is found in the Foundational Skills (FS) pages located in each teacher's manual. One example lesson located on page 3.FS2 in Unit 3 Module A, has two objectives included in Lessons 1 - 5. Students will "decode and read irregular plurals," and "decode multi-syllable words." The lesson requires teachers to introduce the skill, allow time for student practice using a Reader's and Writer's Journal, and apply the skill using letter tiles to form plurals of singular nouns. Other materials to available to demand knowledge of grade level phonic patterns and word analysis foundational skills include decodable readers, digital games, sound spelling cards, and word cards.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
full program)	<p>REQUIRED 4c) In grades K-2, 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 and regular practice in encoding (spelling) the sound symbol relationships of English. <i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, 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.</p>	Yes	ReadyGEN materials provide instruction and practice in word study through the use of phonics, high frequency words, and decoding skills. For example, on page 2.FS17, the objectives for Lessons 6-10 states, "Decode and read spellings of /j/, /s/, and /k/ and decode multi-syllable words. First, students preview words with different spellings using the identified letters. Next students decode words using Decodable Readers to read the words in context.
	<p>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	Yes	ReadyGEN materials encourage students to confirm and understand vocabulary by using context. On page 3.TR24 in the Teacher's Guide, the Benchmark Vocabulary Routine states, "If there are context clues to help establish the meaning of the word, have students share those. This encourages students to go back into the text to locate these clues."
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.</p>	Yes	Frequent opportunities for oral and silent reading are incorporated in daily lessons as a part of whole group and small group routines. For example, the ReadyGEN Teacher's Guide planner for Unit 3 on p. 3.8 shows a reading block schedule. As a part of the small group instructional time, students select a book to read independently to apply the focused skill lesson taught in whole group. A suggested planner is provided for each of the two modules found in a unit. There are 4 units, which allows for frequent opportunities for independent reading. In addition, each unit in a module has poetry for students to examine in whole group instructional times when various routines may be incorporated. Teacher's Guide pages 3.TR9-3.TR22

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			shows various routines that allow students to achieve reading fluency through oral and silent reading activities. An independent reading rubric and a reading log are included in the teacher resources pages of the Teacher's Guide.
	REQUIRED 4f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	No	Foundational skills are taught and practiced in isolation. Fluency practice with self-selected leveled readers is encouraged; However, teachers are not prompted to practice foundational skills or fluency with grade-level texts. There is no evidence of connections being made between the foundations instruction and the anchor and supporting texts that are the focus of each lesson.
	4g) *Indicator for grades K-2 only 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.	N/A	
	4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	ReadyGEN provides numerous materials that can be easily implemented during instructional time, therefore allowing teachers more time to work with students who need it. For example, each grade level, K-5, are provided with a set of 12 authentic trade books for each student. A leveled library is also included. Although, it is intended for small group instruction, in the Unit 1 Teacher's Guide Module A, it shows that students may select a book from the leveled library or a trade book to read independently during a small group independent reading time. Books are also available in eBook format allowing students to use an electronic device to read independently. Other resources available include digital learning games, word cards, and decodable readers that can be easily

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			implemented for student use.
III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</p> <p>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> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) 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>Although questions are usually related to the texts and student ideas are expressed through both spoken and written responses, 80% of all questions in the materials are not text dependent. For example, in the Teacher's Guide Unit 1, on page 1.12, in the "Build Understanding" and "First Read" sections a sample of 5 questions shows 2 out of 5 questions as text dependent. Although in some cases instructions encourage teachers to ask students to support their answer with evidence, some the questions are not text dependent. Many questions are also focused on using a strategy whether than using the text to convey meaning.</p>
	<p>REQUIRED</p> <p>5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.</p>	No	<p>The questions provided in the teacher's guide appear to focus students on skills more that content. For example, in Unit 3 Module A the text, "Knots of a Counting Rope" is introduced. On page 3.12 Teachers are asked to share the essential question, "How do readers determine the central message?" Under the "Close Read" heading on page 3.13 the questions ask about content. Two out of the four questions are "In what way do the Grandfather try to transmit his knowledge and wisdom to the boy?" and " How does the Grandfather relate weather to the boy's birth?" Under the "Reading Analysis" on page 3:14 students are asked to discuss an illustration and to complete a graphic organizer showing how the illustration contributes to the text. Although reading analysis extension questions are included on page 3.17 of the Teacher's Guide, the questions are only asking about the illustrations and how they relate to the text. A coherent sequence of questions would include more questions that would focus students on understanding the text and the illustrations for the first read and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>REQUIRED 5c) Questions and tasks 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>	<p>No</p>	<p>second read.</p> <p>Although the questions and tasks may include the language of the standards, the depth and complexity over time is not evident as lessons are driven by an "instructional focus" which is based on one standard (or part of a standard) at a time, usually for a set number of pages in a text. The instructional focus may be varied, but the units are not carried by the key understandings of the text and text set, rather the units are driven by the instructional focuses. For example, the theme for Unit 1 is "Observing the World Around Us" and the instructional focuses in module A are mostly (16/18 lessons) based on and ask questions about the characters in the texts. Therefore, questions and tasks are contrived to meet the instructional focus and not developed to lead students thoughtfully to the key understandings and content knowledge of a text and text set.</p>
	<p>REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>No</p>	<p>Students are engaged with reading the vocabulary, completing tasks (writing sentences), and engaging in speaking and listening about targeted vocabulary. However, lessons are mostly specific to portions of the text and the targeted vocabulary for that section of the text only. Lessons do not offer multiple opportunities for students to repeat vocabulary words in varied contexts. For example, there are 50 targeted "benchmark" vocabulary words in Unit 1, module B. Only approximately ten of the fifty vocabulary words are repeated once in another lesson and instruction appears to be the same. Directions in the Reader's and Writer's Journal for all the vocabulary words (even those repeated) are for students to "Write a sentence using each word." Words could be revisited for the "Generative Vocabulary" portion of the lesson, however instructions specific to repeated vocabulary were also not found in the Teacher's Guide.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>6. ASSESSMENTS: 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).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: 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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) 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	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 7b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) 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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 7c) 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	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	REQUIRED 7d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7e) 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.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7f) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
V. Writing to Sources and Research			
8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED *Indicator for grades 3-12 only 8a) A vast majority of written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--defended claims and clear information, drawing on textual evidence to support valid inferences from text.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. In grades 3-12, tasks included 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	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 8c) Writing opportunities for students are prominent and	Not Evaluated	This section was not evaluated because the non-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).		negotiable criteria were not met.
	REQUIRED 8d) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, 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. For example, in grade 6, 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	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED *Indicator for grades K-2 only 8e) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	8f) *Indicator for grades K-2 only 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must	REQUIRED 9a) Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
reflect true communication skills required for college and career readiness. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9b) Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 9c) Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, 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. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
VII. Language			
10. LANGUAGE: 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. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 10a) 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 standards .	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 10b) Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 10c) Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.		
	REQUIRED 10d) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 10e) Materials build in frequent opportunities for connections 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	This section was not evaluated because the non-negotiable criteria were not met.
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION

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.

Compile the results for Sections I-VII to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	The complexity of texts is appropriate for third grade. The complexity builds over the course of the units.
	2. Quality of Texts (Non-Negotiable)	No	The texts appear to be connected by a topic, but it is not evident that at least 90% of the texts are authentic.
	3. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	No	Foundational Skills follow a sequence of instruction indicated by standards listed in each lesson of the Foundational Skills section of the teacher's guide, but lack of evidence is shown for any connections between foundational skills and grade level texts.
III: Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Although some of the questions are text dependent, and may include the language of the standards, questions do not assess the depth and complexity required by the standards.
	6. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
V: Writing to Sources and Research	8. Writing to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
VI: Speaking and Listening	9. Speaking and Listening	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
VII: Language	10. Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
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 of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.¹⁷ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts¹⁸ independently. Thus, a strong ELA classroom is structured with the below components.



Title: **ReadyGEN**

Grade: **4**

Publisher: **Pearson Education, Inc.**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (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.

¹⁷ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

¹⁸ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10.¹⁹</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.²⁰ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	<p>No</p>	<p>Quantitative and qualitative text complexity rubrics are provided in the Teacher’s Resources section of each unit on pages TR48-57. Some texts are below the grade band and one is above. Anchor and supporting texts Lexiles range from 630L - 1010L. For example, the anchor text in Unit 2, module A and supporting texts in units 3 and 4 have Lexiles that fall below the 4th-5th grade band range (720L, 700L, 630L, 730L). Qualitative descriptions of these texts do not support a higher complexity. For example, the supporting text "Quake" in Unit 3, Module A has a Lexile of 700L and is described as having a "conventional storyline, simple plot structure, and occasional advanced vocabulary".</p>
	<p>REQUIRED 1b) Texts increase in complexity as materials progress throughout the grade level and 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>	<p>No</p>	<p>Anchor and supporting texts vary in complexity throughout the grade level rather than progressively increasing in complexity. For example, anchor texts have identified complexity in Lexiles of 850L, 740L (Unit 1); 720L, 880L (Unit 2) 1010L, 890L (Unit 3) and 840L and 920L in Unit 4.</p>
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: 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,</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	<p>No</p>	<p>Approximately 50% of the texts are authentic. Trade books and titles from the "Text Collection" are described as "authentic" on page x in the Teacher's Guide of each of the four units. Leveled readers, practice readers, and assessment texts are not identified as authentic. In addition, some of these texts fall below the complexity grade level band for 4th - 5th grade, including the anchor text in Unit 2, module A and supporting texts in units 3 and 4 (720L, 700L, 630L, 730L). Qualitative descriptions of these texts also do not support a higher complexity. For example, the supporting text "Quake" in Unit 3, Module A has a</p>

¹⁹ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

²⁰ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>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>			Lexile of 700L and is described as having a "conventional storyline, simple plot structure, and occasional advanced vocabulary".
	<p>REQUIRED 2b) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>In grades K-2, 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 rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p>	No	Although the text sets appear to include a collection of topic-related texts, the reading and writing enduring understandings and the reading instructional focus in each lesson are more strategy based and focused on a standard or partial standard rather than building content knowledge throughout the unit. For example, the theme of Unit 4 is "Creative Innovative Solutions". The reading enduring understandings in Unit 4, module B are broad and not text specific: "Readers understand that both literary and informational text can be analyzed for ideas and information." The instructional focus of Unit 4, module B Lesson 1 is "use reasons and evidence to talk about text". Also, as instructional focus changes in each lesson, it will only be addressed with that portion of the text. Unit overviews are available in the Implementation Guide and Teacher's Guide.
	<p>REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.</p>	No	<p>Within a unit or collection of texts, the anchor texts are lengthy and require multiple sessions to complete. Although first read and second read information is provided in the Teacher's Guide of each unit, it should be noted that the first read and second read lessons appear to be planned for one instructional period. Each of the four units have two modules with eighteen lessons in each module. The collection of texts within a unit would require more time to conduct careful readings throughout the unit of any one text.</p> <p>Toward the end of the module, the anchor text is compared to supporting texts. However, the anchor text may or may not be revisited for writing tasks and the Performance Based Assessments. For example, students are prompted to "create an info graphic" for the PBA for Unit 1, module B. Although an info graphic</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			from the anchor text is used as a model, the writing is not dependent on the content of the anchor text (Teachers Edition page 1.392).
	2d) 90% of texts are previously published rather than "commissioned."	No	Considering all texts in ReadyGEN 4 th grade, evidence is lacking for 90% of texts being previously published rather than "commissioned". Information about the texts found in ReadyGEN is found on page x in the Teachers Edition. Trade books and texts found in "Text Collections" are described as "authentic" texts and considered previously published. However texts from "Sleuth", leveled readers, and "Practice Readers" are not described as "authentic".
<p>3. RANGE AND VOLUME OF TEXTS: 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 standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, RI.2.3, RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>3d) 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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, 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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED *Indicator for grades K-2 only</p> <p>4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p>REQUIRED</p> <p>4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	Yes	<p>The materials demand knowledge of grade-level phonic patterns and word analysis skills during whole group mini-lessons, small group lessons and intervention lessons as needed. Mini-lessons are found in the Teacher's Guide units. Small group lessons are found in the Foundational Skills section of the Teacher's Guide, which includes practice readers (word lists and passages). For example, in Unit 2 Lessons 1-3 in Foundational Skills the objective states, "Decode and read words with Latin prefixes -dis -re, and -non." Additional practice with grade-level foundational skills is found in Pearson Ready UP! Intervention.</p>
	<p>REQUIRED</p> <p>4c) In grades K-2, 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 and regular practice in encoding (spelling) the sound symbol relationships of English. <i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, 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.</p>	Yes	<p>Foundational Skills mini-lessons are available in each module. Additional lessons are located in the Foundational Skills section of the Teacher's Guide. For example, In Unit 1 Module A, Lesson 3 there is a Decoding Multisyllabic Words section focused on the word endings -ed and -ing. Students are given practice readers to decode words in context. Additional practice on decoding compound words and decoding words using roots is found in the Pearson Ready UP! Intervention.</p>
	<p>REQUIRED</p>	Yes	<p>Within the Foundational Skills section in the unit, the skills are practiced in context and students are</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.		encouraged to reread the text. A short text is provided in the practice reader to practice the skills of a particular lesson. For example, Foundational Skills in module A, Lesson 3 directs students to a practice reader pages 9A, 9B, and 9C. This practice reader has a short passage for students to read and practice the skill for Latin prefixes dis-, re-, and non-. Further practice is available in the Reader's and Writer's Journal with sentence level context. Practice with foundational skills is not embedded within the anchor and supporting text unit.
	REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.	Yes	Lessons in each module include suggestions for fluency practice using student self- selected texts and practice readers for students needing explicit foundational skills instruction. For example, in the Focus Independent Reading section from Small Group Time in Lesson 2 of Unit 2, module A, the strategy focus is fluency in reading self-selected passages. Additional fluency instruction and practice is provided in the Pearson Ready UP! Intervention guide.
	REQUIRED 4f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	No	Evidence is lacking for materials guiding students to make frequent connections between acquisition of foundational skills and understanding of grade-level texts.
	4g) *Indicator for grades K-2 only 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.	N/A	
	4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	ReadyGEN includes abundant materials for teachers to provide more time, attention and practice for students who need it. Learning Resources are described on page iv at the beginning of each unit. Resources include

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			computer access to trade books with audio, highlighting, and note taking capacity; Scaffolded Strategies guide with support for English Language Learners and struggling readers; and online foundational skills instruction with interactive word analysis games. Each lesson includes Small Group Options that include lessons and activities for "students who need support". The Pearson Ready UP! Intervention provides further instruction and practice of foundational skills.
III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</p> <p>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> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) 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>No</p>	<p>Although questions are usually related to the texts and student ideas are expressed through both spoken and written responses, there is a lack of evidence that 80% of all questions in the materials are text dependent. The instructional focus in the daily lessons may be more strategy based on a standard and the question set for the lesson will be based on the instructional focus. Each unit includes a text set related topic, but the lesson "Reading Instructional Focus" is broad and not dependent on the text. For example, the reading instructional focus in Lesson 3, module A, Unit 1 is "Understand Point of View" and the questions in the lesson address that focus (only questions about point of view). Each lesson concludes with "Writing Workshop," which is not always text dependent. For example, in Unit 2, Lesson 1 students begin to write a narrative story. The anchor text is referred to only as a model for a narrative. Students do not need to understand the text to write their narrative. Also, the Performance Based Assessment (PBA) at the end of every module may or may not be text dependent. For example, the PBA for Unit 2, module A is not text dependent (Write a Tall Tale). Anchor and supporting texts are only used as examples.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.</p>	<p>No</p>	<p>The questions and tasks in this curriculum are asked in order of the text being read and focused on the lesson standard or reading skill. The questions and tasks are not purposefully written so that students can build on layers of meaning in the text. In fact, many of the texts do not offer opportunities for layers of meaning. Each unit concludes with a Performance Based Assessment. PBA tasks do not allow students to express the knowledge of the texts. For example, in the first PBA (Unit 1, module A) students are prompted to “write in the style” of a text read, but their research and writing is not dependent on the text or contributing to a culminating assessment for the text set. In addition, although context is considered, vocabulary is taught in isolation. Questions about “benchmark” vocabulary are not asked while reading the text, rather the vocabulary in context is examined in a separate section after reading the text.</p>
	<p>REQUIRED 5c) Questions and tasks 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>	<p>No</p>	<p>Although the standards are listed in the lessons, questions frequently do not include the language of the standards and there is a lack of evidence that questions assess the depth and complexity required by the standards. For example, in Unit 3, module A, Lesson 5 the instructional focus is “using reading strategies to comprehend text”; one question is “What reading strategy can you use if you don’t understand the word volcanology in the chapter title?” Also, in the Reader’s and Writer’s Journal Unit 1 Module A, questions are sometimes very general. For example, “What is the genre of this selection? How do you know?”</p>
	<p>REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with</p>	<p>No</p>	<p>The “Benchmark Vocabulary” section of the lesson is taught after the second read and close reading questions. This section includes finding the words in the context of the text read (after second reading, not during reading), using the vocabulary routine from the Teachers Resources, discussing other words related</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).		(Generative Vocabulary) and completing a section in the Reader's and Writer's Journal. Although this allows for opportunities of vocabulary in different tasks and engaging in speaking/listening, each task does not support students in examining the language of the texts and the meaning of the text as the vocabulary is taught primarily outside of the text. Questions are not posed about the benchmark vocabulary during the reading of the text (although there may be questions about word, phrase or sentence meaning separate from the benchmark vocabulary) and additional activities frequently bring the student outside the text and text ideas. For example, the vocabulary routines (TR28-31 in Teachers Resources) are general, lengthy and include steps and instruction that may be extraneous to word meaning in the context and the key understandings of a text. This is evident in the Benchmark Vocabulary Routine: Literary (TR28) including seven steps. Only one step specifically examines the word in the context of the text. Other activities include counting syllables, identifying parts of speech, and looking up words in the dictionary and thesaurus. Benchmark vocabulary activities in the Reader's and Writer's Journal include writing sentences using the benchmark vocabulary, but not necessarily as the same meaning as is used in the context of the text. The "Language Analysis" section of a lesson may include word choice discussions, however this activity is not within the sequence of reading questions, rather after the second read and the benchmark vocabulary section of the text (Unit 2, module B, Lesson 16).
6. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit	REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6b) 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>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
<p>IV. Scaffolding and Support</p>			
<p>7. SCAFFOLDING AND SUPPORT: 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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) 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>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) 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>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7c) 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>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>7e) 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	This section was not evaluated because the non-negotiable criteria were not met.
	<p>7f) 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	This section was not evaluated because the non-negotiable criteria were not met.
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED *Indicator for grades 3-12 only 8a) A vast majority of written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--defended claims and clear information, drawing on textual evidence to support valid inferences from text.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <p>In grades 3-12, tasks included 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>REQUIRED 8d) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, 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. For example, in grade 6, 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED *Indicator for grades K-2 only 8e) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>8f) *Indicator for grades K-2 only 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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
VI. Speaking and Listening			
<p>9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.</p>	<p>REQUIRED 9a) Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 9b) Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9c) Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, 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. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
VII. Language			
10. LANGUAGE: 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. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 10a) 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 standards .	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 10b) Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 10c) Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 10d) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	relationships among words (e.g., concept- and thematically-related words, word families, etc.).		
	REQUIRED 10e) Materials build in frequent opportunities for connections 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	This section was not evaluated because the non-negotiable criteria were not met.
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION

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.

Compile the results for Sections I-VII to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	No	Text complexity of anchor and supporting texts range from 630-1010 Lexiles, with texts falling below and above the complexity band for 4 th -5 th grade.
	2. Quality of Texts (Non-Negotiable)	No	The texts appear to be connected by a topic, but it is not evident that at least 90% of the texts are authentic.
	3. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	No	There are few opportunities to make connections between acquiring the foundational skills and making meaning from reading grade-level texts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
III: Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	The standards are listed in the lessons in the teacher's edition, however, questions frequently do not include the language of the standards. Questions and tasks are centered on the instructional focus of the lesson, which is broad and skill-based.
	6. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
V: Writing to Sources and Research	8. Writing to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
VI: Speaking and Listening	9. Speaking and Listening	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
VII: Language	10. Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
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 of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.²¹ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts²² independently. Thus, a strong ELA classroom is structured with the below components.



Title: **ReadyGEN**

Grade: **5**

Publisher: **Pearson Education, Inc.**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (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.

²¹ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

²² A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10.²³</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.²⁴ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	No	<p>After reviewing the text complexity analysis provided, the following was noted: Several texts are below expected complexity of 740L-1010L in all four units. The anchor text in Unit 1, Module A is 610L and supporting texts with 640L and 980L. In Unit 2 Module A, the anchor text is 780L while the supporting texts are 650L and 690. Unit 4 Module B has supporting texts with 610L and 650L.</p> <p>Qualitative analysis shows all accessible texts in Unit 1, one challenging text in Unit 2, three challenging texts in Unit 3, and only one in Unit 4. Many texts throughout the curriculum were noted to have one layer of meaning. This is not ideal for addressing the fifth grade standards.</p>
	<p>REQUIRED 1b) Texts increase in complexity as materials progress throughout the grade level and 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	<p>Text complexity does not increase through the year. Unit 1, Module A anchor text has a complexity of 610 Lexiles and supporting texts with Lexiles of 640 and 980. Unit 4, Module B (end of the year), the anchor text is 890L with supporting texts of 610L and 650L. Additionally, the qualitative analysis shows all accessible texts in Unit 1, one challenging text in Unit 2, three challenging texts in Unit 3, and only one in Unit 4.</p>
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science,</p>	No	<p>There are 24 texts total counting the one anchor text and two supporting texts for each module (two modules per unit). There are thirteen informational texts and eleven literary texts with many opportunities to explore science and social studies content. Less than 90% of text is authentic (see page x in the Teacher's Guide). Anchor and supporting texts are described as "authentic"; Sleuth texts and practice, and leveled</p>

²³ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

²⁴ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>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>technical subjects, and the arts).</p>		<p>readers are not authentic.</p>
	<p>REQUIRED 2b) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>In grades K-2, 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 rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p>	<p>No</p>	<p>Although the text sets appear to include a collection of topic-related texts, the reading and writing enduring understandings and the reading instructional focus in each lesson are more strategy based and focused on a standard or partial standard rather than building content knowledge throughout the unit. For example, Unit 4 is about “Exploring New Worlds” and titles appear to support this theme. However, the lessons focus on reading and writing strategies based on one standard and skills rather than building content knowledge of exploration. In Module A, Lesson 1 the focus is “quote accurately when explaining a text”. Although some questions may support the theme of exploration, the lesson focus is a skill (quoting).</p>
	<p>REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.</p>	<p>No</p>	<p>Although multiple days are planned for anchor and supporting texts, different chapters or pages of the texts are assigned for each lesson. Lessons are geared toward the instructional focus, which is different for each lesson for a text. Therefore, in addition to the lessons being primarily restricted to a set number of pages, lessons are driven by the instructional focus, which is usually one standard, rather than making meaning from the text. Also, the suggested pacing chart may not allow for sufficient multiple readings of the lengthier texts. For example, there are 18 lessons in each module and two modules in each unit, regardless of the number, length and/or complexity of the texts included for each text set.</p>
	<p>2d) 90% of texts are previously published rather than “commissioned.”</p>	<p>No</p>	<p>Considering all texts in ReadyGEN 5th grade, evidence is lacking for 90% of texts being previously published rather than “commissioned”. Information about the texts found in ReadyGEN is found on page x in the Teachers Edition. Trade books and texts found in “Text Collections” are described as “authentic” texts and considered previously published. However texts from</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			"Sleuth", leveled readers, and "Practice Readers" are not described as "authentic".
<p>3. RANGE AND VOLUME OF TEXTS: 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 standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, RI.2.3, RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>3d) 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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective,</p>	<p>REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p>REQUIRED 4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p>	Yes	A foundational skills mini-lesson is included in the lessons in each module. Additional instruction and practice for each lesson is found in the Foundational Skills section in the Teacher's Guide. Lessons address grade-level phonics patterns and word analysis skills

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>		<p>including prefixes, suffixes, root words and complex spelling patterns.</p>
	<p>REQUIRED 4c) In grades K-2, 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 and regular practice in encoding (spelling) the sound symbol relationships of English. <i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, 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.</p>	<p>Yes</p>	<p>Mini-lessons are provided in the lessons and more instruction and practice is found in the Foundational Skills section of the Teacher's Guide. Practice Readers are used for students to read with a partner and decode new words and build fluency. For example, in Unit 4 Lesson 1 the objective states, "Decode and read words with complex spelling patterns." Students identify and write words with the suffix -ious spelled as -ous, -eous, or -ious in some words. Lessons on Greek and Latin roots are included in Unit 1, and lessons from Unit 4 address complex spelling patterns and morphemes.</p>
	<p>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>No</p>	<p>Students are directed to find words in the anchor text for the foundational skills, but rereading for meaning is not included. For example, in Unit 1, module A, the mini-lesson is targeting suffix -ly. Directions include "Talk to students about suffixes or word endings from Chapter 1" and then to examine "importantly", "usually" and "kindly" but only at a word level and not within context. Lessons in the Foundational Skills section include reading practice readers with practice in context. However, directions are for students to partner read for accuracy and then to reread the passage for fluency. Rereading does not have a focus on meaning for practice with foundational skills. There is small group time with a focus on comprehension in self-selected readers as an extension on the instructional focus from the reading lesson (such as comparing and contrasting characters in Unit 1, module A, Lesson 1), however, this does not include confirming or self-correcting word recognition and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			understanding.
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.</p>	Yes	Lessons in each module include suggestions for fluency practice using student self- selected texts and practice readers for students needing explicit foundational skills instruction. Rereading practice readers is also focused on fluency and additional fluency instruction and practice is provided in the Pearson Ready UP! Intervention guide.
	<p>REQUIRED 4f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	No	The texts used in the Foundational Skills section are brief and teach the skills in isolation. Some of the mini-lessons select words from the text to show target foundational skill, but do not guide students to make frequent connections. For example, in Unit 1, module A, the target of the mini-lesson is suffix -ly. Directions include "Talk to students about suffixes or word endings from Chapter 1" and then to examine "importantly", "usually" and "kindly" but only at a word level and not within context.
	<p>4g) *Indicator for grades K-2 only 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>	N/A	
	<p>4h) 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	ReadyGEN includes abundant materials for teachers to provide more time, attention and practice for students who need it. Learning Resources are described on page iv at the beginning of each unit. Resources include computer access to trade books with audio, highlighting, and note taking capacity; Scaffolded Strategies guide with support for English Language Learners and struggling readers; and online foundational skills instruction with interactive word analysis games. Each lesson includes Small Group

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			Options that include lessons and activities for "students who need support". The Pearson Ready UP! Intervention provides further instruction and practice of foundational skills.
III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: 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> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) 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>No</p>	<p>Although questions are usually related to the texts and student ideas are expressed through both spoken and written responses, there is a lack of evidence that 80% of all questions in the materials are text dependent. The instructional focus in the daily lessons is based on a standard and the question set for the lesson will be based on standard and reading skill focus. Each unit includes a text set related topic, but the lesson "Reading Instructional Focus" is broad and not dependent on the text. In the Reader's and Writer's Journal, there are Reader Response questions that are text dependent for the matching passage. Also, in the "Close Read" section of each lesson there are questions with directions at the top of the page, which says, "Cite Text Evidence." Students are directed to discuss and support their answers with evidence. However, lesson questions are related specifically to the reading instructional focus of that lesson rather than building student knowledge throughout the connected texts. In addition, lesson-writing tasks are not consistently text dependent. For example, the writing task for Unit 1 module A is for students to write a narrative and the anchor and supporting texts are used as only as mentor texts; The writing is not dependent on the text and students do not need to understand the text to respond to the prompt. The Performance Based Assessment tasks prompt students to make connections among the texts. For example, The PBA task for Unit 3, module A is for students to "write a science fiction story". The anchor and supporting texts are used as "models"; writing is not dependent on the texts. Although other writing lessons</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			and PBAs may be text dependent, at least 80% of questions are not considered text dependent.
	<p>REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.</p>	No	<p>The questions and tasks in this curriculum are asked in order of the text being read and focused on the lesson standard or reading skill. The questions and tasks are not purposefully written so that students can build on layers of meaning in the text. In fact, many of the texts do not offer opportunities for layers of meaning. For example, in Unit 4, Module A, Lesson 1 the focus is “quote accurately when explaining a text” and the questions are more focused on quoting than digging into the meaning of the text itself. Lessons are focused on skills (such as characterization and quoting) rather than asking a sequence of questions that will facilitate student understanding of the text in its entirety. Each unit concludes with a Performance Based Assessment. PBA tasks do not allow students to express the knowledge of the texts.</p>
	<p>REQUIRED 5c) Questions and tasks 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>Although the standards are listed in the lessons, the questions may not use the language of the standards and do not assess the depth and complexity required by the standards. For example, in Lesson 1 of Unit 1, Module A, students are asked to turn to a partner and discuss “Who are the main characters so far?” and then the teacher poses the question to the class “Who is the main character and what do you know about him so far?” These questions do not meet 5th grade standards. Questions do not advance over time. In Unit 3, questions continue to lack the depth and complexity required by the standards. In the first lesson in Module B, questions include “what are some things Layla says or does?” and “What lesson is Dr. Goggles teaching?”. These questions do not challenge students to think deeply about the text itself.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	No	Students are engaged with reading the vocabulary and engaging in speaking and listening about targeted vocabulary. However, lessons are specific to portions of the text and the targeted vocabulary for that section of the text only. Repetition of vocabulary in varied contexts is not addressed in this curriculum. For example, directions in the Reader's and Writer's Journal for listed vocabulary words are for students to "Write a sentence using each word." Words could be revisited for the "Generative Vocabulary" portion of the lesson, however instructions specific to repeated vocabulary were also not found in the Teacher's Guide. The instructional focus of Lesson 13 in Unit 2, module A was noted as a vocabulary lesson to "determine the meaning of words and phrases." However, in most cases, vocabulary instruction is isolated from making meaning of the text.
6. ASSESSMENTS: 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	REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 6b) 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	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
IV. Scaffolding and Support			
7. SCAFFOLDING AND SUPPORT: Materials provide all students,	REQUIRED 7a) Pre-reading activities and suggested approaches to	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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>		
	<p>REQUIRED 7b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) 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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 7c) 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	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 7d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>7e) 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	This section was not evaluated because the non-negotiable criteria were not met.
	<p>7f) 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	This section was not evaluated because the non-negotiable criteria were not met.
V. Writing to Sources and Research			
8. WRITING TO SOURCES: The majority of written tasks are	REQUIRED *Indicator for grades 3-12 only 8a) A vast majority of written tasks at all grade levels require	Not Evaluated	This section was not evaluated because the non-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--defended claims and clear information, drawing on textual evidence to support valid inferences from text.</p>		<p>negotiable criteria were not met.</p>
	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <p>In grades 3-12, tasks included 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.</p>	Not Evaluated	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Not Evaluated	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 8d) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, 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. For example, in grade 6, 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.</p>	Not Evaluated	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED *Indicator for grades K-2 only 8e) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Not Evaluated	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	8f) *Indicator for grades K-2 only 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9a) Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 9b) Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 9c) Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, 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. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
VII. Language			
<p>10. LANGUAGE: 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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) 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 standards.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 10b) Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 10c) Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 10d) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 10e) Materials build in frequent opportunities for connections 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
FINAL EVALUATION			
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 10.			
<i>Tier 2 ratings</i> 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.			
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	No	Texts do not increase in complexity as the year progresses. Concern regarding the qualitative measures of the text and the opportunities to make meaning were noted.
	2. Quality of Texts (Non-Negotiable)	No	Although the text collections within each module appear to be connected and related, the lessons focus on skills rather than building students’ knowledge about content
	3. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	No	The texts used in the Foundational Skills section are short and teach the skill in isolation without rereading for meaning. The foundational skills lessons do not guide students to make frequent connections.
III: Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Questions are skills-based. Questions do not uncover the layers of meaning of text, building student's understanding of a topic or key ideas of texts with connected lessons within a unit of study. Questions also lack depth and complexity required for grade 5 standards.
	6. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
V: Writing to Sources and Research	8. Writing to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
VI: Speaking and Listening	9. Speaking and Listening	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
VII: Language	10. Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
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)

Appendix I.

Publisher Response

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: ReadyGEN

Grade: K-5

Publisher: Pearson Education, Inc.

Copyright: 2016

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable) *
	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (Non-Negotiable)
	*Strong at Grade 3

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 \(Tier 3\)](#)

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.¹ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts² independently. Thus, a strong ELA classroom is structured with the below components.



Title: **ReadyGEN**

Grade: **K**

Publisher: **Pearson Education, Inc.**

Copyright: **2016**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (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.

¹ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

² A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
I. Text Selection				
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10.³</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.⁴ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	<p>Yes</p>	<p>Each kindergarten unit contains Module A and Module B. Each module includes 1 anchor text and 1 supporting text. There is also a text collection for each grade level that includes texts that support the topic of the unit.</p> <p>Quantitative and qualitative complexity analysis is available in the Teacher Resources section of the Teacher's Guide for the anchor and supporting texts (e.g., 12 anchor and 12 supporting texts in 6 units). Lexile score is listed as a range for leveled readers in each unit.</p> <p>There are 12 anchor and 12 supporting texts in 6 units, along with the text collection for the grade, for a total of 44 possible read alouds provided for the year.</p>	
	<p>REQUIRED 1b) Texts increase in complexity as materials progress throughout the grade level and 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>	<p>No</p>	<p>According to the text analysis provided, anchor texts and leveled readers increase in quantitative complexity throughout the year. Qualitatively, texts do not increase in complexity. Even in the very last units of the K curriculum, texts offer simple sentences, vocabulary that can be determined with supporting images, and easily accessible themes, sequenced events, and basic understandings of topics.</p> <p>For example, Unit 5: Jack's Garden is a repetitive text with a simple sentence frame that continues to build. This type of text would support independent reading for kindergarten students; However, the text is read aloud by the teacher, then sentences are read together. At the end of kindergarten, students should be prompted to and engaging in more practice with</p>	<p>Each text set at each grade level includes a balance of informational and literary texts from a range of disciplines. These engaging and grade-level appropriate texts were all chosen with CCSS parameters in mind to move students toward greater text complexity.</p> <p>According to the three-part model of text complexity found in Appendix A of the Common Core standards, quantitative, qualitative, and reader-task criteria work in concert to determine a text's level of complexity. Lexile scores alone do not determine a text's complexity. Likewise, the accessibility of a text's concept or theme accounts for only one part of its complexity. The other quantitative and qualitative criteria can make a text more complex.</p>

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

⁴ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>texts that they can read independently.</p> <p>Places in my Neighborhood, a text in Unit 6, is another example of a read aloud text that has a basic, easy to understand, idea - People live in different places. This idea can be gathered by looking at the images and does not support critical thinking skills.</p>	<p>ReadyGEN places particular emphasis on teaching students to read a wide variety of texts, with the express purpose of supporting students as they read, analyze, make sense of information, and understand contrasting ideas.</p> <p>Grade-level authentic text is at the heart of all ReadyGEN lessons. Each piece of text provides key insights into the core understandings of the topic at hand. Text sets represent multiple genres and are worthy of close reading and rereading. Unit-level performance activities involving writing, speaking, and listening require students to draw from the unit text sets to demonstrate their knowledge.</p> <p>Leveled readers at every level means that all students, regardless of reading ability, can read with success. Fiction and nonfiction selections with intriguing content provide the resources you need to expand your students' strengths, interests, and abilities. A large variety of expository nonfiction books will familiarize students with the types of text they will encounter in textbooks and on tests.</p>
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. QUALITY OF TEXTS:</p> <p>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</p>	<p>REQUIRED</p> <p>2a) 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	<p>No</p>	<p>Each lesson is set up so that students listen to a read aloud of the text, answer standards-based questions about the text, then write about the text. Each lesson addresses a different standard, rather than taking an integrated approach to tasks and standards.</p> <p>Approximately 50% of the texts in the K curriculum are authentic.</p> <p>The unit topics do cover various disciplines.</p>	<p>Developed to meet the demands of the Common Core, ReadyGEN is not a rebuilt edition. It is an integrated literacy program that accelerates learning for all students by presenting modeled reading and writing experiences. A target standard(s) is identified in each lesson. The lessons within each module focus on a collective set of standards along with the context of reading the text set. ReadyGEN does not focus on teaching skills in isolation. Every lesson addresses multiple ELA objectives in reading, comprehension, foundational skills, language analysis, fluency, writing, and conventions.</p> <p>ReadyGEN's focus on grade-level rigorous text is the center of all lessons. Each piece of text was selected to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>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>provide key insights into the core understandings of the topic at hand and to illuminate the anchor text. Texts are aligned to the complexity requirements outlined in the CCSS, so all students interact with grade-level text.</p> <p>Sleuth texts, leveled readers, and kindergarten student readers, while not authentic, are well-crafted, supplemental materials that provide meaningful opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards.</p> <p>ReadyGEN's writing strand was built to align to the CCSS. By emphasizing the relationship between reading and writing, the program encourages both comprehension and communication through citation of text-based evidence. Students are taught to carefully analyze and synthesize sources, to write in response to multiple sources, and to support their claims through textual evidence. Students also write in the three modes identified by the CCSS.</p>
	<p>REQUIRED</p> <p>2b) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>In grades K-2, 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 rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p>	<p>No</p>	<p>Texts are connected by topics, such as home, past and present, predictions, the world, patterns, and community; However, each Module contains only 1 anchor and 1 supporting text. There are 4 texts within a unit which teachers are directed to use for instruction. However, the 4 texts are taught separately. Although there are text collections provided, these texts are not an integrated piece of the curriculum. Rather, they are provided so that students can "continue exploring the unit topic." The teaching guides do not offer support as to how to use these texts to deepen student's understanding of a theme or topic.</p> <p>Vocabulary words are identified. Teachers are instructed to "find and read aloud" sentences that are included in the text. A vocabulary routine is provided</p>	<p>ReadyGEN is an integrated and well-balanced approach to reading, writing, listening, and speaking instruction. Unlike a traditional core basal offering, ReadyGEN was intentionally designed to provide students and teachers with the tools necessary to meet the Common Core instructional shifts.</p> <p>Authentic, rigorous "Text Sets" build knowledge around unit themes that actively engage students and include a complete array of print and digital resources that provide teachers with the daily support they need while offering the flexibility they desire.</p> <p>See the Unit Overview Standards Maps to identify the Anchor and Supporting Texts, the Goals, and the Enduring Understanding for each Module in each Unit.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>for all vocabulary instruction, rather than authentic instruction of the vocabulary word as it appears in the context of the text.</p> <p>Leveled readers do offer independent reading opportunities for students based on the topic.</p>	<p>See Grade K Implementation Guide pages 74–85.</p> <p>AC Metric 1A</p>
	<p>REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.</p>	<p>No</p>	<p>The anchor text and supporting text is presented multiple times within a module, for approximately 7 lessons each. Although texts are read multiple times in a module, the first read of a lengthy trade book may be too long for one lesson and subsequent lessons have different instructional focuses that appear strategy based on one standard in a lesson. Texts are not revisited within a unit. In other words, once the text has been taught, they do not go back to the text after reading the supporting text to reread an excerpt for the purpose of connecting themes or topics.</p>	<p>ReadyGEN actively engages students in literacy experiences, with authentic, rigorous “Text Sets” as the core of all instruction. Each Text Set is comprised of full-length informational and literary trade books and texts spanning multiple genres and cultures. These titles serve as the springboard into the exploration of language, literacy, and collaboration. ReadyGEN is the only elementary literacy program that puts a library of 12 authentic trade books in the hands of every learner. Kindergarten teachers will receive one set of 12 titles to be read aloud to students. Digital access to every trade book presents a unique one-to-one learning opportunity and a shift in students’ behavior from passive to active learning. Interactive Anchor Texts bring content to life, help build background for all students, and encourage the love of reading.</p> <p>AC Metric 1B</p>
	<p>2d) 90% of texts are previously published rather than “commissioned.”</p>	<p>No</p>	<p>50% of the texts in the K curriculum are authentic. Anchor and supporting texts are authentic; However, Sleuth texts and leveled readers are not. Descriptions of texts are on page X of the Teacher’s Guide.</p>	<p>The anchor and supporting texts provide opportunities for students to read high-quality, authentic texts. These texts are well crafted and represent the quality of content, language, and writing that is produced by experts in various disciplines.</p> <p>Sleuth texts, leveled readers, and kindergarten student readers are intentional and purposeful uses of commissioned texts. They are well-crafted, supplemental materials that provide meaningful opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards. These texts focus on the rigors of the CCSS and ensure</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				that the program adheres to a research-based scope and sequence.
3. RANGE AND VOLUME OF TEXTS: 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 standards and included in the text of the standards (e.g., RL.K.9 , RI.1.9 , RI.2.3 , RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	3d) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II. Foundational Skills (grades K-5 only)				
Tier 1 and 2 Non-Negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central	REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A , while providing abundant opportunities for every student to become proficient in each of the foundational skills.	Yes	Foundational skills are addressed using the decodable readers. Students practice phonics skills and reread for fluency. Phonics skills are presented one sound at a time. A phonics sounds and rhymes chart is used to introduce the phonics skill and practice reading decodable text.	
	REQUIRED 4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational	Yes	Decodable readers and student readers are used to practice systematic, regular and frequent foundational skills. Student readers are used during small group instruction for phonics practice. Additional practice can	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>		<p>be found in the Ready UP! Intervention materials.</p>	
	<p>REQUIRED</p> <p>4c) In grades K-2, 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 and regular practice in encoding (spelling) the sound symbol relationships of English. <i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, 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.</p>	<p>Yes</p>	<p>Skills are practiced through instruction with major focus on spelling and sound patterns. Word study, spelling/ sound patterns, and sound/symbol knowledge are also practiced in each lesson of the unit. Students practice phonics skills and reread for fluency with the Kindergarten Student Readers. Also, convention mini-lessons are throughout the units to provide additional practice along with language analysis lessons to support students with understanding unknown words.</p>	
	<p>REQUIRED</p> <p>4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>No</p>	<p>Students read for fluency as well as practice word analysis skills using Student Readers, leveled readers, and "I Can Read" selections. Students do not practice phonics skills outside of decodable texts. Teachers are prompted to have students read decodable text in pairs. There is no evidence of strategies to use for self-correcting words when reading in pairs or independently. For example, Unit 5, Module B, Foundational Skills Lessons 1 - 5 provide instruction in the /u/ sound; However, no instruction is provided on how to self-correct when reading.</p>	<p>A team of literacy and learning experts, including Dr. Elfrieda Hiebert, Dr. Sharon Vaughn, Dr. P. David Pearson, and Pam Allyn, contributed knowledge of national standards, provided effective classroom and professional practice, and recommended strategies and solutions for improved literacy achievement to ensure that ReadyGEN reflects best practices and is relevant and effective for both teachers and students.</p> <p>Careful review of the most current content-specific research played a foundational role in program development. The ReadyGEN team approached the development process with the understanding that student success and the development of literate individuals depends on providing them frequent opportunities to read, write, and build deep</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>knowledge and understandings through text. The authors designed ReadyGEN to show a firm grounding in the foundational skills of reading and skills for manipulating text for comprehension and fluency. The curriculum required a well-defined and rigorous focus on such important foundational skills such as Phonemic Awareness, Phonics, High-Frequency Words, and Decoding. These foundational skills serve as building blocks for focusing on building knowledge through rich and rigorous texts rather than solely through isolated skills instruction.</p> <p>Additional resources for foundational skills provided with the program include:</p> <ul style="list-style-type: none"> • Phonics Songs & Rhymes Chart (K) • Phonics Song & Rhymes Audio CD (K) • High-Frequency Words Cards (K–1) • Picture Word Cards (K–3) • Alphabet Cards (K–3) • Letter Tiles (K–3) • Phonics Activity Mats (K–3) • Kindergarten Student Readers: 36 titles, 6 copies each <p>For more information on our foundational skills approach, please see our white paper at:</p> <p>http://assets.pearsonschool.com/asset_mgr/current/201532/ReadyGEN_Foundational_Skills_whitepaper.pdf</p>
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and</p>	<p>Yes</p>	<p>I Can Read selections and Leveled reader texts offer opportunities for fluency at student reading levels. Engagement with the kindergarten student reader is</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.		read aloud and read along. Decodable readers are phonics-based and are used to master foundational skills. There are no opportunities noted in the teaching guide for on-level independent reading practice.	
	REQUIRED 4f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	No	Grade level texts are used to read aloud and read along. There is no evidence that a connection is made between the foundational texts and making meaning from grade-level texts.	ReadyGEN teaches phonics explicitly and systematically. Students learn to blend and segment phonemes to develop and apply their decoding skills. In each lesson, reading decodable text and opportunities for writing allow students to apply the phonics skills they have learned and to understand the usefulness of these new skills. Students learn word-study skills in isolation and in context. All skills are practiced, applied, and spiraled throughout the year. The skills are consistently applied to the reading and writing process so that the value of the lesson is immediately used to develop proficient and independent readers. AC Metric 4D
	4g) *Indicator for grades K-2 only 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.	Yes	Baseline assessments are provided to help determine students' skill level and instructional needs at the beginning of the year. Student progress on foundational skills may be checked at the end of each module with "check progress" formative assessments found in the Foundational Skills section of the Teacher's Guide. Further "check point" assessments are available in the Ready UP! intervention materials.	
	4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	Materials and activities for small group lessons are provided for each lesson in the Foundational Skills section of the Teacher's Guide. The Scaffolded Strategies handbook provides information on scaffolding to reading, writing, speaking and listening, including support for language, word study, and to accommodate linguistic differences. The materials and	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			lessons in the Ready UP! Intervention provide further instruction if needed.	
III. Questions and Tasks				
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</p> <p>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> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) 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>Yes</p>	<p>80% or more of all questions in the materials are text dependent questions. Students express ideas through verbal and written expression. For example, Unit 2, Module A, Lesson 7 has students synthesize how the writer uses wording and the illustrator uses pictures to demonstrate time order. The majority of the Performance Based Assessment prompts are text dependent. However, lessons have an instructional focus that is strategy based on one standard. The question set in each lesson for close reading is restricted to the instructional focus and may lack coherence within a unit of study.</p>	
<p>REQUIRED</p> <p>5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.</p>	<p>No</p>	<p>The sequences of questions are based on the lesson instructional focus and most often, a set number of pages from a text, rather than a focus of building knowledge about concepts, themes and ideas. Although close reading of the texts probes comprehension of the lesson instructional focus. The curriculum lacks a cohesive sequence of questions and tasks from lesson to lesson within a module and unit.</p>	<p>Working from the requirements of the Performance-Based Assessment at the end of each module, carefully chosen content-rich selections support the text-based instruction that enables students to address the module goals. The Module Overview chart identifies the instructional focus—what readers, writers, and learners are expected to know and do and the variety of content they will be working with at every level of instruction. These expectations fall in line with the goals for the Performance-Based Assessment. All pre-reading activities are text- and research-based and are highly focused on text-based skills such as vocabulary or concept development based on the knowledge and ideas developed through the reading of the texts. Review the lessons in each level using the Module B overview chart on Teacher’s Guide pages 156–157 of Unit 1 for Grade K.</p> <p>AC Metric 2C</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>REQUIRED 5c) Questions and tasks 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>	<p>No</p>	<p>Questions do not always include the language of the standards; However, the structure of lessons is organized by standard and/or instructional focus. Therefore, the standards are not integrated in a way that assesses the depth and complexity required by the standards over time. There is a connection to the Depth of Knowledge.</p>	<p>In ReadyGEN, students use Build Understanding and read the text as part of Whole Group Reading instruction. Then students Close Read and learn how to unlock vocabulary. During this second read of the text, they use information from the text to respond to questions that require higher-order thinking skills. Each Close Read question has a Depth of Knowledge level to indicate the cognitive skills required to answer the question. (See examples in Grades K, 1, and 2 Unit 1 Teacher’s Guide page 13.)</p> <p>Every lesson offers a clear choice for teacher-directed small group instruction and also provides options for engaging independent learners during Small Group Time. (See examples in Grades K, 1, and 2 Unit 1 Teacher’s Guide page 15–17.)</p> <p>Higher-order (critical) thinking skills and related questioning techniques are integrated throughout the program. The program allows for immediate feedback for the questioning techniques. Embedded in the program are also assessment questions that are directly related to testing concepts in the Common Core State Standards. Higher-order thinking skills are addressed in the Reading/Language Analysis sections of the Teacher’s Guide as well as in the support materials in the Scaffolded Strategies Handbook. The Sleuth materials present the Super Sleuth Steps: Look for Clues, Ask Questions, Make Your Case, and Prove It! with performance tasks to demonstrate comprehension. Throughout the program, students are continuously involved in comprehension activities that use text dependent higher-order thinking skills.</p> <p>See Grade K Unit 1 Teacher’s Guide pages 36–37.</p> <p>AC Metric 2A</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	No	Vocabulary is identified in the text, and teachers are prompted to see additional pages in the teaching guide to help students determine the meaning of the identified words. Questions included in the discussion of the text within a lesson address the instructional focus or standard that is highlighted in the lesson. These questions are seldom about the vocabulary or sentence structure of the text. There is an additional grammar support, but it is in isolation of the anchor and supporting texts, and does not support making meaning of these texts.	
6. ASSESSMENTS: 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	REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 6b) 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	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met	
IV. Scaffolding and Support				
7. SCAFFOLDING AND SUPPORT: 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.	REQUIRED 7a) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input type="checkbox"/> Yes <input type="checkbox"/> No	grades K-1) 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.			
	REQUIRED 7c) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7e) 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.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met	
	7f) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met	
V. Writing to Sources and Research				
8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.	REQUIRED *Indicator for grades 3-12 only 8a) A vast majority of written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--defended claims and clear information, drawing on textual evidence to support valid inferences from text.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <p>In grades 3-12, tasks included 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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>REQUIRED 8d) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, 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. For example, in grade 6, 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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>REQUIRED *Indicator for grades K-2 only 8e) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	8f) *Indicator for grades K-2 only 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met	
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met	
VI. Speaking and Listening				
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9a) Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 9b) Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 9c) Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, 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. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
VII. Language				
<p>10. LANGUAGE: 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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) 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 standards.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 10b) Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 10c) Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 10d) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 10e) Materials build in frequent opportunities for connections 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 10. <i>Tier 2 ratings</i> 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. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	No	Text complexity does not lend itself to scaffolding needed in kindergarten to move from read alouds to independent reading of words and phrases by the end of the year.	ReadyGEN is a K–6 integrated literacy program that accelerates learning for all by presenting modeled reading experiences with authentic text. Students engage in practice, build motivation, and improve their reading stamina. The selections were chosen based on their text complexity using quantitative, qualitative, and reader-task criteria. Quantitative criteria used were Lexile scores, average sentence length, and word frequency. Qualitative criteria included levels of meaning, structure, language conventionality and clarity, and theme and knowledge demands. The ReadyGEN Text Sets contains selections that are at the level of text complexity required in Standard 10 of Literature and Standard 10 of Informational Text. See each unit for the Text Complexity Rubrics in the Teacher’s Guide: Grade K Unit 1 Teacher’s Guide pages TR52–TR55.
	2. Quality of Texts (Non-Negotiable)	No	Texts lack rich opportunities to engage students in texts. Each lesson addresses a different standard, rather than taking an integrated approach to tasks and standards.	ReadyGEN is an integrated and well-balanced approach to reading, writing, listening, and speaking instruction. Unlike a traditional core basal offering, ReadyGEN was intentionally designed to provide students and teachers with the tools necessary to meet the Common Core instructional shifts. Authentic, rigorous “Text Sets” build knowledge around unit themes that actively engage students and include a complete array of print and digital resources that provide teachers with the daily support they need while offering the flexibility they desire.
	3. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	No	Students do not have sufficient opportunities to read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p>Phonics (K–3) lessons are integrated into ReadyGEN instruction, and lessons appear in the Foundational Skills section at the back of every ReadyGEN Teacher’s Guide. Every lesson follows a systematic approach and integrates phonemic awareness, phonics, and fluency into daily instructional routines. Foundational skills instruction was designed to work in whole and small group settings, and it is recommended that teachers allocate 20–30 minutes of their reading block to teaching these skills.</p> <p>Additional skill application can be found by using the Grade K Student Readers where selections have been specifically developed to use and apply the key foundational skills. See the references in the Foundational Skills section of the Teacher’s Guide for Grades K, 1, and 2.</p> <p>AC Metric 4B</p> <p>Both decoding and encoding skills are presented in the program following a systematic scope and sequence. Each skill is introduced, practiced, and applied in reading and writing activities. Beginning in Grade K, students work with the phonemic awareness skills. Once the auditory skills are mastered, the program proceeds to using each skill in the decoding process and then in the encoding process for phonics of matching sounds and letters.</p> <ul style="list-style-type: none"> • See Grade K references for the skill presentation for Phonics in the Foundational Skills in the Implementation Guide on pages 91–94 and the spelling L.K.2 on pages 98–99. <p>Acknowledging that all students require additional or differentiated instruction depending on texts and tasks, ReadyUp! Intervention provides fluid entry and exit points that make lessons accessible and user-friendly. Targeted foundational skill instruction provides a strong base for beginning and struggling readers and writers at the early elementary grades,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>while vocabulary and comprehension lessons help students at all levels develop the necessary skills to succeed both in and out of school.</p> <p>AC Metric 4C</p>
III: Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Questions do not reflect the depth and complexity of the standards.	<p>Within the ReadyGEN program, more than 80% of the questions are high-quality, text-dependent questions requiring students to rely on the text to find the answers. In the first read of the lesson selection, Turn and Talk creates a structured routine allowing students to quickly think about and react to what they have read before digging deeper into the text. Students collaborate with peers to verbalize their thinking and learn from others. In the second read of the lesson selection, students engage with the Close Read and begin the hard work of analyzing and responding to text. The Close Read gives students extensive opportunities to explore key ideas and details, craft and structure, and integration of knowledge and ideas within the text.</p> <p>See the following example: Grade K Teacher’s Guide pages 12–17.</p> <p>NN Metric 2A</p>
	6. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
V: Writing to Sources and Research	8. Writing to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
VI: Speaking and Listening	9. Speaking and Listening	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
VII: Language	10. Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
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 of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.⁵ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts⁶ independently. Thus, a strong ELA classroom is structured with the below components.



Title: **ReadyGEN**

Grade: **1**

Publisher: **Pearson Education, Inc.**

Copyright: **2016**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (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.

⁵ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

⁶ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
I. Text Selection				
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10.⁷</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.⁸ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Each first grade unit contains Module A and Module B. Each module includes 1 anchor text and 1 supporting text. There is also a text collection for each grade level that includes texts that support the topic of the unit.</p> <p>Quantitative and qualitative complexity analysis is available in the Teacher Resources section of the Teacher's Guide for the anchor and supporting texts (e.g., 12 anchor and 12 supporting texts in 6 units). Lexile score is listed as a range for leveled readers in each unit.</p> <p>There are 12 anchor and 12 supporting texts in 6 units, along with the text collection for the grade, for a total of 44 possible read alouds provided for the year.</p>	
	<p>REQUIRED</p> <p>1b) Texts increase in complexity as materials progress throughout the grade level and 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	<p>According to the text analysis provided, anchor texts and leveled readers do not increase in quantitative complexity throughout the year. Although many of the read alouds are complex, there is not an increase in complexity throughout the year. Text complexity is inconsistent, moving from AD550L to 460L to 140L to 620L in the first texts of the first unit.</p> <p>Qualitatively, texts do not increase in complexity. The provided text complexity rubrics note the majority of anchor and supporting texts as accessible with one level of meaning through Unit 5. According to the rubrics, students are not introduced to challenging concepts or abstract ideas until the very last unit. Texts offer simple sentences, vocabulary that can be determined with supporting images, and easily accessible themes, sequenced events, and basic</p>	<p>Each text set at each grade level includes a balance of informational and literary texts from a range of disciplines. These engaging and grade-level appropriate texts were all chosen with CCSS parameters in mind to move students toward greater text complexity.</p> <p>According to the three-part model of text complexity found in Appendix A of the Common Core standards, quantitative, qualitative, and reader-task criteria work in concert to determine a text's level of complexity. Lexile scores alone do not determine a text's complexity. Likewise, the accessibility of a text's concept or theme accounts for only one part of its complexity. The other quantitative and qualitative criteria can make a text more complex.</p> <p>ReadyGEN places particular emphasis on teaching</p>

⁷ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

⁸ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>understandings of topics.</p>	<p>students to read a wide variety of texts, with the express purpose of supporting students as they read, analyze, make sense of information, and understand contrasting ideas.</p> <p>Grade-level authentic text is at the heart of all ReadyGEN lessons. Each piece of text provides key insights into the core understandings of the topic at hand. Text sets represent multiple genres and are worthy of close reading and rereading. Unit-level performance activities involving writing, speaking, and listening require students to draw from the unit text sets to demonstrate their knowledge.</p> <p>Leveled readers at every level means that all students, regardless of reading ability, can read with success. Fiction and nonfiction selections with intriguing content provide the resources you need to expand your students’ strengths, interests, and abilities. A large variety of expository nonfiction books will familiarize students with the types of text they will encounter in textbooks and on tests.</p>
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: 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</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	<p>No</p>	<p>Each lesson is set up so that students listen to a read aloud of the text, answer standards-based questions about the text, then write about the text. Each lesson addresses a different standard, rather than taking an integrated approach to tasks and standards.</p> <p>Approximately 50% of the texts in the curriculum are authentic.</p> <p>The Teacher’s Guide prompts teachers to read the anchor and supporting texts aloud in the reading section of the lesson. Independent reading is prompted in small group instruction using the Sleuth text and self-selected texts. Students may select leveled readers that are below grade level complexity and do not provide the appropriate complexity for</p>	<p>Developed to meet the demands of the Common Core, ReadyGEN is not a rebuilt edition. It is an integrated literacy program that accelerates learning for all students by presenting modeled reading and writing experiences. A target standard(s) is identified in each lesson. The lessons within each module focus on a collective set of standards along with the context of reading the text set. ReadyGEN does not focus on teaching skills in isolation. Every lesson addresses multiple ELA objectives in reading, comprehension, foundational skills, language analysis, fluency, writing, and conventions.</p> <p>ReadyGEN’s focus on grade-level rigorous text is the center of all lessons. Each piece of text was selected to provide key insights into the core understandings of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>			<p>grade level 1.</p>	<p>the topic at hand and to illuminate the anchor text. Texts are aligned to the complexity requirements outlined in the CCSS, so all students interact with grade-level text.</p> <p>Sleuth texts, decodable readers, and leveled readers, while not authentic, are well-crafted, supplemental materials that provide meaningful opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards.</p> <p>ReadyGEN’s writing strand was built to align to the CCSS. By emphasizing the relationship between reading and writing, the program encourages both comprehension and communication through citation of text-based evidence. Students are taught to carefully analyze and synthesize sources, to write in response to multiple sources, and to support their claims through textual evidence. Students also write in the three modes identified by the CCSS.</p>
	<p>REQUIRED</p> <p>2b) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>In grades K-2, 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 rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p>	<p>No</p>	<p>Texts are connected by topics, such as our world, classroom citizen, making choices, plants, natural world, and diversity; However, each Module contains only 1 anchor and 1 supporting text. There are 4 texts within a unit which teachers are directed to use for instruction. However, the 4 texts are taught separately. Although there are text collections provided, these texts are not an integrated piece of the curriculum. Rather, they are provided so that students can "continue exploring the unit topic." The teaching guides do not offer support as to how to use these texts to deepen student's understanding of a theme or topic.</p> <p>Vocabulary words are identified. Teachers are instructed to "find and read aloud" sentences that are included in the text. A vocabulary routine is provided for all vocabulary instruction, rather than authentic</p>	<p>ReadyGEN is an integrated and well-balanced approach to reading, writing, listening, and speaking instruction. Unlike a traditional core basal offering, ReadyGEN was intentionally designed to provide students and teachers with the tools necessary to meet the Common Core instructional shifts.</p> <p>Authentic, rigorous “Text Sets” build knowledge around unit themes that actively engage students and include a complete array of print and digital resources that provide teachers with the daily support they need while offering the flexibility they desire.</p> <p>See the Unit Overview Standards Maps to identify the Anchor and Supporting Texts, the Goals, and the Enduring Understanding for each Module in each Unit.</p> <p>Grade 1 Implementation Guide pages 74–85.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>instruction of the vocabulary word as it appears in the context of the text.</p> <p>Leveled readers do offer independent reading opportunities for students based on the topic. There is instructional guidance in the Teacher Resources section directing students to compare ideas from the leveled reader with ideas from other texts read in the unit; However, guidance is general and not specific to the unit topic or expressing understanding of the topic.</p>	AC Metric 1A
	<p>REQUIRED</p> <p>2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.</p>	No	<p>Although lessons include multiple readings of anchor texts, readings are restricted to lessons within a module and not connected between modules within a unit. Also, repeated readings are narrowed to focus on a standard or skill. The readings do not lead to key understandings of the text and text set.</p>	<p>ReadyGEN actively engages students in literacy experiences, with authentic, rigorous “Text Sets” as the core of all instruction. Each Text Set is comprised of full-length informational and literary trade books and texts spanning multiple genres and cultures. These titles serve as the springboard into the exploration of language, literacy, and collaboration. ReadyGEN is the only elementary literacy program that puts a library of 12 authentic trade books in the hands of every learner. Digital access to every trade book presents a unique one-to-one learning opportunity and a shift in students’ behavior from passive to active learning. Interactive Anchor Texts bring content to life, help build background for all students and encourage the love of reading.</p> <p>AC Metric 1B</p>
	<p>2d) 90% of texts are previously published rather than “commissioned.”</p>	No	<p>Approximately 50% of the texts in the 1st grade curriculum are authentic. Anchor and supporting texts are authentic; However, Sleuth texts and leveled readers are not. Descriptions of texts are on page X of the Teacher’s Guide.</p>	<p>The anchor and supporting texts provide opportunities for students to read high-quality, authentic texts. These texts are well crafted and represent the quality of content, language, and writing that is produced by experts in various disciplines.</p> <p>Sleuth passages, decodable readers, and leveled readers are intentional and purposeful uses of</p>

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				commissioned texts. They are well-crafted, supplemental materials that provide meaningful opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards. These texts focus on the rigors of the CCSS and ensure that the program adheres to a research-based scope and sequence.
3. RANGE AND VOLUME OF TEXTS: 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 standards and included in the text of the standards (e.g., RL.K.9 , RI.1.9 , RI.2.3 , RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9). <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	3d) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II. Foundational Skills (grades K-5 only)				
Tier 1 and 2 Non-Negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness,	REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A , while providing abundant opportunities for every student to become proficient in each of the	Yes	Lessons include "foundational skills mini-lessons" and extended practice is available in the Foundational Skills section of the Teacher's Guide for phonemic awareness, phonics and word study. Routines for word study and teaching non-decodable words are available	

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<p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>foundational skills.</p>		<p>in the Scaffolding Strategies Handbook. Fluency instruction and practice is frequently part of the small group time lessons with leveled readers, and rereading of decodable readers for fluency is encouraged. Additional instruction and practice with foundational skills is found in the Ready UP! Intervention materials.</p>	
	<p>REQUIRED 4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	<p>Yes</p>	<p>The Foundational Skills section of the Teacher's Guide includes extended practice for phonemic awareness, phonics and word study skills as those skills are introduced. Practice materials include decodable readers in which "students practice phonics skills and reread for fluency". Leveled readers are also used for fluency instruction and practice. An interactive word study computer based activity is available. Further instruction and practice for foundational skills is found in the Ready UP! intervention materials.</p>	
	<p>REQUIRED 4c) In grades K-2, 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 and regular practice in encoding (spelling) the sound symbol relationships of English. <i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, 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.</p>	<p>Yes</p>	<p>Word study, spelling/ sound patterns, and sound/symbol knowledge are practiced in mini-lessons in whole group and with extended practice available in the Foundations Skills section of the Teacher's Guide. Practice is also provided in decodable readers. Sound-spelling cards are used to instruct and reinforce grapheme instruction and practice. Further instruction and practice of foundational skills is available in the Ready UP! Intervention materials.</p>	
	<p>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>No</p>	<p>Students read for fluency as well as practice word analysis skills using Student Readers and leveled decodable practice readers. Students do not practice word attack or self-correct strategies outside of decodable texts. Rereading of decodable text is</p>	<p>A team of literacy and learning experts, including Dr. Elfrieda Hiebert, Dr. Sharon Vaughn, Dr. P. David Pearson, and Pam Allyn, contributed knowledge of national standards, provided effective classroom and professional practice, and recommended strategies</p>

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			<p>directed to increase fluency with decodable practice readers and with leveled readers, not to acquire meaning or gain understanding of a unit theme or topic.. Students do not practice phonics skills outside of decodable texts. For example, in Unit 5, Module A Foundations Skills Lessons 1 -5 , students are introduced and practice saying, sounding, and spelling vowel digraphs. Students are only prompted to interact with vowel digraphs as they appear in decodable, controlled text.</p>	<p>and solutions for improved literacy achievement to ensure that ReadyGEN reflects best practices and is relevant and effective for both teachers and students.</p> <p>Careful review of the most current content-specific research played a foundational role in program development. The ReadyGEN team approached the development process with the understanding that student success and the development of literate individuals depends on providing them frequent opportunities to read, write, and build deep knowledge and understandings through text. The authors designed ReadyGEN to show a firm grounding in the foundational skills of reading and skills for manipulating text for comprehension and fluency. The curriculum required a well-defined and rigorous focus on such important foundational skills such as Phonemic Awareness, Phonics, High-Frequency Words, and Decoding. These foundational skills serve as building blocks for focusing on building knowledge through rich and rigorous texts rather than solely through isolated skills instruction.</p> <p>Additional resources for foundational skills provided with the program include:</p> <ul style="list-style-type: none"> • High-Frequency Words Cards (K–1) • Picture Word Cards (K–3) • Alphabet Cards (K–3) • Letter Tiles (K–3) • Phonics Activity Mats (K–3) • Sound-Spelling Cards (1–3)

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				<ul style="list-style-type: none"> Decodable Readers (1): 3 volumes, 6 copies each <p>For more information on our foundational skills approach, please see our white paper at:</p> <p>http://assets.pearsonschool.com/asset_mgr/current/201532/ReadyGEN_Foundational_Skills_whitepaper.pdf</p>
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students’ reading level with accuracy, rate appropriate to the text, and expression.</p>	<p>Yes</p>	<p>Students read for fluency as well as practice word analysis skills using decodable practice readers. For example, "small group options" in daily lessons include "phonics" and "fluency" sections for practicing the lesson phonics skills and building oral reading fluency. Teachers model fluency with read-aloud texts and then prompt students to chorally read a section from a leveled reader for fluency. Students also have opportunities to self-select leveled readers for oral and silent reading.</p>	
	<p>REQUIRED 4f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p>No</p>	<p>Grade level texts are used to read aloud and read along. There is no evidence that a connection is made between the foundational texts and making meaning from grade-level texts.</p>	<p>ReadyGEN teaches phonics explicitly and systematically. Students learn to blend and segment phonemes to develop and apply their decoding skills. In each lesson, reading decodable text and opportunities for writing allow students to apply the phonics skills they have learned and to understand the usefulness of these new skills. The ReadyGEN word-analysis instruction is also explicit and systematic. Students learn wordstudy skills in isolation and in context. All skills are practiced, applied, and spiraled throughout the year. The skills are consistently applied to the reading and writing process so that the value of the lesson is immediately used to develop proficient and independent readers.</p> <p>AC Metric 4D</p>
	<p>4g) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills</p>	<p>Yes</p>	<p>Baseline assessments are provided to help determine students' skill level and instructional needs at the beginning of the year. Fluency checks are built into</p>	

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	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.		lessons and student progress on foundational skills may be checked at the end of each module with "check progress" formative assessments found at the end of each module in the Foundational Skills section of the Teacher's Guide. Further "check point" assessments are available in the Ready UP! intervention after each section.	
	4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	Materials and activities for small group lessons are provided for each lesson in the Foundational Skills section of the Teacher's Guide. Scaffolded Strategies handbook provides information on scaffolding to reading, writing, speaking and listening, including support for language, word study, and to accommodate linguistic differences. The materials and lessons in the Ready UP! Intervention provide further instruction if needed.	
III. Questions and Tasks				
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</p> <p>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> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	Yes	80% or more of all questions in the materials are text dependent questions. Students express ideas through verbal and written expression. However, lessons have an instructional focus that is strategy based on one standard. The question set in each lesson for close reading is restricted to the instructional focus and may lack coherence within a unit of study. For example, the instructional focus for Lesson 3 in Unit 5, module A is "Ask and Answer Questions about Key Details," pp.8-10. This focus is very broad and could be applied to any literary text. The Performance Based Assessments do not include 80% text-dependent questions. For example, The PBA for Unit 4, module A is "Write a family story". The text is referred only as a model for a story about a family and the sequence of events. The writing is related, not dependent on the text.	

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	<p>REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.</p>	<p>No</p>	<p>The sequences of questions are based on the lesson instructional focus and most often, a set number of pages from a text, rather than a focus of building knowledge about concepts, themes and ideas. Although close reading of the texts probes comprehension of the lesson instructional focus. The curriculum lacks a cohesive sequence of questions and tasks from lesson to lesson within a module and unit.</p>	<p>Working from the requirements of the Performance-Based Assessment at the end of each module, carefully chosen content-rich selections support the text-based instruction that enables students to address the module goals. The Module Overview chart identifies the instructional focus—what readers, writers, and learners are expected to know and do and the variety of content they will be working with at every level of instruction. These expectations fall in line with the goals for the Performance-Based Assessment. All pre-reading activities are text- and research-based and are highly focused on text-based skills such as vocabulary or concept development based on the knowledge and ideas developed through the reading of the texts. Review the lessons in each level using the Module B overview chart on Teacher’s Guide pages 156–157 of Unit 1 for Grade 1.</p> <p>AC Metric 2C</p>
	<p>REQUIRED 5c) Questions and tasks 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>	<p>No</p>	<p>Questions do not always include the language of the standards; However, the structure of lessons is organized by standard and/or instructional focus. Therefore, the standards are not integrated in a way that assesses the depth and complexity required by the standards over time. There is a connection to the Depth of Knowledge.</p>	<p>In ReadyGEN, students use Build Understanding and read the text as part of Whole Group Reading instruction. Then students Close Read and learn how to unlock vocabulary. During this second read of the text, they use information from the text to respond to questions that require higher-order thinking skills. Each Close Read question has a Depth of Knowledge level to indicate the cognitive skills required to answer the question. (See examples in Grades K, 1, and 2 Unit 1 Teacher’s Guide page 13.)</p> <p>Every lesson offers a clear choice for teacher-directed small group instruction and also provides options for engaging independent learners during Small Group Time. (See examples in Grades K, 1, and 2 Unit 1 Teacher’s Guide page 15–17.)</p> <p>Higher-order (critical) thinking skills and related questioning techniques are integrated throughout the</p>

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				<p>program. The program allows for immediate feedback for the questioning techniques. Embedded in the program are also assessment questions that are directly related to testing concepts in the Common Core State Standards. Higher-order thinking skills are addressed in the Reading/Language Analysis sections of the Teacher’s Guide as well as in the support materials in the Scaffolded Strategies Handbook. The Sleuth materials present the Super Sleuth Steps: Look for Clues, Ask Questions, Make Your Case, and Prove It! with performance tasks to demonstrate comprehension. Throughout the program, students are continuously involved in comprehension activities that use text dependent higher-order thinking skills.</p> <p>Grade 1 Unit 1 Teacher’s Guide pages 36–37.</p> <p>AC Metric 2A</p>
	<p>REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>No</p>	<p>Although students are given multiple repetitions of words in varied contexts, the majority of vocabulary work is outside the text and does not support building key understandings of the text and text set. Questions in the "Close Reading" section of the lesson may engage students to question author's word choice or about significance or meaning of words and phrases in the text, but these questions do not include the selected "Benchmark Vocabulary".</p> <p>Targeted "Benchmark Vocabulary" is not addressed while the text is being read for comprehension, rather is taught separately after the "close read" question set. Students return to the text, find vocabulary in context ("find and read the sentences with the words"), then the words are discussed using generalized "Benchmark Vocabulary Routines" from the Teachers Resources section of the Teacher's Guide.</p> <p>After that, the class works on "Generative Vocabulary".</p>	<p>In ReadyGEN, the program authors developed the Generative Vocabulary approach and corresponding routines to make visible to students critical features and functions of words and connections among words. By teaching vocabulary in clusters of ideas rather than in isolation, this approach encourages students to generate and learn many more words. Benchmark Vocabulary Words are important for understanding concepts within a text. By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. The vocabulary presented to students includes phrases and expressions as well as words. See the Unit 1 Teacher’s Guide for Grade 1 pages TR24 and TR28 for Vocabulary Routines. The complete rationale for the vocabulary activities can be found in Grade 1 Unit 1 Teacher’s Guide pages TR24–TR31.</p> <p>Vocabulary words are presented at every grade level</p>

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			<p>The Generative Vocabulary section is found in the teacher's guide at the beginning of each module and involves "discussing other words connected to each of the Benchmark Vocabulary words."</p> <p>Additional vocabulary activities are found in the Reader's and Writer's Journal, involving students drawing and creating/writing sentences with the benchmark vocabulary.</p> <p>There is no prompting to return to the text and focus on text meaning using the identified vocabulary words.</p>	<p>and used in the reading selection. Recognition and immediate application in context allow readers to use content words and academic terms in a real-world reading setting. See Grade 1 Unit 1 Teacher's Guide pages 2–5. The online ReadyUp! Intervention program includes vocabulary and comprehension lessons to help students at all levels develop the necessary skills to succeed both in and out of school. Lessons offer a consistent format: Introduce, Model, Teach, and Practice in isolation and in context. Routines, practice, and assessment occur at point-of-use within each lesson. The lesson follows a gradual release of responsibility model to scaffold learning.</p> <p>Throughout the program, concepts of syntax are targeted when the conventions of grammar and usage are presented in student and teacher materials. ReadyGEN provides ample opportunities to use the conventions in speaking and writing. Teacher's Guide lessons introduce, reinforce, and review conventions for capitalization, punctuation, parts of speech, kinds of nouns, verb tenses, adjectives, different kinds and structures of sentences, and more. These skills are presented in the Conventions Mini-Lesson in each week's lesson.</p> <ul style="list-style-type: none"> • See the following example for Grade 1 Teacher's Guide Unit 1 page 21. <p>AC Metric 2B</p>
<p>6. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-</p>	

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independently demonstrate the assessed grade-specific standards with appropriately complex text(s). <input type="checkbox"/> Yes <input type="checkbox"/> No	guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.		negotiable criteria were not met.	
	REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV. Scaffolding and Support				
7. SCAFFOLDING AND SUPPORT: 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	REQUIRED 7a) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7c) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

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	<p>7e) 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	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>7f) 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	This section was not evaluated because the non-negotiable criteria were not met.	
V. Writing to Sources and Research				
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED *Indicator for grades 3-12 only 8a) A vast majority of written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--defended claims and clear information, drawing on textual evidence to support valid inferences from text.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met	
	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <p>In grades 3-12, tasks included 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

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	<p>REQUIRED 8d) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, 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. For example, in grade 6, 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED *Indicator for grades K-2 only 8e) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>8f) *Indicator for grades K-2 only 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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
VI. Speaking and Listening				
<p>9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.</p>	<p>REQUIRED 9a) Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 9b) Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

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<input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9c) Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, 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. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
VII. Language				
10. LANGUAGE: 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. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 10a) 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 standards .	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 10b) Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 10c) Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	REQUIRED 10d) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 10e) Materials build in frequent opportunities for connections 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	This section was not evaluated because the non-negotiable criteria were not met.	
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 10. <i>Tier 2 ratings</i> 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. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	No	According to the provided text analysis, most texts throughout the curriculum are accessible with only one layer of meaning. Text complexity does not increase as the curriculum progresses.	ReadyGEN is a K–6 integrated literacy program that accelerates learning for all by presenting modeled reading experiences with authentic text. Students engage in practice, build motivation, and improve their reading stamina. The selections were chosen based on their text complexity using quantitative, qualitative, and reader-task criteria. Quantitative criteria used were Lexile scores, average sentence length, and word frequency. Qualitative criteria included levels of meaning, structure, language conventionality and clarity, and theme and knowledge demands. The ReadyGEN Text Sets contain selections that are at the level of text complexity required in Standard 10 of Literature and Standard 10 of Informational Text. See each unit for the Text Complexity Rubrics in the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				Teacher’s Guide: Grade 1 Unit 1 Teacher’s Guide pages TR48–TR54.
	2. Quality of Texts (Non-Negotiable)	No	Texts and text sets do not form a coherent sequence of connected texts. Lessons are focused on isolated standards or skills and do not offer opportunities to build upon layers of meaning of complex texts.	ReadyGEN is an integrated and well-balanced approach to reading, writing, listening, and speaking instruction. Unlike a traditional core basal offering, ReadyGEN was intentionally designed to provide students and teachers with the tools necessary to meet the Common Core instructional shifts. Authentic, rigorous “Text Sets” build knowledge around unit themes that actively engage students and include a complete array of print and digital resources that provide teachers with the daily support they need while offering the flexibility they desire.
	3. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	No	Acquisition of foundational skills is supported by decodable practice and leveled readers, but frequent connections to grade level texts is lacking. Students are not afforded opportunities to decode in context of complex text.	<p>Phonics (K–3) lessons are integrated into ReadyGEN instruction, and lessons appear in the Foundational Skills section at the back of every ReadyGEN Teacher’s Guide. Every lesson follows a systematic approach and integrates phonemic awareness, phonics, and fluency into daily instructional routines. Foundational skills instruction was designed to work in whole and small group settings, and it is recommended that teachers allocate 20–30 minutes of their reading block to teaching these skills.</p> <p>Additional skill application can be found by using the Grades 1 and 2 Decodable Readers where selections have been specifically developed to use and apply the key foundational skills. See the references in the Foundational Skills section of the Teacher’s Guide for Grade 1.</p> <p>AC Metric 4B</p> <p>Both decoding and encoding skills are presented in the program following a systematic scope and sequence. Each skill is introduced, practiced, and applied in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>reading and writing activities. Beginning in Grade K, students work with the phonemic awareness skills. Once the auditory skills are mastered, the program proceeds to using each skill in the decoding process and then in the encoding process for phonics of matching sounds and letters.</p> <ul style="list-style-type: none"> • See Grade 1 references for the skill presentation for Phonics in the Foundational Skills in the Implementation Guide on pages 91–94 and the spelling L.1.2 on pages 100–101. <p>Acknowledging that all students require additional or differentiated instruction depending on texts and tasks, ReadyUp! Intervention provides fluid entry and exit points that make lessons accessible and user-friendly. Targeted foundational skill instruction provides a strong base for beginning and struggling readers and writers at the early elementary grades, while vocabulary and comprehension lessons help students at all levels develop the necessary skills to succeed both in and out of school.</p> <p>AC Metric 4C</p>
III: Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	<p>Questions posed in lessons are driven by the instructional focus of that lesson, which is strategy based. The instructional focus changes with each lesson. Questions do not build on each other from lesson to lesson.</p>	<p>Within the ReadyGEN program, more than 80% of the questions are high-quality, text-dependent questions requiring students to rely on the text to find the answers. In the first read of the lesson selection, Turn and Talk creates a structured routine allowing students to quickly think about and react to what they have read before digging deeper into the text. Students collaborate with peers to verbalize their thinking and learn from others. In the second read of the lesson selection, students engage with the Close Read and begin the hard work of analyzing and responding to text. The Close Read gives students extensive opportunities to explore key ideas and details, craft and structure, and integration of knowledge and ideas within the text.</p> <p>See the following example: Grade 1 Teacher’s Guide</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				pages 12–17. NN Metric 2A
	6. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
V: Writing to Sources and Research	8. Writing to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
VI: Speaking and Listening	9. Speaking and Listening	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
VII: Language	10. Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality				

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

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.⁹ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts¹⁰ independently. Thus, a strong ELA classroom is structured with the below components.



Title: **ReadyGEN**

Grade: **2**

Publisher: **Pearson Education, Inc.**

Copyright: **2016**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (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.

⁹ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

¹⁰ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
I. Text Selection				
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10.¹¹</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.¹² Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	<p>No</p>	<p>Each second grade unit contains Module A and Module B. Each module includes 1 anchor text and 1 supporting text. There is also a text collection for each grade level that includes texts that support the topic of the unit.</p> <p>Quantitative and qualitative complexity analysis is available in the Teacher Resources section of the Teacher's Guide for the anchor and supporting texts (e.g., 12 anchor and 12 supporting texts in 6 units). Lexile score is listed as a range for leveled readers in each unit.</p> <p>There are 12 anchor and 12 supporting texts in 6 units, along with the text collection for the grade, for a total of 44 possible read alouds provided for the year.</p> <p>Complexity of most anchor and supporting texts do not support the text being more complex than students could read themselves. The majority of texts in this curriculum are accessible with only four texts throughout the year noted as challenging to the grade level.</p>	<p>ReadyGEN is a K–6 integrated literacy program that accelerates learning for all by presenting modeled reading experiences with authentic text. Students engage in practice, build motivation, and improve their reading stamina. The selections were chosen based on their text complexity using quantitative, qualitative, and reader-task criteria. Quantitative criteria used were Lexile scores, average sentence length, and word frequency. Qualitative criteria included levels of meaning, structure, language conventionality and clarity, and theme and knowledge demands. The ReadyGEN Text Sets contains selections that are at the level of text complexity required in Standard 10 of Literature and Standard 10 of Informational Text.</p> <p>See each unit for the Text Complexity Rubrics in the Teacher's Guide.</p> <p>Grade 2 Unit 1 Teacher's Guide pages TR48–TR54</p> <p>NN Metric 1A</p> <p>See charts in the Teacher's Guide for specific information. The Quantitative Measures include: Lexile score, Average Sentence Length, Word Frequency, Page Count, and Word Count. The Qualitative Measures include: Levels of Meaning, Structure, Language Conventionality and Clarity, Theme and Knowledge Demands. Reader and Task Suggestions are also included. To support teachers, Text Complexity Rubrics for all main selections have been created and included in the Teacher's Guides. The rubrics were created by Dr. Elfrieda Heibert based on the research of our authorship team including but not limited to the</p>

¹¹ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

¹² The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>work of Dr. Elfrieda Heibert, Dr. P. David Pearson, and Dr. Sharon Vaughn. The program also includes Sleuth selections. All concept-related Sleuth selections follow appropriate Lexile scores for the grade level.</p> <p>NN Metric 1B</p>
	<p>REQUIRED 1b) Texts increase in complexity as materials progress throughout the grade level and 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>	<p>No</p>	<p>Texts do not increase in complexity as materials progress throughout the grade level. For example, in Unit 1, Lexiles range from 370L to 790L; Unit 2, AD570L-770L; Unit 3, AD430L- 710L; Unit 4, 490L-880L; Unit 5, 470L-NC770L; and Unit 6, 450L - 870L. Qualitative analysis indicates that most texts in units 1 - 3 are accessible with the only challenge being figurative language. In Unit 4, the curriculum provides two challenging texts (The Earth Dragon Awakes and Danger! Earthquakes), according to the qualitative analysis. In Unit 5, the curriculum presents one text with a challenging concept, and in Unit 6, there is only one text with a challenging concept. An increase in complexity should result in more challenging texts offered units 5 and 6.</p>	<p>Each text set at each grade level includes a balance of informational and literary texts from a range of disciplines. These engaging and grade-level appropriate texts were all chosen with CCSS parameters in mind to move students toward greater text complexity.</p> <p>According to the three-part model of text complexity found in Appendix A of the Common Core standards, quantitative, qualitative, and reader-task criteria work in concert to determine a text’s level of complexity. Lexile scores alone do not determine a text’s complexity. Likewise, the accessibility of a text’s concept or theme accounts for only one part of its complexity. The other quantitative and qualitative criteria can make a text more complex. For example, the Unit 6 Module B anchor text has a Lexile of 870, a challenging concept, and advanced vocabulary. In contrast, the Unit 1 Module B anchor text has a Lexile of 480, an accessible story, and mostly simple and compound sentences.</p> <p>ReadyGEN places particular emphasis on teaching students to read a wide variety of texts, with the express purpose of supporting students as they read, analyze, make sense of information, and understand contrasting ideas.</p> <p>Grade-level authentic text is at the heart of all ReadyGEN lessons. Each piece of text provides key</p>

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				<p>insights into the core understandings of the topic at hand. Text sets represent multiple genres and are worthy of close reading and rereading. Unit-level performance activities involving writing, speaking, and listening require students to draw from the unit text sets to demonstrate their knowledge.</p> <p>Leveled readers at every level means that all students, regardless of reading ability, can read with success. Fiction and nonfiction selections with intriguing content provide the resources needed to expand students' strengths, interests, and abilities. A large variety of expository nonfiction books will familiarize students with the types of text they will encounter in textbooks and on tests.</p>
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: 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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	<p>No</p>	<p>Approximately 50% of the texts are authentic, including the anchor texts and some supporting texts. Sleuth texts and leveled readers are not identified as authentic. Most texts are accessible with one layer of meaning and predictable layouts. These texts do not provide opportunities for students to engage in tasks to meet the standards.</p>	<p>Developed to meet the demands of the Common Core, ReadyGEN is not a rebuilt edition. It is an integrated literacy program that accelerates learning for all students by presenting modeled reading and writing experiences. A target standard(s) is identified in each lesson. The lessons within each module focus on a collective set of standards along with the context of reading the text set. ReadyGEN does not focus on teaching skills in isolation. Every lesson addresses multiple ELA objectives in reading, comprehension, foundational skills, language analysis, fluency, writing, and conventions.</p> <p>ReadyGEN's focus on grade-level rigorous text is the center of all lessons. Each piece of text was selected to provide key insights into the core understandings of the topic at hand and to illuminate the anchor text. Texts are aligned to the complexity requirements outlined in the CCSS, so all students interact with grade-level text.</p> <p>Sleuth texts, decodable readers, and leveled readers, while not authentic, are well-crafted, supplemental</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>materials that provide meaningful opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards.</p> <p>ReadyGEN’s writing strand was built to align to the CCSS. By emphasizing the relationship between reading and writing, the program encourages both comprehension and communication through citation of text-based evidence. Students are taught to carefully analyze and synthesize sources, to write in response to multiple sources, and to support their claims through textual evidence. Students also write in the three modes identified by the CCSS.</p>
	<p>REQUIRED</p> <p>2b) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>In grades K-2, 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 rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p>	<p>No</p>	<p>Texts are connected by topics; However, each Module contains only 1 anchor and 1 supporting text. There are 4 texts within a unit which teachers are directed to use for instruction. However, the 4 texts are taught separately. Although there are text collections provided, these texts are not an integrated piece of the curriculum. Rather, they are provided so that students can "continue exploring the unit topic." The teaching guides do not offer support as to how to use these texts to deepen student's understanding of a theme or topic.</p> <p>Vocabulary words are identified. Teachers are instructed to "find and read aloud" sentences that are included in the text. A vocabulary routine is provided for all vocabulary instruction, rather than authentic instruction of the vocabulary word as it appears in the context of the text.</p> <p>Leveled readers do offer independent reading opportunities for students based on the topic. There is instructional guidance in the Teacher Resources section directing students to compare ideas from the leveled reader with ideas from other texts read in the unit; However, guidance is general and not specific to</p>	<p>ReadyGEN is an integrated and well-balanced approach to reading, writing, listening, and speaking instruction. Unlike a traditional core basal offering, ReadyGEN was intentionally designed to provide students and teachers with the tools necessary to meet the Common Core instructional shifts.</p> <p>Authentic, rigorous “Text Sets” build knowledge around unit themes that actively engage students and include a complete array of print and digital resources that provide teachers with the daily support they need while offering the flexibility they desire.</p> <p>See the Unit Overview Standards Maps to identify the Anchor and Supporting Texts, the Goals, and the Enduring Understanding for each Module in each Unit.</p> <p>Grade 2 Implementation Guide pages 74–85.</p> <p>AC Metric 1A</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>the unit topic or expressing understanding of the topic</p> <p>For example, in Unit 4, module A, the instructional focus for the first lesson is "compare and contrast different points of view." The questions in the lesson support the instructional focus and that one standard for only that portion of the text. Each consecutive lesson has a different instructional focus with questions about that focus.</p>	
	<p>REQUIRED</p> <p>2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.</p>	<p>No</p>	<p>Although lessons include multiple readings of anchor texts, readings are restricted to lessons within a module and not connected between modules within a unit. Also, repeated readings are narrowed to focus on a standard or skill. The readings do not lead to key understandings of the text and text set.</p>	<p>ReadyGEN actively engages students in literacy experiences, with authentic, rigorous “Text Sets” as the core of all instruction. Each Text Set is comprised of full-length informational and literary trade books and texts spanning multiple genres and cultures. These titles serve as the springboard into the exploration of language, literacy, and collaboration. ReadyGEN is the only elementary literacy program that puts a library of 12 authentic trade books in the hands of every learner. Digital access to every trade book presents a unique one-to-one learning opportunity and a shift in students’ behavior from passive to active learning. Interactive Anchor Texts bring content to life, help build background for all students, and encourage the love of reading.</p> <p>AC Metric 1B</p>
	<p>2d) 90% of texts are previously published rather than “commissioned.”</p>	<p>No</p>	<p>Less than 90% of texts are described as "authentic" and other texts (including leveled readers) are not described sufficiently to determine if text has been previously published rather than commissioned.</p>	<p>The anchor and supporting texts provide opportunities for students to read high-quality, authentic texts. These texts are well crafted and represent the quality of content, language, and writing that is produced by experts in various disciplines.</p> <p>Sleuth passages, decodable readers, and leveled readers are intentional and purposeful uses of commissioned texts. They are well-crafted,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				supplemental materials that provide meaningful opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards. These texts focus on the rigors of the CCSS and ensure that the program adheres to a research-based scope and sequence.
<p>3. RANGE AND VOLUME OF TEXTS: 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 standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, RI.2.3, RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>3d) 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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II. Foundational Skills (grades K-5 only)				
<p>Tier 1 and 2 Non-Negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary,</p>	<p>REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	Yes	Foundational skills instruction and materials follow a sequence indicated by the standards. Ample opportunities for practice include mini-lessons, small group lessons with decodable readers, fluency practice with leveled readers, and additional practice in the Ready UP! Intervention materials.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED 4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	Yes	Decodable readers are provided for students to practice foundational skills are available about every other lesson and additional "review and more practice" is available in the Foundational Skills section of the teachers guide. More materials for foundational skills instruction is available in the Ready Up! Intervention.	
	<p>REQUIRED 4c) In grades K-2, 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 and regular practice in encoding (spelling) the sound symbol relationships of English. <i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, 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.</p>	Yes	Extended instruction and practice of foundational skills is available in the Foundational Skills section of the teacher's guide for each unit by lesson. Root words are referred to as "base" words and are taught incidentally in lessons on prefixes and suffixes. Skills are practiced through instruction with a major focus on spelling and sound patterns. Instruction on and practice with prefixes, suffixes, syllabication is evident in the mini-lessons and Foundational Skills section of the Teachers Edition. Additional materials are available in the Ready UP! Intervention.	
	<p>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	No	Students read for fluency as well as practice word analysis skills using Student Readers and leveled decodable practice readers. Students do not practice word attack or self-correct strategies outside of decodable texts. Rereading of decodable text is directed to increase fluency with decodable practice readers and with leveled readers, not to acquire meaning or gain understanding of a unit theme or topic.. Students to do not practice phonics skills outside of decodable texts.	<p>A team of literacy and learning experts, including Dr. Elfrieda Hiebert, Dr. Sharon Vaughn, Dr. P. David Pearson, and Pam Allyn, contributed knowledge of national standards, provided effective classroom and professional practice, and recommended strategies and solutions for improved literacy achievement to ensure that ReadyGEN reflects best practices and is relevant and effective for both teachers and students.</p> <p>Careful review of the most current content-specific research played a foundational role in program development. The ReadyGEN team approached the development process with the understanding that</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>student success and the development of literate individuals depends on providing them frequent opportunities to read, write, and build deep knowledge and understandings through text. The authors designed ReadyGEN to show a firm grounding in the foundational skills of reading and skills for manipulating text for comprehension and fluency. The curriculum required a well-defined and rigorous focus on important foundational skills such as Phonemic Awareness, Phonics, High-Frequency Words, and Decoding. These foundational skills serve as building blocks for focusing on building knowledge through rich and rigorous texts rather than solely through isolated skills instruction.</p> <p>Additional resources for foundational skills provided with the program include:</p> <ul style="list-style-type: none"> • Picture Word Cards (K–3) • Alphabet Cards (K–3) • Letter Tiles (K–3) • Phonics Activity Mats (K–3) • Sound-Spelling Cards (1–3) • Sight Word Cards (2) • Decodable Readers (2–3): 2 volumes, 6 copies each <p>For more information on our foundational skills approach, please see our white paper at: http://assets.pearsonschool.com/asset_mgr/current/201532/ReadyGEN_Foundational_Skills_whitepaper.pdf</p>
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and</p>	<p>Yes</p>	<p>Students read for fluency as well as practice word analysis skills using decodable practice readers. For example, "small group options" in daily lessons include</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.		"phonics" and "fluency" sections for practicing the lesson phonics skills and building oral reading fluency. Teachers model fluency with read-aloud texts and then prompt students to chorally read a section from a leveled reader for fluency. Students also have opportunities to self-select leveled readers for oral and silent reading.	
	REQUIRED 4f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	No	Grade level texts are used to read aloud and read along. There is no evidence that a connection is made between the foundational texts and making meaning from grade-level texts.	ReadyGEN teaches phonics explicitly and systematically. Students learn to blend and segment phonemes to develop and apply their decoding skills. In each lesson, reading decodable text and opportunities for writing allow students to apply the phonics skills they have learned and to understand the usefulness of these new skills. Students learn word-study skills in isolation and in context. All skills are practiced, applied, and spiraled throughout the year. The skills are consistently applied to the reading and writing process so that the value of the lesson is immediately used to develop proficient and independent readers. AC Metric 4D
	4g) *Indicator for grades K-2 only 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.	Yes	Baseline assessments are provided to help determine students' skill level and instructional needs at the beginning of the year. Fluency checks are built into lessons and student progress on foundational skills may be checked at the end of each module with "check progress" formative assessments found at the end of each module in the Foundational Skills section of the Teacher's Guide.	
	4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	Materials and activities for small group lessons are provided for each lesson in the Foundational Skills section of the teacher's guide. Scaffolded Strategies handbook provides information on scaffolding to reading, writing, speaking and listening, including support for language, word study, and to	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			accommodate linguistic differences. The materials and lessons in the Ready UP! Intervention provide further instruction if needed.	
III. Questions and Tasks				
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</p> <p>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> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	Yes	80% or more of all questions in the materials are text dependent questions. Students express ideas through verbal and written expression. However, lessons have an instructional focus that is strategy based on one standard. The question set in each lesson for close reading is restricted to the instructional focus and may lack coherence within a unit of study.	
	<p>REQUIRED</p> <p>5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.</p>	No	Although more than 80% of the questions may require students to return to the text for answers, questions are contrived to support the strategy based, general lesson instructional focus and not a logical sequence of questions that gradually building student comprehension of text and text set key understandings. For example, the instructional focus of Lesson 4 in module A of Unit 6 is "Explain How Images Clarify Text". Although this lesson instructional focus is standards based (RI.2.7), the focus is used as a strategy and the question set is only in support of this singular focus and only for these pages of the text (pp. 12-15). The following lesson has a different, very general instructional focus (use text to ask and answer questions) for pp. 16-19. Evidence is lacking for knowledge building while reading and interacting with texts. Additionally, the instructional focus of Lesson 5 in Unit 4, module A is "Understand Key Details". Understanding key details is important to any text. Connections are made toward the end of a module, but questions may primarily be about one text or another (not all) and may not be in support of key understandings. For example, in Unit 1, module A, Lesson 12 involves two texts. Only one question in the lesson involves comparing the texts (compare what	Working from the requirements of the Performance-Based Assessment at the end of each module, carefully chosen, content-rich selections support the text-based instruction that enables students to address the module goals. The Module Overview chart identifies the instructional focus—what readers, writers, and learners are expected to know and do and the variety of content they will be working with at every level of instruction. These expectations fall in line with the goals for the Performance- Based Assessment. All pre-reading activities are text- and research-based and are highly focused on text-based skills such as vocabulary or concept development based on the knowledge and ideas developed through the reading of the texts. Review the lessons in each level using the Module B overview chart on Teacher’s Guide pages 156–157 of Unit 1 for Grades K, 1, and 2.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			happens at the end of each story). The questions in the following lesson, with the same two texts, does not have any questions that address both texts together (every question is about one text or the other) and a question about the ending of one of the texts is asked again (what happens at the end of...).	
	<p>REQUIRED 5c) Questions and tasks 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>The "Reading Instructional Focus" for each lesson is listed at the beginning of each module within a unit in the teacher's guide. Each lesson and each section of a text has an instructional focus. The focus is not connected from lesson to lesson. Students do not authentically practice gaining meaning from complex texts. Questions and tasks include the language of standards in isolation, which does not assess the depth and complexity required by the standards.</p>	<p>In ReadyGEN, students use Build Understanding and read the text as part of Whole Group Reading instruction. Then students Close Read and learn how to unlock vocabulary. During this second read of the text, they use information from the text to respond to questions that require higher-order thinking skills. Each Close Read question has a Depth of Knowledge level to indicate the cognitive skills required to answer the question. (See examples in Grades K, 1, and 2 Unit 1 Teacher's Guide page 13.)</p> <p>Every lesson offers a clear choice for teacher-directed small group instruction and also provides options for engaging independent learners during Small Group Time. (See examples in Grades K, 1, and 2 Unit 1 Teacher's Guide page 15–17.)</p> <p>Higher-order (critical) thinking skills and related questioning techniques are integrated throughout the program. The program allows for immediate feedback for the questioning techniques. Embedded in the program are also assessment questions that are directly related to testing concepts in the Common Core State Standards. Higher-order thinking skills are addressed in the Reading/Language Analysis sections of the Teacher's Guide as well as in the support materials in the Scaffolded Strategies Handbook. The Sleuth materials present the Super Sleuth Steps: Look for Clues, Ask Questions, Make Your Case, and Prove It! with performance tasks to demonstrate comprehension. Throughout the program, students are continuously involved in comprehension activities</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>that use text dependent higher-order thinking skills.</p> <p>Grade 2 Unit 1 Teacher’s Guide pages 36–37.</p> <p>AC Metric 2A</p>
	<p>REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>No</p>	<p>Although students are given multiple repetitions of words in varied contexts, the majority of vocabulary work is outside the text and does not support building key understandings of the text and text set. Questions in the "Close Reading" section of the lesson may engage students to question author's word choice or about significance or meaning of words and phrases in the text, but these questions do not include the selected "Benchmark Vocabulary".</p> <p>Targeted "Benchmark Vocabulary" is not addressed while the text is being read for comprehension, rather is taught separately after the "close read" question set. Students return to the text, find vocabulary in context ("find and read the sentences with the words"), then the words are discussed using generalized "Benchmark Vocabulary Routines" from the Teachers Resources section of the Teacher's Guide.</p> <p>After that, the class works on "Generative Vocabulary". The Generative Vocabulary section is found in the teacher's guide at the beginning of each module and involves "discussing other words connected to each of the Benchmark Vocabulary words."</p> <p>Additional vocabulary activities are found in the Reader's and Writer's Journal, involving students drawing and creating/writing sentences with the benchmark vocabulary.</p> <p>There is no prompting to return to the text and focus</p>	<p>In ReadyGEN, the program authors developed the Generative Vocabulary approach and corresponding routines to make visible to students critical features and functions of words and connections among words. By teaching vocabulary in clusters of ideas rather than in isolation, this approach encourages students to generate and learn many more words. Benchmark Vocabulary Words are important for understanding concepts within a text. By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. The vocabulary presented to students includes phrases and expressions as well as words. See the Unit 1 Teacher’s Guide for Grade 2 pages TR24 and TR28 for Vocabulary Routines. The complete rationale for the vocabulary activities can be found in Grade 2 Unit 1 Teacher’s Guide pages TR24–TR31.</p> <p>Vocabulary words are presented at every grade level and used in the reading selection. Recognition and immediate application in context allow readers to use content words and academic terms in a real-world reading setting. See Grade 2 Unit 1 Teacher’s Guide pages 2–5. The online ReadyUp! Intervention program includes vocabulary and comprehension lessons to help students at all levels develop the necessary skills to succeed both in and out of school. Lessons offer a consistent format: Introduce, Model, Teach, and Practice in isolation and in context. Routines, practice, and assessment occur at point-of-use within each</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			on text meaning using the identified vocabulary words.	<p>lesson. The lesson follows a gradual release of responsibility model to scaffold learning.</p> <p>Throughout the program, concepts of syntax are targeted when the conventions of grammar and usage are presented in student and teacher materials. ReadyGEN provides ample opportunities to use the conventions in speaking and writing. Teacher’s Guide lessons introduce, reinforce, and review conventions for capitalization, punctuation, parts of speech, kinds of nouns, verb tenses, adjectives, different kinds and structures of sentences, and more. These skills are presented in the Conventions Mini-Lesson in each week’s lesson.</p> <ul style="list-style-type: none"> • See the following example for Grade 2 Teacher’s Guide Unit 1 page 21. <p>AC Metric 2B</p>
<p>6. ASSESSMENTS: 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).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV. Scaffolding and Support				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>7. SCAFFOLDING AND SUPPORT: 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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) 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	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 7b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) 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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 7c) 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	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 7d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>7e) 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	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>7f) 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	This section was not evaluated because the non-negotiable criteria were not met.	
V. Writing to Sources and Research				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED *Indicator for grades 3-12 only 8a) A vast majority of written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--defended claims and clear information, drawing on textual evidence to support valid inferences from text.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <p>In grades 3-12, tasks included 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 8d) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, 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. For example, in grade 6, 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	REQUIRED *Indicator for grades K-2 only 8e) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	8f) *Indicator for grades K-2 only 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
VI. Speaking and Listening				
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9a) Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 9b) Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 9c) Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, 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. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
VII. Language				
<p>10. LANGUAGE: 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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) 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 standards.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 10b) Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 10c) Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 10d) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 10e) Materials build in frequent opportunities for connections 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 10. <i>Tier 2 ratings</i> 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. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	No	Quantitative and qualitative complexity analysis of texts reveal text below grade level complexity and a lack of consistent progression.	ReadyGEN is a K–6 integrated literacy program that accelerates learning for all by presenting modeled reading experiences with authentic text. Students engage in practice, build motivation, and improve their reading stamina. The selections were chosen based on their text complexity using quantitative, qualitative, and reader-task criteria. Quantitative criteria used were Lexile scores, average sentence length, and word frequency. Qualitative criteria included levels of meaning, structure, language conventionality and clarity, and theme and knowledge demands. The ReadyGEN Text Sets contain selections that are at the level of text complexity required in Standard 10 of Literature and Standard 10 of Informational Text. See each unit for the Text Complexity Rubrics in the Teacher’s Guides: Grade 2 Unit 1 Teacher’s Guide pages TR48–TR54.
	2. Quality of Texts (Non-Negotiable)	No	Texts and text sets do not form a coherent sequence of connected texts. Lessons are focused on isolated standards or skills and do not offer opportunities to build upon layers of meaning of complex texts.	ReadyGEN is an integrated and well-balanced approach to reading, writing, listening, and speaking instruction. Unlike a traditional core basal offering, ReadyGEN was intentionally designed to provide students and teachers with the tools necessary to meet the Common Core instructional shifts. Authentic, rigorous “Text Sets” build knowledge around unit themes that actively engage students and include a complete array of print and digital resources that provide teachers with the daily support they need while offering the flexibility they desire.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	3. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	No	Acquisition of foundational skills is supported by decodable practice and leveled readers, but frequent connections to grade level texts is lacking. Students are not afforded opportunities to decode in context of complex text.	<p>Phonics (K–3) lessons are integrated into ReadyGEN instruction, and lessons appear in the Foundational Skills section at the back of every ReadyGEN Teacher’s Guide. Every lesson follows a systematic approach and integrates phonemic awareness, phonics, and fluency into daily instructional routines. Foundational skills instruction was designed to work in whole and small group settings, and it is recommended that teachers allocate 20–30 minutes of their reading block to teaching these skills.</p> <p>Additional skill application can be found by using the Grade 2 Decodable Readers where selections have been specifically developed to use and apply the key foundational skills. See the references in the Foundational Skills section of the Teacher’s Guide for Grade 2.</p> <p>AC Metric 4B</p> <p>Both decoding and encoding skills are presented in the program following a systematic scope and sequence. Each skill is introduced, practiced, and applied in reading and writing activities. Beginning in Grade K, students work with the phonemic awareness skills. Once the auditory skills are mastered, the program proceeds to using each skill in the decoding process and then in the encoding process for phonics of matching sounds and letters.</p> <ul style="list-style-type: none"> • See Grade 2 references for the skill presentation for Phonics in the Foundational Skills in the Implementation Guide on pages 91–93 and the spelling L.2.2 on page 98. <p>Acknowledging that all students require additional or differentiated instruction depending on texts and tasks, ReadyUp! Intervention provides fluid entry and exit points that make lessons accessible and user-friendly. Targeted foundational skill instruction</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>provides a strong base for beginning and struggling readers and writers at the early elementary grades, while vocabulary and comprehension lessons help students at all levels develop the necessary skills to succeed both in and out of school.</p> <p>AC Metric 4C</p>
III: Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	<p>Questions posed in lessons are driven by the instructional focus of that lesson, which is strategy based and involving a standard. The instructional focus changes per lesson, therefore evidence is lacking for a sequence of questions through the lessons in a module and unit that would be in support of students gaining knowledge gradually about texts and text set content and ideas.</p>	<p>Within the ReadyGEN program, more than 80% of the questions are high-quality, text-dependent questions requiring students to rely on the text to find the answers. In the first read of the lesson selection, Turn and Talk creates a structured routine allowing students to quickly think about and react to what they have read before digging deeper into the text. Students collaborate with peers to verbalize their thinking and learn from others. In the second read of the lesson selection, students engage with the Close Read and begin the hard work of analyzing and responding to text. The Close Read gives students extensive opportunities to explore key ideas and details, craft and structure, and integration of knowledge and ideas within the text.</p> <p>See the following example: Grade 2 Teacher’s Guide pages 12–17.</p> <p>NN Metric 2A</p>
	6. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
V: Writing to Sources and Research	8. Writing to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
VI: Speaking and Listening	9. Speaking and Listening	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
VII: Language	10. Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
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 of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.¹³ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts¹⁴ independently. Thus, a strong ELA classroom is structured with the below components.



Title: **ReadyGEN**

Grade: **3**

Publisher: **Pearson Education, Inc.**

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

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

STRONG	WEAK
1. Complexity of Texts (Non-Negotiable)	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (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.

¹³ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

¹⁴ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
I. Text Selection				
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10.¹⁵</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. 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>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.¹⁶ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>ReadyGEN text complexity rubrics are found in the teacher resources section of each Teacher's Guide. According to the grade level Lexile levels for grade 3 standards, the provided texts are appropriately complex. Quantitative measures for the anchor texts in all units (1 - 4) range from 460 to 950. Supporting texts Lexile levels vary from 530 and above. For example, in the Teacher's Guide for Unit 1 on page TR48, the text complexity rubric shows the anchor text, "The Case of the Gaspig Garbage" has a level of 460L and the supporting text, "Thunder Cake" has a level of 630L. The qualitative analysis measure for the anchor text, "The Case of the Gaspig Garbage" showed the text structure as, "Not a novel with a single plot line: instead a series of mysteries/problems that are solved by the same two fictional young science detectives: includes appendix of experiments and activities for the reader." Both quantitative and qualitative measures show that ReadyGEN provides texts that meets this component.</p>	
	<p>REQUIRED</p> <p>1b) Texts increase in complexity as materials progress throughout the grade level and 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>	Yes	<p>Texts increase in complexity as the curriculum progresses. Lexiles range from the 400s to the 1000s, with the higher end of Lexiles resulting from Unit 3 on weather.</p> <p>Qualitatively, Unit 1 contains all accessible texts and, aside from figurative language, no challenges noted. Units 2 and 3 each include two texts that are identified as challenging. Unit 4 contains 5 challenging texts with regards to theme or concept.</p>	

¹⁵ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

¹⁶ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. QUALITY OF TEXTS:</p> <p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	<p>No</p>	<p>Approximately 50% of the texts are authentic. Trade books and titles from the "Text Collection" are described as "authentic" on page x in the Teacher's Guide of each of the four units. Example texts include, "The Year of Miss Agnes" by Kirkpatrick Hill and "The Athabascans: Old Ways and New Ways" by Ron Fridell. Sleuth texts and texts for independent reading are not authentic. The typical lesson includes one anchor text (trade book), two supporting texts (trade book or from Text Collections) and two Sleuth texts (a magazine with high interest articles that require students to use critical thinking skills).</p>	<p>Developed to meet the demands of the Common Core, ReadyGEN is not a rebuilt edition. It is an integrated literacy program that accelerates learning for all students by presenting modeled reading and writing experiences. A target standard(s) is identified in each lesson. The lessons within each module focus on a collective set of standards along with the context of reading the text set. ReadyGEN does not focus on teaching skills in isolation. Every lesson addresses multiple ELA objectives in reading, comprehension, foundational skills, language analysis, fluency, writing, and conventions.</p> <p>ReadyGEN's focus on grade-level rigorous text is the center of all lessons. Each piece of text was selected to provide key insights into the core understandings of the topic at hand and to illuminate the anchor text. Texts are aligned to the complexity requirements outlined in the CCSS, so all students interact with grade-level text.</p> <p>Sleuth texts, decodable readers, and leveled readers, while not authentic, are well-crafted, supplemental materials that provide meaningful opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards.</p> <p>ReadyGEN's writing strand was built to align to the CCSS. By emphasizing the relationship between reading and writing, the program encourages both comprehension and communication through citation of text-based evidence. Students are taught to carefully analyze and synthesize sources, to write in response to multiple sources, and to support their claims through textual evidence. Students also write in the three modes identified by the CCSS</p>
	<p>REQUIRED</p> <p>2b) Materials provide a coherent sequence or collection of</p>	<p>No</p>	<p>Each of the four units appear to has a topic to connect the texts in that unit, but the lessons are more focused</p>	<p>ReadyGEN is an integrated and well-balanced approach to reading, writing, listening, and speaking</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>In grades K-2, 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 rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p>		<p>on skill acquisition whether then knowledge about themes and topics. For example, Unit 1 is entitled, "Observing the World Around Us." In Module A the anchor text is "The Case of the Gasping Garbage". The supporting texts are "Location, Location, Location" and "Thunder Cake". In the Teacher's Guide of Unit 1 on pages 1.6 and 1.7, an overview of Module A states, "Readers understand the actions and motivations of characters in stories." Out of 18 total lessons for Unit 1 Module A, 16 of the reading instructional focus topics for text talks, close reads, and text analysis appear to focus on understanding and describing the characters' actions.</p>	<p>instruction. Unlike a traditional core basal offering, ReadyGEN was intentionally designed to provide students and teachers with the tools necessary to meet the Common Core instructional shifts. Authentic, rigorous "Text Sets" build knowledge around unit themes that actively engage students, and include a complete array of print and digital resources that provide teachers with the daily support they need while offering the flexibility they desire.</p> <p>See the Unit Overview Standards Maps to identify the Anchor and Supporting Texts, the Goals, and the Enduring Understanding for each Module in each Unit.</p> <p>Grade 3 Implementation Guide pages 74–81</p> <p>AC Metric 1A</p>
	<p>REQUIRED</p> <p>2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.</p>	<p>No</p>	<p>Within a unit or collection of texts, the anchor texts are lengthy and require multiple sessions to complete. Although first read and second read information is provided in the Teacher's Guide of each unit, it should be noted that the first read and second read lessons appear to be planned for one instructional period. Each of the four units have two modules with eighteen lessons in each module. The collection of texts within a unit would require more time to conduct careful readings throughout the unit of any one text. For example, In Unit 2 the supporting text, "The Athabascans" is expected to be read in two lessons. On the third day, the trade book, The Year of Miss Agnes, is expected to begin and finish within ten days. One lesson is devoted to comparing and contrasting the two previous texts before an additional supporting text, "The Frog Princess," is suggested for a three-day lesson. This does not include focused, self selected, books or texts read during independent reading time conducted during small group instruction Due to the amount of texts provided for a unit, multiple careful</p>	<p>ReadyGEN actively engages students in literacy experiences, with authentic, rigorous "Text Sets" as the core of all instruction. Each Text Set is comprised of full-length informational and literary trade books and texts spanning multiple genres and cultures. These titles serve as the springboard into the exploration of language, literacy, and collaboration. ReadyGEN is the only elementary literacy program that puts a library of 12 authentic trade books in the hands of every learner. Digital access to every trade book presents a unique one-to-one learning opportunity and a shift in students' behavior from passive to active learning. Interactive Anchor Texts bring content to life, help build background for all students, and encourage the love of reading.</p> <p>See the selections in the Teacher's Guide: Grade 3 pages iv to vii.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			readings throughout the unit of study would be difficult to accomplish within the suggested time.	
	2d) 90% of texts are previously published rather than “commissioned.”	No	90% of texts are not previously published. Information about the texts in ReadyGEN are found on page x in the Teachers Edition. Trade books and texts found in "Text Collections" are described as "authentic" texts and considered previously published. However, texts from "Sleuth" (a student magazine with high interest articles), leveled readers, and "Decodable Practice Readers" are not described as "authentic".	The anchor and supporting texts provide opportunities for students to read high-quality, authentic texts. These texts are well crafted and represent the quality of content, language, and writing that is produced by experts in various disciplines. Sleuth passages, decodable readers, and leveled readers are intentional and purposeful uses of commissioned texts. They are well-crafted, supplemental materials that provide meaningful opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards. These texts focus on the rigors of the CCSS and ensure that the program adheres to a research-based scope and sequence.
3. RANGE AND VOLUME OF TEXTS: 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 standards and included in the text of the standards (e.g., RL.K.9 , RI.1.9 , RI.2.3 , RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9).	REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

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<input type="checkbox"/> Yes <input type="checkbox"/> No	3d) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II. Foundational Skills (grades K-5 only)				
Tier 1 and 2 Non-Negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, 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)	REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A , while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A		
	REQUIRED 4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	ReadyGEN materials demand knowledge of grade appropriate phonic patterns and analysis skills. A foundational skills mini-lesson box is included in each lesson of a text. Further explicit instruction is found in the Foundational Skills (FS) pages located in each teacher's manual. One example lesson located on page 3.FS2 in Unit 3 Module A, has two objectives included in Lessons 1 - 5. Students will "decode and read irregular plurals," and "decode multi-syllable words." The lesson requires teachers to introduce the skill, allow time for student practice using a Reader's and Writer's Journal, and apply the skill using letter tiles to form plurals of singular nouns. Other materials to available to demand knowledge of grade level phonic patterns and word analysis foundational skills include decodable readers, digital games, sound spelling cards, and word cards.	
	REQUIRED 4c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes	Yes	ReadyGEN materials provide instruction and practice in word study through the use of phonics, high frequency words, and decoding skills. For example, on page 2.FS17, the objectives for Lessons 6-10 states, "Decode	

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	<p>and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. <i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, 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.</p>		<p>and read spellings of /j/, /s/, and /k/ and decode multi-syllable words. First, students preview words with different spellings using the identified letters. Next students decode words using Decodable Readers to read the words in context.</p>	
	<p>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>Yes</p>	<p>ReadyGEN materials encourage students to confirm and understand vocabulary by using context. On page 3.TR24 in the Teacher’s Guide, the Benchmark Vocabulary Routine states, "If there are context clues to help establish the meaning of the word, have students share those. This encourages students to go back into the text to locate these clues."</p>	
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students’ reading level with accuracy, rate appropriate to the text, and expression.</p>	<p>Yes</p>	<p>Frequent opportunities for oral and silent reading are incorporated in daily lessons as a part of whole group and small group routines. For example, the ReadyGEN Teacher's Guide planner for Unit 3 on p. 3.8 shows a reading block schedule. As a part of the small group instructional time, students select a book to read independently to apply the focused skill lesson taught in whole group. A suggested planner is provided for each of the two modules found in a unit. There are 4 units, which allows for frequent opportunities for independent reading. In addition, each unit in a module has poetry for students to examine in whole group instructional times when various routines may be incorporated. Teacher's Guide pages 3.TR9-3.TR22 shows various routines that allow students to achieve reading fluency through oral and silent reading activities. An independent reading rubric and a reading log are included in the teacher resources pages of the</p>	

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	<p>REQUIRED 4f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p>No</p>	<p>Teacher's Guide.</p> <p>Foundational skills are taught and practiced in isolation. Fluency practice with self-selected leveled readers is encouraged; However, teachers are not prompted to practice foundational skills or fluency with grade-level texts. There is no evidence of connections being made between the foundations instruction and the anchor and supporting texts that are the focus of each lesson.</p>	<p>ReadyGEN integrates foundational skills, reading, writing, speaking and listening, and language standards, presenting them in conjunction with reading selections. The reading selections, which can be read independently of all surrounding material, serve as the core of the lessons and the vehicle for incorporating all features and activities. Each lesson begins with Build Understanding—Set the Purpose as students explore the reading selection, engaging in reading and using the routines to incorporate related foundational skills. For the selections, notes and questions help students comprehend the text and genres. Concepts and skills are presented and reviewed in succeeding lessons. They are then represented and extended in following units of instruction using a carefully constructed scope and sequence.</p> <p>See Grades 3, 4, and 5 Unit 1 Teacher's Guide pages 12–14 for the purpose and understanding skills for making meaning from reading.</p> <p>AC Metric 4B</p>
	<p>4g) *Indicator for grades K-2 only 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>	<p>N/A</p>		
	<p>4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	<p>Yes</p>	<p>ReadyGEN provides numerous materials that can be easily implemented during instructional time, therefore allowing teachers more time to work with students who need it. For example, each grade level, K-5, are provided with a set of 12 authentic trade books for each student. A leveled library is also included.</p>	

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			Although, it is intended for small group instruction, in the Unit 1 Teacher's Guide Module A, it shows that students may select a book from the leveled library or a trade book to read independently during a small group independent reading time. Books are also available in eBook format allowing students to use an electronic device to read independently. Other resources available include digital learning games, word cards, and decodable readers that can be easily implemented for student use.	
III. Questions and Tasks				
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</p> <p>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> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) 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>No</p>	<p>Although questions are usually related to the texts and student ideas are expressed through both spoken and written responses, 80% of all questions in the materials are not text dependent. For example, in the Teacher's Guide Unit 1, on page 1.12, in the "Build Understanding" and "First Read" sections a sample of 5 questions shows 2 out of 5 questions as text dependent. Although in some cases instructions encourage teachers to ask students to support their answer with evidence, some the questions are not text dependent. Many questions are also focused on using a strategy whether than using the text to convey meaning.</p>	<p>Within the ReadyGEN program, more than 80% of the questions are high-quality, text-dependent questions requiring students to rely on the text to find the answers. In the first read of the lesson selection, Turn and Talk creates a structured routine allowing students to quickly think about and react to what they have read before digging deeper into the text. Students collaborate with peers to verbalize their thinking and learn from others. In the second read of the lesson selection, students engage with the Close Read and begin the hard work of analyzing and responding to text. The Close Read gives students extensive opportunities to explore key ideas and details, craft and structure, and integration of knowledge and ideas within the text.</p> <p>See the following example: Grade 3 Teacher's Guide pages 12–17.</p> <p>NN Metric 2A</p>
	<p>REQUIRED</p> <p>5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built</p>	<p>No</p>	<p>The questions provided in the teacher's guide appear to focus students on skills more that content. For example, in Unit 3 Module A the text, "Knots of a Counting Rope" is introduced. On page 3.12 Teachers</p>	<p>In ReadyGEN, students use Build Understanding and read the text as part of Whole Group Reading instruction. Then students Close Read and learn how to unlock vocabulary. During this second read of the</p>

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	about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.		are asked to share the essential question, "How do readers determine the central message?" Under the "Close Read" heading on page 3.13 the questions ask about content. Two out of the four questions are "In what way do the Grandfather try to transmit his knowledge and wisdom to the boy?" and " How does the Grandfather relate weather to the boy's birth?" Under the "Reading Analysis" on page 3:14 students are asked to discuss an illustration and to complete a graphic organizer showing how the illustration contributes to the text. Although reading analysis extension questions are included on page 3.17 of the Teacher's Guide, the questions are only asking about the illustrations and how they relate to the text. A coherent sequence of questions would include more questions that would focus students on understanding the text and the illustrations for the first read and second read.	text, they use information from the text to respond to questions that require higher-order thinking skills. Each Close Read question has a Depth of Knowledge level to indicate the cognitive skills required to answer the question. (See examples in Grades 3, 4, and 5 Unit 1 Teacher's Guide page 13.) Every lesson offers a clear choice for teacher-directed small group instruction and also provides options for engaging independent learners during Small Group Time. (See examples in Grades 3, 4, and 5 Unit 1 Teacher's Guide page 15–17.) Higher-order (critical) thinking skills and related questioning techniques are integrated throughout the program. The program allows for immediate feedback for the questioning techniques. Embedded in the program are also assessment questions that are directly related to testing concepts in the Common Core State Standards. Higher-order thinking skills are addressed in the Reading/Language Analysis sections of the Teacher's Guide as well as in the support materials in the Scaffolded Strategies Handbook. The Sleuth materials present the Super Sleuth Steps: Gather Evidence, Ask Questions, Make Your Case, and Prove It! with performance tasks to demonstrate comprehension. Throughout the program, students are continuously involved in comprehension activities that use text dependent higher-order thinking skills. See Grade 3 Unit 1 Teacher's Guide pages 36–37.
	REQUIRED 5c) Questions and tasks 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>	No	Although the questions and tasks may include the language of the standards, the depth and complexity over time is not evident as lessons are driven by an "instructional focus" which is based on one standard (or part of a standard) at a time, usually for a set number of pages in a text. The instructional focus may be varied, but the units are not carried by the key understandings of the text and text set, rather the units are driven by the instructional focuses. For example, the theme for Unit 1 is "Observing the World	Each topically related Text Set, which consists of an anchor text, a supporting text, and texts to support close reading and critical (analytical) thinking, provides a balance of fiction and nonfiction consistent with the demands of the Common Core Standards. Each lesson begins with Build Understanding (Set the Purpose, Engage Students), which includes Enduring Understandings and Essential Questions to guide student thinking and create a culture of inquiry around the Text Sets and tasks. The Close Read section

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			<p>"Around Us" and the instructional focuses in module A are mostly (16/18 lessons) based on and ask questions about the characters in the texts. Therefore, questions and tasks are contrived to meet the instructional focus and not developed to lead students thoughtfully to the key understandings and content knowledge of a text and text set.</p>	<p>involves the Cite Text Evidence section to help students delve into key ideas and details, craft and structure, and the integration of knowledge and ideas. The Standards are listed in the Objectives to clearly identify which ones are addressed in the lesson. This structure helps students understand how to gather evidence and build knowledge as they apply these skills when they read the selection.</p> <p>See the following example: Grade 3 Teacher's Guide pages 12–13.</p> <p>NN Metric 2B</p>
	<p>REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>No</p>	<p>Students are engaged with reading the vocabulary, completing tasks (writing sentences), and engaging in speaking and listening about targeted vocabulary. However, lessons are mostly specific to portions of the text and the targeted vocabulary for that section of the text only. Lessons do not offer multiple opportunities for students to repeat vocabulary words in varied contexts. For example, there are 50 targeted "benchmark" vocabulary words in Unit 1, module B. Only approximately ten of the fifty vocabulary words are repeated once in another lesson and instruction appears to be the same. Directions in the Reader's and Writer's Journal for all the vocabulary words (even those repeated) are for students to "Write a sentence using each word." Words could be revisited for the "Generative Vocabulary" portion of the lesson, however instructions specific to repeated vocabulary were also not found in the Teacher's Guide.</p>	<p>In ReadyGEN, the program authors developed the Generative Vocabulary approach and corresponding routines to make visible to students critical features and functions of words and connections among words. By teaching vocabulary in clusters of ideas rather than in isolation, this approach encourages students to generate and learn many more words. Benchmark Vocabulary Words are important for understanding concepts within a text. By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. The vocabulary presented to students includes phrases and expressions as well as words. See the Unit 1 Teacher's Guide for Grade 3 pages TR24 and TR28 for Vocabulary Routines. The complete rationale for the vocabulary activities can be found in Grade 3 Unit 1 Teacher's Guide pages TR24–TR31.</p> <p>Vocabulary words are presented at every grade level and used in the reading selection. Recognition and immediate application in context allow readers to use content words and academic terms in a real-world</p>

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				<p>reading setting. See Grade 3 Unit 1 Teacher’s Guide pages 2–5. The online ReadyUp! Intervention program includes vocabulary and comprehension lessons to help students at all levels develop the necessary skills to succeed both in and out of school. Lessons offer a consistent format: Introduce, Model, Teach, and Practice in isolation and in context. Routines, practice, and assessment occur at point-of-use within each lesson. The lesson follows a gradual release of responsibility model to scaffold learning.</p> <p>Throughout the program, concepts of syntax are targeted when the conventions of grammar and usage are presented in student and teacher materials. ReadyGEN provides ample opportunities to use the conventions in speaking and writing. Teacher’s Guide lessons introduce, reinforce, and review conventions for capitalization, punctuation, parts of speech, kinds of nouns, verb tenses, adjectives, different kinds and structures of sentences, and more. These skills are presented in the Conventions Mini-Lesson in each week’s lesson.</p> <ul style="list-style-type: none"> • See the following example for Grade 3: Teacher’s Guide Unit 1 page 21. <p>AC Metric 2B</p>
<p>6. ASSESSMENTS: 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).</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>REQUIRED 6b) 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>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-</p>	

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<input type="checkbox"/> Yes <input type="checkbox"/> No	range of pre-, formative, summative and self-assessment measures.		negotiable criteria were not met.	
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV. Scaffolding and Support				
7. SCAFFOLDING AND SUPPORT: 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	REQUIRED 7a) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7c) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7e) 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	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>			
	<p>7f) 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>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
<p>V. Writing to Sources and Research</p>				
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED *Indicator for grades 3-12 only 8a) A vast majority of written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--defended claims and clear information, drawing on textual evidence to support valid inferences from text.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <p>In grades 3-12, tasks included 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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>REQUIRED 8d) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, 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</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>against a word wall to ensure high frequency words are spelled correctly. For example, in grade 6, 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.</p>			
	<p>REQUIRED *Indicator for grades K-2 only 8e) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>8f) *Indicator for grades K-2 only 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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
VI. Speaking and Listening				
<p>9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 9a) Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 9b) Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 9c) Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, 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</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	conventions. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.			
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
VII. Language				
10. LANGUAGE: 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. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 10a) 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 standards .	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 10b) Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 10c) Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 10d) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 10e) Materials build in frequent opportunities for connections between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	grade-appropriate language conventions when speaking and writing about texts.			
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION				
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 10.				
<i>Tier 2 ratings</i> 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.				
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	The complexity of texts is appropriate for third grade. The complexity builds over the course of the units.	
	2. Quality of Texts (Non-Negotiable)	No	The texts appear to be connected by a topic, but it is not evident that at least 90% of the texts are authentic.	ReadyGEN is an integrated and well-balanced approach to reading, writing, listening, and speaking instruction. Unlike a traditional core basal offering, ReadyGEN was intentionally designed to provide students and teachers with the tools necessary to meet the Common Core instructional shifts. Authentic, rigorous “Text Sets” build knowledge around unit themes that actively engage students and include a complete array of print and digital resources that provide teachers with the daily support they need while offering the flexibility they desire.
	3. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	No	Foundational Skills follow a sequence of instruction indicated by standards listed in each lesson of the Foundational Skills section of the teacher's guide, but lack of evidence is shown for any connections between foundational skills and grade level texts.	Foundational skills are the entryway to language and vocabulary and for students to become strong readers of complex text. Pearson provides phonics instruction for Grades K–3 and word analysis for Grades 4–6. The ReadyGEN scope and sequence of foundational skills has been widely validated in independent efficacy studies. Created by literacy experts in the areas of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>phonemic awareness, phonics, word work, and spelling, the approach is aggressive, with supports for appropriate mediations and modeled delivery through optional scripting. Lessons are integrated into ReadyGEN instruction and lessons appear in the Foundational Skills section at the back of every ReadyGEN Teacher’s Guide. Every lesson follows a systematic approach and integrates phonemic awareness, phonics, and fluency into daily instructional routines. Foundational skills instruction was designed to work in whole and small group settings, and it is recommended that teachers allocate 20–30 minutes of their reading block to teaching these skills.</p> <p>Each lesson has Small Group Options in the Small Group Time section that includes Phonics with references to the Foundational Skills pages in the book.</p> <ul style="list-style-type: none"> • Grade 3 Unit 1 Teacher’s Guide Module A pages 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136. <p>Additional skill application can be found by using the Grade 3 Decodable Readers and Grades 4 and 5 Practice Readers where selections have been specifically developed to use and apply the key foundational skills. See the references in the Foundational Skills section of the Teacher’s Guide for Grades 3, 4, and 5.</p> <p>AC Metric 4A</p>
III: Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Although some of the questions are text dependent, and may include the language of the standards, questions do not assess the depth and complexity required by the standards.	Within the ReadyGEN program, more than 80% of the questions are high-quality, text-dependent questions requiring students to rely on the text to find the answers. In the first read of the lesson selection, Turn and Talk creates a structured routine allowing students to quickly think about and react to what they have read before digging deeper into the text. Students collaborate with peers to verbalize their thinking and learn from others. In the second read of the lesson selection, students engage with the Close Read and begin the hard work of analyzing and responding to text. The Close Read gives students extensive

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>opportunities to explore key ideas and details, craft and structure, and integration of knowledge and ideas within the text.</p> <p>See the following example: Grade 3 Teacher’s Guide pages 12–17.</p>
	6. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
V: Writing to Sources and Research	8. Writing to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
VI: Speaking and Listening	9. Speaking and Listening	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
VII: Language	10. Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
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 of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.¹⁷ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts¹⁸ independently. Thus, a strong ELA classroom is structured with the below components.



Title: **ReadyGEN**

Grade: **4**

Publisher: **Pearson Education, Inc.**

Copyright: **2016**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (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.

¹⁷ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

¹⁸ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
I. Text Selection				
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10.¹⁹</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.²⁰ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	<p>No</p>	<p>Quantitative and qualitative text complexity rubrics are provided in the Teacher’s Resources section of each unit on pages TR48-57. Some texts are below the grade band and one is above. Anchor and supporting texts Lexiles range from 630L - 1010L. For example, the anchor text in Unit 2, module A and supporting texts in units 3 and 4 have Lexiles that fall below the 4th-5th grade band range (720L, 700L, 630L, 730L). Qualitative descriptions of these texts do not support a higher complexity. For example, the supporting text "Quake" in Unit 3, Module A has a Lexile of 700L and is described as having a "conventional storyline, simple plot structure, and occasional advanced vocabulary".</p>	<p>ReadyGEN is a K–6 integrated literacy program that accelerates learning for all by presenting modeled reading experiences with authentic text. Students engage in practice, build motivation, and improve their reading stamina. The selections were chosen based on their text complexity using quantitative, qualitative, and reader-task criteria. Quantitative criteria used were Lexile scores, average sentence length, and word frequency. The ReadyGEN Text Sets contains selections that are at the level of text complexity required in Standard 10 of Literature and Standard 10 of Informational Text. See each unit for the Text Complexity Rubrics in the Teacher’s Guide: Grade 4 Unit 1 Teacher’s Guide pages TR48–TR57.</p>
	<p>REQUIRED</p> <p>1b) Texts increase in complexity as materials progress throughout the grade level and 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>	<p>No</p>	<p>Anchor and supporting texts vary in complexity throughout the grade level rather than progressively increasing in complexity. For example, anchor texts have identified complexity in Lexiles of 850L, 740L (Unit 1); 720L, 880L (Unit 2) 1010L, 890L (Unit 3) and 840L and 920L in Unit 4.</p>	<p>Each text set at each grade level includes a balance of informational and literary texts from a range of disciplines. These engaging and grade-level appropriate texts were all chosen with CCSS parameters in mind to move students toward greater text complexity.</p> <p>According to the three-part model of text complexity found in Appendix A of the Common Core standards, quantitative, qualitative, and reader-task criteria work in concert to determine a text’s level of complexity. Lexile scores alone do not determine a text’s complexity. Likewise, the accessibility of a text’s concept or theme accounts for only one part of its complexity. The other quantitative and qualitative criteria can make a text more complex. For example, the Unit 4 Module B anchor text includes challenging concepts and a series of detailed subtopics. In contrast, the Unit 1 Module B anchor text includes</p>

¹⁹ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

²⁰ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>straightforward explanations of the topic and mostly simple sentences.</p> <p>ReadyGEN places particular emphasis on teaching students to read a wide variety of texts, with the express purpose of supporting students as they read, analyze, make sense of information, and understand contrasting ideas.</p> <p>Grade-level authentic text is at the heart of all ReadyGEN lessons. Each piece of text provides key insights into the core understandings of the topic at hand. Text sets represent multiple genres and are worthy of close reading and rereading. Unit-level performance activities involving writing, speaking, and listening require students to draw from the unit text sets to demonstrate their knowledge.</p> <p>Leveled readers at every level means that all students, regardless of reading ability, can read with success. Fiction and nonfiction selections with intriguing content provide the resources you need to expand your students' strengths, interests, and abilities. A large variety of expository nonfiction books will familiarize students with the types of text they will encounter in textbooks and on tests.</p>
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: 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,</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	<p>No</p>	<p>Approximately 50% of the texts are authentic. Trade books and titles from the "Text Collection" are described as "authentic" on page x in the Teacher's Guide of each of the four units. Leveled readers, practice readers, and assessment texts are not identified as authentic. In addition, some of these texts fall below the complexity grade level band for 4th - 5th grade, including the anchor text in Unit 2, module A and supporting texts in units 3 and 4 (720L, 700L, 630L, 730L). Qualitative descriptions of these texts also do not support a higher complexity. For example, the supporting text "Quake" in Unit 3, Module A has a</p>	<p>Developed to meet the demands of the Common Core, ReadyGEN is not a rebuilt edition. It is an integrated literacy program that accelerates learning for all students by presenting modeled reading and writing experiences. A target standard(s) is identified in each lesson. The lessons within each module focus on a collective set of standards along with the context of reading the text set. ReadyGEN does not focus on teaching skills in isolation. Every lesson addresses multiple ELA objectives in reading, comprehension, foundational skills, language analysis, fluency, writing,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>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>Lexile of 700L and is described as having a "conventional storyline, simple plot structure, and occasional advanced vocabulary".</p>	<p>and conventions.</p> <p>ReadyGEN’s focus on grade-level rigorous text is the center of all lessons. Each piece of text was selected to provide key insights into the core understandings of the topic at hand and to illuminate the anchor text. Texts are aligned to the complexity requirements outlined in the CCSS, so all students interact with grade-level text.</p> <p>Practice readers, leveled readers, and assessment texts, while not authentic, are well-crafted, supplemental materials that provide meaningful opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards.</p> <p>ReadyGEN’s writing strand was built to align to the CCSS. By emphasizing the relationship between reading and writing, the program encourages both comprehension and communication through citation of text-based evidence. Students are taught to carefully analyze and synthesize sources, to write in response to multiple sources, and to support their claims through textual evidence. Students also write in the three modes identified by the CCSS.</p>
	<p>REQUIRED</p> <p>2b) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>In grades K-2, 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 rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts,</p>	<p>No</p>	<p>Although the text sets appear to include a collection of topic-related texts, the reading and writing enduring understandings and the reading instructional focus in each lesson are more strategy based and focused on a standard or partial standard rather than building content knowledge throughout the unit. For example, the theme of Unit 4 is "Creative Innovative Solutions". The reading enduring understandings in Unit 4, module B are broad and not text specific: "Readers understand that both literary and informational text can be analyzed for ideas and information." The instructional focus of Unit 4, module B Lesson 1 is "use reasons and evidence to talk about text". Also, as instructional</p>	<p>ReadyGEN is an integrated and well-balanced approach to reading, writing, listening, and speaking instruction. Unlike a traditional core basal offering, ReadyGEN was intentionally designed to provide students and teachers with the tools necessary to meet the Common Core instructional shifts. Authentic, rigorous “Text Sets” build knowledge around unit themes that actively engage students, and include a complete array of print and digital resources that provide teachers with the daily support they need while offering the flexibility they desire.</p> <p>See the Unit Overview Standards Maps to identify the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	themes, and topics through reading, writing, listening and speaking.		focus changes in each lesson, it will only be addressed with that portion of the text. Unit overviews are available in the Implementation Guide and Teacher's Guide.	Anchor and Supporting Texts, the Goals, and the Enduring Understanding for each Module in each Unit. Grade 4 Implementation Guide pages 74–81 AC Metric 1A
	REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.	No	Within a unit or collection of texts, the anchor texts are lengthy and require multiple sessions to complete. Although first read and second read information is provided in the Teacher's Guide of each unit, it should be noted that the first read and second read lessons appear to be planned for one instructional period. Each of the four units have two modules with eighteen lessons in each module. The collection of texts within a unit would require more time to conduct careful readings throughout the unit of any one text. Toward the end of the module, the anchor text is compared to supporting texts. However, the anchor text may or may not be revisited for writing tasks and the Performance Based Assessments. For example, students are prompted to "create an info graphic" for the PBA for Unit 1, module B. Although an info graphic from the anchor text is used as a model, the writing is not dependent on the content of the anchor text (Teachers Edition page 1.392).	ReadyGEN actively engages students in literacy experiences, with authentic, rigorous "Text Sets" as the core of all instruction. Each Text Set is comprised of full-length informational and literary trade books and texts spanning multiple genres and cultures. These titles serve as the springboard into the exploration of language, literacy, and collaboration. ReadyGEN is the only elementary literacy program that puts a library of 12 authentic trade books in the hands of every learner. Kindergarten teachers will receive one set of 12 titles to be read aloud to students. Digital access to every trade book presents a unique one-to-one learnin opportunity and a shift in students' behavior from passive to active learning. Interactive Anchor Texts bring content to life, help build background for all students and encourage the love of reading. AC Metric 1B
	2d) 90% of texts are previously published rather than "commissioned."	No	Considering all texts in ReadyGEN 4 th grade, evidence is lacking for 90% of texts being previously published rather than "commissioned". Information about the texts found in ReadyGEN is found on page x in the Teachers Edition. Trade books and texts found in "Text Collections" are described as "authentic" texts and considered previously published. However texts from "Sleuth", leveled readers, and "Practice Readers" are not described as "authentic".	The anchor and supporting texts provide opportunities for students to read high-quality, authentic texts. These texts are well crafted and represent the quality of content, language, and writing that is produced by experts in various disciplines. Sleuth passages, practice readers, and leveled readers are intentional and purposeful uses of commissioned texts. They are well-crafted, supplemental materials that provide meaningful opportunities for students to engage with tasks that allow them to meet the grade-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				level ELA standards. These texts focus on the rigors of the CCSS and ensure that the program adheres to a research-based scope and sequence.
3. RANGE AND VOLUME OF TEXTS: 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 standards and included in the text of the standards (e.g., RL.K.9 , RI.1.9 , RI.2.3 , RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9). <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	3d) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II. Foundational Skills (grades K-5 only)				
Tier 1 and 2 Non-Negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational	REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A , while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A		
	REQUIRED 4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational	Yes	The materials demand knowledge of grade-level phonic patterns and word analysis skills during whole group mini-lessons, small group lessons and	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>		<p>intervention lessons as needed. Mini-lessons are found in the Teacher's Guide units. Small group lessons are found in the Foundational Skills section of the Teacher's Guide, which includes practice readers (word lists and passages). For example, in Unit 2 Lessons 1-3 in Foundational Skills the objective states, "Decode and read words with Latin prefixes -dis -re, and -non." Additional practice with grade-level foundational skills is found in Pearson Ready UP! Intervention.</p>	
	<p>REQUIRED</p> <p>4c) In grades K-2, 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 and regular practice in encoding (spelling) the sound symbol relationships of English. <i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, 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.</p>	Yes	<p>Foundational Skills mini-lessons are available in each module. Additional lessons are located in the Foundational Skills section of the Teacher's Guide. For example, In Unit 1 Module A, Lesson 3 there is a Decoding Multisyllabic Words section focused on the word endings -ed and -ing. Students are given practice readers to decode words in context. Additional practice on decoding compound words and decoding words using roots is found in the Pearson Ready UP! Intervention.</p>	
	<p>REQUIRED</p> <p>4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	Yes	<p>Within the Foundational Skills section in the unit, the skills are practiced in context and students are encouraged to reread the text. A short text is provided in the practice reader to practice the skills of a particular lesson. For example, Foundational Skills in module A, Lesson 3 directs students to a practice reader pages 9A, 9B, and 9C. This practice reader has a short passage for students to read and practice the skill for Latin prefixes dis-, re-, and non-. Further practice is available in the Reader's and Writer's Journal with sentence level context. Practice with foundational skills is not embedded within the anchor</p>	

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			and supporting text unit.	
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students’ reading level with accuracy, rate appropriate to the text, and expression.</p>	Yes	Lessons in each module include suggestions for fluency practice using student self- selected texts and practice readers for students needing explicit foundational skills instruction. For example, in the Focus Independent Reading section from Small Group Time in Lesson 2 of Unit 2, module A, the strategy focus is fluency in reading self-selected passages. Additional fluency instruction and practice is provided in the Pearson Ready UP! Intervention guide.	
	<p>REQUIRED 4f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	No	Evidence is lacking for materials guiding students to make frequent connections between acquisition of foundational skills and understanding of grade-level texts.	<p>ReadyGEN integrates foundational skills, reading, writing, speaking and listening, and language standards, presenting them in conjunction with reading selections. The reading selections, which can be read independently of all surrounding material, serve as the core of the lessons and the vehicle for incorporating all features and activities. Each lesson begins with Build Understanding—Set the Purpose as students explore the reading selection, engaging in reading and using the routines to incorporate related foundational skills. For the selections, notes and questions help students comprehend the text and genres. Concepts and skills are presented and reviewed in succeeding lessons. They are then represented and extended in following units of instruction using a carefully constructed scope and sequence.</p> <p>See Grades 3, 4, and 5 Unit 1 Teacher’s Guide pages 12–14 for the purpose and understanding skills for making meaning from reading.</p> <p>AC Metric 4B</p>
	<p>4g) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills</p>	N/A		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>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> <p>4h) 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	ReadyGEN includes abundant materials for teachers to provide more time, attention and practice for students who need it. Learning Resources are described on page iv at the beginning of each unit. Resources include computer access to trade books with audio, highlighting, and note taking capacity; Scaffolded Strategies guide with support for English Language Learners and struggling readers; and online foundational skills instruction with interactive word analysis games. Each lesson includes Small Group Options that include lessons and activities for "students who need support". The Pearson Ready UP! Intervention provides further instruction and practice of foundational skills.	
III. Questions and Tasks				
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</p> <p>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> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) 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>Although questions are usually related to the texts and student ideas are expressed through both spoken and written responses, there is a lack of evidence that 80% of all questions in the materials are text dependent. The instructional focus in the daily lessons may be more strategy based on a standard and the question set for the lesson will be based on the instructional focus. Each unit includes a text set related topic, but the lesson "Reading Instructional Focus" is broad and not dependent on the text. For example, the reading instructional focus in Lesson 3, module A, Unit 1 is "Understand Point of View" and the questions in the lesson address that focus (only questions about point of view). Each lesson concludes with "Writing Workshop," which is not always text dependent. For example, in Unit 2, Lesson 1 students begin to write a narrative story. The anchor text is referred to only as a model for a narrative. Students do not need to</p>	<p>Within the ReadyGEN program, more than 80% of the questions are high-quality, text-dependent questions requiring students to rely on the text to find the answers. In the first read of the lesson selection, Turn and Talk creates a structured routine allowing students to quickly think about and react to what they have read before digging deeper into the text. Students collaborate with peers to verbalize their thinking and learn from others. In the second read of the lesson selection, students engage with the Close Read and begin the hard work of analyzing and responding to text. The Close Read gives students extensive opportunities to explore key ideas and details, craft and structure, and integration of knowledge and ideas within the text.</p> <p>See the following example: Grade 4 Teacher's Guide</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>understand the text to write their narrative. Also, the Performance Based Assessment (PBA) at the end of every module may or may not be text dependent. For example, the PBA for Unit 2, module A is not text dependent (Write a Tall Tale). Anchor and supporting texts are only used as examples.</p>	<p>pages 12–17.</p>
	<p>REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.</p>	<p>No</p>	<p>The questions and tasks in this curriculum are asked in order of the text being read and focused on the lesson standard or reading skill. The questions and tasks are not purposefully written so that students can build on layers of meaning in the text. In fact, many of the texts do not offer opportunities for layers of meaning. Each unit concludes with a Performance Based Assessment. PBA tasks do not allow students to express the knowledge of the texts. For example, in the first PBA (Unit 1, module A) students are prompted to “write in the style” of a text read, but their research and writing is not dependent on the text or contributing to a culminating assessment for the text set. In addition, although context is considered, vocabulary is taught in isolation. Questions about “benchmark” vocabulary are not asked while reading the text, rather the vocabulary in context is examined in a separate section after reading the text.</p>	<p>In ReadyGEN, students use Build Understanding and read the text as part of Whole Group Reading instruction. Then students Close Read and learn how to unlock vocabulary. During this second read of the text, they use information from the text to respond to questions that require higher-order thinking skills. Each Close Read question has a Depth of Knowledge level to indicate the cognitive skills required to answer the question. (See examples in Grades 3, 4, and 5 Unit 1 Teacher’s Guide page 13.) Every lesson offers a clear choice for teacher-directed small group instruction and also provides options for engaging independent learners during Small Group Time. (See examples in Grades 3, 4, and 5 Unit 1 Teacher’s Guide page 15–17.) Higher-order (critical) thinking skills and related questioning techniques are integrated throughout the program. The program allows for immediate feedback for the questioning techniques. Embedded in the program are also assessment questions that are directly related to testing concepts in the Common Core State Standards. Higher-order thinking skills are addressed in the Reading/Language Analysis sections of the Teacher’s Guide as well as in the support materials in the Scaffolded Strategies Handbook. The Sleuth materials present the Super Sleuth Steps: Gather Evidence, Ask Questions, Make Your Case, and Prove It! with performance tasks to demonstrate comprehension. Throughout the program, students are continuously involved in comprehension activities that use text dependent higher-order thinking skills. See Grade 4 Unit 1 Teacher’s Guide pages 36–37.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>REQUIRED 5c) Questions and tasks 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>	<p>No</p>	<p>Although the standards are listed in the lessons, questions frequently do not include the language of the standards and there is a lack of evidence that questions assess the depth and complexity required by the standards. For example, in Unit 3, module A, Lesson 5 the instructional focus is “using reading strategies to comprehend text”; one question is “What reading strategy can you use if you don’t understand the word volcanology in the chapter title?” Also, in the Reader’s and Writer’s Journal Unit 1 Module A, questions are sometimes very general. For example, “What is the genre of this selection? How do you know?”</p>	<p>Each topically related Text Set, which consists of an anchor text, a supporting text, and texts to support close reading and critical (analytical) thinking, provides a balance of fiction and nonfiction consistent with the demands of the Common Core Standards. Each lesson begins with Build Understanding (Set the Purpose, Engage Students), which includes Enduring Understandings and Essential Questions to guide student thinking and create a culture of inquiry around the Text Sets and tasks. The Close Read section involves the Cite Text Evidence section to help students delve into key ideas and details, craft and structure, and the integration of knowledge and ideas. The Standards are listed in the Objectives to clearly identify which ones are addressed in the lesson. This structure helps students understand how to gather evidence and build knowledge as they apply these skills when they read the selection. See the following example for each grade: Grade 4 Teacher’s Guide pages 12–13.</p>
	<p>REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>No</p>	<p>The "Benchmark Vocabulary" section of the lesson is taught after the second read and close reading questions. This section includes finding the words in the context of the text read (after second reading, not during reading), using the vocabulary routine from the Teachers Resources, discussing other words related (Generative Vocabulary) and completing a section in the Reader's and Writer's Journal. Although this allows for opportunities of vocabulary in different tasks and engaging in speaking/listening, each task does not support students in examining the language of the texts and the meaning of the text as the vocabulary is taught primarily outside of the text. Questions are not posed about the benchmark vocabulary during the reading of the text (although there may be questions about word, phrase or sentence meaning separate from the benchmark vocabulary) and additional</p>	<p>In ReadyGEN, the program authors developed the Generative Vocabulary approach and corresponding routines to make visible to students critical features and functions of words and connections among words. By teaching vocabulary in clusters of ideas rather than in isolation, this approach encourages students to generate and learn many more words. Benchmark Vocabulary Words are important for understanding concepts within a text. By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. The vocabulary presented to students includes phrases and expressions as well as words. See the Unit 1 Teacher’s Guide for Grade 4 pages TR24 and TR28 for Vocabulary Routines. The complete rationale for the vocabulary activities can be found in Grade 4 Unit 1 Teacher’s Guide pages TR24–</p>

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			<p>activities frequently bring the student outside the text and text ideas. For example, the vocabulary routines (TR28-31 in Teachers Resources) are general, lengthy and include steps and instruction that may be extraneous to word meaning in the context and the key understandings of a text. This is evident in the Benchmark Vocabulary Routine: Literary (TR28) including seven steps. Only one step specifically examines the word in the context of the text. Other activities include counting syllables, identifying parts of speech, and looking up words in the dictionary and thesaurus. Benchmark vocabulary activities in the Reader's and Writer's Journal include writing sentences using the benchmark vocabulary, but not necessarily as the same meaning as is used in the context of the text. The "Language Analysis" section of a lesson may include word choice discussions, however this activity is not within the sequence of reading questions, rather after the second read and the benchmark vocabulary section of the text (Unit 2, module B, Lesson 16).</p>	<p>TR31.</p> <p>Vocabulary words are presented at every grade level and used in the reading selection. Recognition and immediate application in context allow readers to use content words and academic terms in a real-world reading setting. See Grade 4 Unit 1 Teacher's Guide pages 2–5. The online ReadyUp! Intervention program includes vocabulary and comprehension lessons to help students at all levels develop the necessary skills to succeed both in and out of school. Lessons offer a consistent format: Introduce, Model, Teach, and Practice in isolation and in context. Routines, practice, and assessment occur at point-of-use within each lesson. The lesson follows a gradual release of responsibility model to scaffold learning.</p> <p>Throughout the program, concepts of syntax are targeted when the conventions of grammar and usage are presented in student and teacher materials. ReadyGEN provides ample opportunities to use the conventions in speaking and writing. Teacher's Guide lessons introduce, reinforce, and review conventions for capitalization, punctuation, parts of speech, kinds of nouns, verb tenses, adjectives, different kinds and structures of sentences, and more. These skills are presented in the Conventions Mini-Lesson in each week's lesson.</p> <ul style="list-style-type: none"> • See the following example for Grade 4: Teacher's Guide Unit 1 page 21. <p>AC Metric 2B</p>
<p>6. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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	REQUIRED 6b) 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	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV. Scaffolding and Support				
7. SCAFFOLDING AND SUPPORT: 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	REQUIRED 7a) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7c) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

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	<p>7e) 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	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>7f) 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	This section was not evaluated because the non-negotiable criteria were not met.	
V. Writing to Sources and Research				
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED *Indicator for grades 3-12 only 8a) A vast majority of written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--defended claims and clear information, drawing on textual evidence to support valid inferences from text.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <p>In grades 3-12, tasks included 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

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	<p>REQUIRED 8d) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, 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. For example, in grade 6, 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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED *Indicator for grades K-2 only 8e) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>8f) *Indicator for grades K-2 only 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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
VI. Speaking and Listening				
<p>9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.</p>	<p>REQUIRED 9a) Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 9b) Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

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<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>REQUIRED 9c) Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, 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. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.</p> <p>9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.</p>	<p>Not Evaluated</p> <p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
VII. Language				
<p>10. LANGUAGE: 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.</p> <input type="checkbox"/> Yes <input type="checkbox"/> No	<p>REQUIRED 10a) 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 standards.</p> <p>REQUIRED 10b) Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.</p> <p>REQUIRED 10c) Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.</p> <p>REQUIRED 10d) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and</p>	<p>Not Evaluated</p> <p>Not Evaluated</p> <p>Not Evaluated</p> <p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

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	relationships among words (e.g., concept- and thematically-related words, word families, etc.).			
	REQUIRED 10e) Materials build in frequent opportunities for connections 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	This section was not evaluated because the non-negotiable criteria were not met.	
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 10. <i>Tier 2 ratings</i> 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. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	No	Text complexity of anchor and supporting texts range from 630-1010 Lexiles, with texts falling below and above the complexity band for 4 th -5 th grade.	ReadyGEN is a K–6 integrated literacy program that accelerates learning for all by presenting modeled reading experiences with authentic text. Students engage in practice, build motivation, and improve their reading stamina. The selections were chosen based on their text complexity using quantitative, qualitative, and reader-task criteria. Quantitative criteria used were Lexile scores, average sentence length, and word frequency. Qualitative criteria included levels of meaning, structure, language conventionality and clarity, and theme and knowledge demands. The ReadyGEN Text Sets contain selections that are at the level of text complexity required in Standard 10 of Literature and Standard 10 of Informational Text. See each unit for the Text Complexity Rubrics in the Teacher’s Guide: Grade 4 Unit 1 Teacher’s Guide pages TR48–TR57.

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	2. Quality of Texts (Non-Negotiable)	No	The texts appear to be connected by a topic, but it is not evident that at least 90% of the texts are authentic.	ReadyGEN is an integrated and well-balanced approach to reading, writing, listening, and speaking instruction. Unlike a traditional core basal offering, ReadyGEN was intentionally designed to provide students and teachers with the tools necessary to meet the Common Core instructional shifts. Authentic, rigorous “Text Sets” build knowledge around unit themes that actively engage students and include a complete array of print and digital resources that provide teachers with the daily support they need while offering the flexibility they desire
	3. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	No	There are few opportunities to make connections between acquiring the foundational skills and making meaning from reading grade-level texts.	<p>Foundational skills are the entryway to language and vocabulary and for students to become strong readers of complex text. Pearson provides phonics instruction for Grades K–3 and word analysis for Grades 4–6. The ReadyGEN scope and sequence of foundational skills has been widely validated in independent efficacy studies. Created by literacy experts in the areas of phonemic awareness, phonics, word work, and spelling, the approach is aggressive, with supports for appropriate mediations and modeled delivery through optional scripting. Lessons are integrated into ReadyGEN instruction and lessons appear in the Foundational Skills section at the back of every ReadyGEN Teacher’s Guide. Every lesson follows a systematic approach and integrates phonemic awareness, phonics, and fluency into daily instructional routines. Foundational skills instruction was designed to work in whole and small group settings, and it is recommended that teachers allocate 20–30 minutes of their reading block to teaching these skills. Each lesson has Small Group Options in the Small Group Time section that includes Phonics with references to the Foundational Skills pages in the book.</p> <ul style="list-style-type: none"> • Grade 4 Unit 1 Teacher’s Guide Module A pages 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136. <p>Additional skill application can be found by using the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				Grade 3 Decodable Readers and Grades 4 and 5 Practice Readers where selections have been specifically developed to use and apply the key foundational skills. See the references in the Foundational Skills section of the Teacher’s Guide for Grades 3, 4, and 5.
III: Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	The standards are listed in the lessons in the teacher’s edition, however, questions frequently do not include the language of the standards. Questions and tasks are centered on the instructional focus of the lesson, which is broad and skill-based.	Within the ReadyGEN program, more than 80% of the questions are high-quality, text-dependent questions requiring students to rely on the text to find the answers. In the first read of the lesson selection, Turn and Talk creates a structured routine allowing students to quickly think about and react to what they have read before digging deeper into the text. Students collaborate with peers to verbalize their thinking and learn from others. In the second read of the lesson selection, students engage with the Close Read and begin the hard work of analyzing and responding to text. The Close Read gives students extensive opportunities to explore key ideas and details, craft and structure, and integration of knowledge and ideas within the text. See the following example for each grade: Grade 4 Teacher’s Guide pages 12–17.
	6. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
V: Writing to Sources and Research	8. Writing to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
VI: Speaking and Listening	9. Speaking and Listening	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
VII: Language	10. Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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 of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.²¹ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts²² independently. Thus, a strong ELA classroom is structured with the below components.



Title: **ReadyGEN**

Grade: **5**

Publisher: **Pearson Education, Inc.**

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

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (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.

²¹ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

²² A range of texts are texts written at different reading levels.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
I. Text Selection				
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10.²³</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.²⁴ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	<p>No</p>	<p>After reviewing the text complexity analysis provided, the following was noted: Several texts are below expected complexity of 740L-1010L in all four units. The anchor text in Unit 1, Module A is 610L and supporting texts with 640L and 980L. In Unit 2 Module A, the anchor text is 780L while the supporting texts are 650L and 690. Unit 4 Module B has supporting texts with 610L and 650L.</p> <p>Qualitative analysis shows all accessible texts in Unit 1, one challenging text in Unit 2, three challenging texts in Unit 3, and only one in Unit 4. Many texts throughout the curriculum were noted to have one layer of meaning. This is not ideal for addressing the fifth grade standards.</p>	<p>ReadyGEN is a K–6 integrated literacy program that accelerates learning for all by presenting modeled reading experiences with authentic text. Students engage in practice, build motivation, and improve their reading stamina. The selections were chosen based on their text complexity using quantitative, qualitative, and reader-task criteria. Quantitative criteria used were Lexile scores, average sentence length, and word frequency. The ReadyGEN Text Sets contains selections that are at the level of text complexity required in Standard 10 of Literature and Standard 10 of Informational Text. See each unit for the Text Complexity Rubrics in the Teacher’s Guide. Grade 5 Unit 1 Teacher’s Guide pages TR48–TR57</p>
	<p>REQUIRED</p> <p>1b) Texts increase in complexity as materials progress throughout the grade level and 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>	<p>No</p>	<p>Text complexity does not increase through the year. Unit 1, Module A anchor text has a complexity of 610 Lexiles and supporting texts with Lexiles of 640 and 980. Unit 4, Module B (end of the year), the anchor text is 890L with supporting texts of 610L and 650L. Additionally, the qualitative analysis shows all accessible texts in Unit 1, one challenging text in Unit 2, three challenging texts in Unit 3, and only one in Unit 4.</p>	<p>Each text set at each grade level includes a balance of informational and literary texts from a range of disciplines. These engaging and grade-level appropriate texts were all chosen with CCSS parameters in mind to move students toward greater text complexity.</p> <p>According to the three-part model of text complexity found in Appendix A of the Common Core standards, quantitative, qualitative, and reader-task criteria work in concert to determine a text’s level of complexity. Lexile scores alone do not determine a text’s complexity. Likewise, the accessibility of a text’s concept or theme accounts for only one part of its complexity. The other quantitative and qualitative criteria can make a text more complex. For example, the Unit 4 Module A anchor text has an accessible concept but challenging topic-specific and academic</p>

²³ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

²⁴ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>vocabulary. The structure’s multiple viewpoints also make it a challenging text. In contrast, the Unit 1 Module A anchor text has an accessible concept and only general vocabulary, and the structure is a simple series of episodes.</p> <p>ReadyGEN places particular emphasis on teaching students to read a wide variety of texts, with the express purpose of supporting students as they read, analyze, make sense of information, and understand contrasting ideas.</p> <p>Grade-level authentic text is at the heart of all ReadyGEN lessons. Each piece of text provides key insights into the core understandings of the topic at hand. Text sets represent multiple genres and are worthy of close reading and rereading. Unit-level performance activities involving writing, speaking, and listening require students to draw from the unit text sets to demonstrate their knowledge.</p> <p>Leveled readers at every level means that all students, regardless of reading ability, can read with success. Fiction and nonfiction selections with intriguing content provide the resources you need to expand your students’ strengths, interests, and abilities. A large variety of expository nonfiction books will familiarize students with the types of text they will encounter in textbooks and on tests.</p>
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: 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</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	<p>No</p>	<p>There are 24 texts total counting the one anchor text and two supporting texts for each module (two modules per unit). There are thirteen informational texts and eleven literary texts with many opportunities to explore science and social studies content. Less than 90% of text is authentic (see page x in the Teacher's Guide). Anchor and supporting texts are described as "authentic"; Sleuth texts and practice, and leveled</p>	<p>Developed to meet the demands of the Common Core, ReadyGEN is not a rebuilt edition. It is an integrated literacy program that accelerates learning for all students by presenting modeled reading and writing experiences. A target standard(s) is identified in each lesson. The lessons within each module focus on a collective set of standards along with the context of reading the text set. ReadyGEN does not focus on teaching skills in isolation. Every lesson addresses</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>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>readers are not authentic.</p>	<p>multiple ELA objectives in reading, comprehension, foundational skills, language analysis, fluency, writing, and conventions.</p> <p>ReadyGEN’s focus on grade-level rigorous text is the center of all lessons. Each piece of text was selected to provide key insights into the core understandings of the topic at hand and to illuminate the anchor text. Texts are aligned to the complexity requirements outlined in the CCSS, so all students interact with grade-level text.</p> <p>Practice and leveled readers, while not authentic, are well-crafted, supplemental materials that provide meaningful opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards.</p> <p>ReadyGEN’s writing strand was built to align to the CCSS. By emphasizing the relationship between reading and writing, the program encourages both comprehension and communication through citation of text-based evidence. Students are taught to carefully analyze and synthesize sources, to write in response to multiple sources, and to support their claims through textual evidence. Students also write in the three modes identified by the CCSS</p>
	<p>REQUIRED</p> <p>2b) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>In grades K-2, 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 rich, complex text. These texts as well must form a</p>	<p>No</p>	<p>Although the text sets appear to include a collection of topic-related texts, the reading and writing enduring understandings and the reading instructional focus in each lesson are more strategy based and focused on a standard or partial standard rather than building content knowledge throughout the unit. For example, Unit 4 is about “Exploring New Worlds” and titles appear to support this theme. However, the lessons focus on reading and writing strategies based on one standard and skills rather than building content knowledge of exploration. In Module A, Lesson 1 the</p>	<p>ReadyGEN is an integrated and well-balanced approach to reading, writing, listening, and speaking instruction. Unlike a traditional core basal offering, ReadyGEN was intentionally designed to provide students and teachers with the tools necessary to meet the Common Core instructional shifts. Authentic, rigorous “Text Sets” build knowledge around unit themes that actively engage students, and include a complete array of print and digital resources that provide teachers with the daily support they need</p>

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	coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.		focus is “quote accurately when explaining a text”. Although some questions may support the theme of exploration, the lesson focus is a skill (quoting).	while offering the flexibility they desire. See the Unit Overview Standards Maps to identify the Anchor and Supporting Texts, the Goals, and the Enduring Understanding for each Module in each Unit. Grade 5 Implementation Guide pages 74–81
	REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.	No	Although multiple days are planned for anchor and supporting texts, different chapters or pages of the texts are assigned for each lesson. Lessons are geared toward the instructional focus, which is different for each lesson for a text. Therefore, in addition to the lessons being primarily restricted to a set number of pages, lessons are driven by the instructional focus, which is usually one standard, rather than making meaning from the text. Also, the suggested pacing chart may not allow for sufficient multiple readings of the lengthier texts. For example, there are 18 lessons in each module and two modules in each unit, regardless of the number, length and/or complexity of the texts included for each text set.	ReadyGEN actively engages students in literacy experiences, with authentic, rigorous “Text Sets” as the core of all instruction. Each Text Set is comprised of full-length informational and literary trade books and texts spanning multiple genres and cultures. These titles serve as the springboard into the exploration of language, literacy, and collaboration. ReadyGEN is the only elementary literacy program that puts a library of 12 authentic trade books in the hands of every learner. Kindergarten teachers will receive one set of 12 titles to be read aloud to students. Digital access to every trade book presents a unique one-to-one learning opportunity and a shift in students’ behavior from passive to active learning. Interactive Anchor Texts bring content to life, help build background for all students, and encourage the love of reading. AC Metric 1B
	2d) 90% of texts are previously published rather than “commissioned.”	No	Considering all texts in ReadyGEN 5th grade, evidence is lacking for 90% of texts being previously published rather than “commissioned”. Information about the texts found in ReadyGEN is found on page x in the Teachers Edition. Trade books and texts found in “Text Collections” are described as “authentic” texts and considered previously published. However texts from “Sleuth”, leveled readers, and “Practice Readers” are	The anchor and supporting texts provide opportunities for students to read high-quality, authentic texts. These texts are well crafted and represent the quality of content, language, and writing that is produced by experts in various disciplines. Sleuth passages, practice readers, and leveled readers are intentional and purposeful uses of commissioned texts. They are well-crafted, supplemental materials

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			not described as "authentic".	that provide meaningful opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards. These texts focus on the rigors of the CCSS and ensure that the program adheres to a research-based scope and sequence.
3. RANGE AND VOLUME OF TEXTS: 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 standards and included in the text of the standards (e.g., RL.K.9 , RI.1.9 , RI.2.3 , RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9). <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	3d) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II. Foundational Skills (grades K-5 only)				
Tier 1 and 2 Non-Negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent	REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A , while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A		
	REQUIRED 4b) In grades K-2, materials include student texts that allow	Yes	A foundational skills mini-lesson is included in the lessons in each module. Additional instruction and	

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<p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>		<p>practice for each lesson is found in the Foundational Skills section in the Teacher's Guide. Lessons address grade-level phonics patterns and word analysis skills including prefixes, suffixes, root words and complex spelling patterns.</p>	
	<p>REQUIRED 4c) In grades K-2, 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 and regular practice in encoding (spelling) the sound symbol relationships of English. <i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, 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.</p>	Yes	<p>Mini-lessons are provided in the lessons and more instruction and practice is found in the Foundational Skills section of the Teacher's Guide. Practice Readers are used for students to read with a partner and decode new words and build fluency. For example, in Unit 4 Lesson 1 the objective states, "Decode and read words with complex spelling patterns." Students identify and write words with the suffix -ious spelled as -ous, -eous, or -ious in some words. Lessons on Greek and Latin roots are included in Unit 1, and lessons from Unit 4 address complex spelling patterns and morphemes.</p>	
	<p>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	No	<p>Students are directed to find words in the anchor text for the foundational skills, but rereading for meaning is not included. For example, in Unit 1, module A, the mini-lesson is targeting suffix -ly. Directions include "Talk to students about suffixes or word endings from Chapter 1" and then to examine "importantly", "usually" and "kindly" but only at a word level and not within context. Lessons in the Foundational Skills section include reading practice readers with practice in context. However, directions are for students to partner read for accuracy and then to reread the passage for fluency. Rereading does not have a focus on meaning for practice with foundational skills. There is small group time with a focus on comprehension in self-selected readers as an extension on the instructional focus from the reading lesson (such as</p>	<p>In ReadyGEN, the program authors developed the Generative Vocabulary approach and corresponding routines to make visible to students critical features and functions of words and connections among words. By teaching vocabulary in clusters of ideas rather than in isolation, this approach encourages students to generate and learn many more words. Benchmark Vocabulary Words are important for understanding concepts within a text. By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. The vocabulary presented to students includes phrases and expressions as well as words. See the Unit 1 Teacher's Guide for Grade 3 pages TR24 and TR28, Grade 4 pages TR24 and TR28, and Grade 5 pages TR24 and TR28 for Vocabulary</p>

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			<p>comparing and contrasting characters in Unit 1, module A, Lesson 1), however, this does not include confirming or self-correcting word recognition and understanding.</p>	<p>Routines. The complete rationale for the vocabulary activities can be found in Grade 5 Unit 1 Teacher’s Guide pages TR24–TR31. Vocabulary words are presented at every grade level and used in the reading selection. Recognition and immediate application in context allow readers to use content words and academic terms in a real-world reading setting. See Grades 3, 4, and 5 Unit 1 Teacher’s Guide pages 2–5. The online ReadyUp! Intervention program includes vocabulary and comprehension lessons to help students at all levels develop the necessary skills to succeed both in and out of school. Lessons offer a consistent format: Introduce, Model, Teach, and Practice in isolation and in context. Routines, practice, and assessment occur at point-of-use within each lesson. The lesson follows a gradual release of responsibility model to scaffold learning. Throughout the program, concepts of syntax are targeted when the conventions of grammar and usage are presented in student and teacher materials. ReadyGEN provides ample opportunities to use the conventions in speaking and writing. Teacher’s Guide lessons introduce, reinforce, and review conventions for capitalization, punctuation, parts of speech, kinds of nouns, verb tenses, adjectives, different kinds and structures of sentences, and more. These skills are presented in the Conventions Mini-Lesson in each week’s lesson.</p> <ul style="list-style-type: none"> • See the following example for Grade 5 Teacher’s Guide: Unit 1 page 21.
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students’ reading level with accuracy, rate appropriate to the text, and expression.</p>	<p>Yes</p>	<p>Lessons in each module include suggestions for fluency practice using student self- selected texts and practice readers for students needing explicit foundational skills instruction. Rereading practice readers is also focused on fluency and additional fluency instruction and practice is provided in the Pearson Ready UP!</p>	

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	<p>REQUIRED 4f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p>No</p>	<p>Intervention guide.</p> <p>The texts used in the Foundational Skills section are brief and teach the skills in isolation. Some of the mini-lessons select words from the text to show target foundational skill, but do not guide students to make frequent connections. For example, in Unit 1, module A, the target of the mini-lesson is suffix -ly. Directions include "Talk to students about suffixes or word endings from Chapter 1" and then to examine "importantly", "usually" and "kindly" but only at a word level and not within context.</p>	<p>ReadyGEN integrates foundational skills, reading, writing, speaking and listening, and language standards, presenting them in conjunction with reading selections. The reading selections, which can be read independently of all surrounding material, serve as the core of the lessons and the vehicle for incorporating all features and activities. Each lesson begins with Build Understanding—Set the Purpose as students explore the reading selection, engaging in reading and using the routines to incorporate related foundational skills. For the selections, notes and questions help students comprehend the text and genres. Concepts and skills are presented and reviewed in succeeding lessons. They are then represented and extended in following units of instruction using a carefully constructed scope and sequence.</p> <p>See Grades 3, 4, and 5 Unit 1 Teacher’s Guide pages 12–14 for the purpose and understanding skills for making meaning from reading.</p> <p>AC Metric 4B</p>
	<p>4g) *Indicator for grades K-2 only 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>	<p>N/A</p>		
	<p>4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	<p>Yes</p>	<p>ReadyGEN includes abundant materials for teachers to provide more time, attention and practice for students who need it. Learning Resources are described on page iv at the beginning of each unit. Resources include computer access to trade books with audio, highlighting, and note taking capacity; Scaffolded</p>	

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			Strategies guide with support for English Language Learners and struggling readers; and online foundational skills instruction with interactive word analysis games. Each lesson includes Small Group Options that include lessons and activities for "students who need support". The Pearson Ready UP! Intervention provides further instruction and practice of foundational skills.	
III. Questions and Tasks				
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: 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> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) 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>No</p>	<p>Although questions are usually related to the texts and student ideas are expressed through both spoken and written responses, there is a lack of evidence that 80% of all questions in the materials are text dependent. The instructional focus in the daily lessons is based on a standard and the question set for the lesson will be based on standard and reading skill focus. Each unit includes a text set related topic, but the lesson "Reading Instructional Focus" is broad and not dependent on the text. In the Reader's and Writer's Journal, there are Reader Response questions that are text dependent for the matching passage. Also, in the "Close Read" section of each lesson there are questions with directions at the top of the page, which says, "Cite Text Evidence." Students are directed to discuss and support their answers with evidence. However, lesson questions are related specifically to the reading instructional focus of that lesson rather than building student knowledge throughout the connected texts. In addition, lesson-writing tasks are not consistently text dependent. For example, the writing task for Unit 1 module A is for students to write a narrative and the anchor and supporting texts are used as only as mentor texts; The writing is not dependent on the text and students do not need to understand the text to respond to the prompt. The Performance Based Assessment tasks prompt students to make connections among the texts. For example,</p>	<p>Within the ReadyGEN program, more than 80% of the questions are high-quality, text-dependent questions requiring students to rely on the text to find the answers. In the first read of the lesson selection, Turn and Talk creates a structured routine allowing students to quickly think about and react to what they have read before digging deeper into the text. Students collaborate with peers to verbalize their thinking and learn from others. In the second read of the lesson selection, students engage with the Close Read and begin the hard work of analyzing and responding to text. The Close Read gives students extensive opportunities to explore key ideas and details, craft and structure, and integration of knowledge and ideas within the text.</p> <p>See the following example: Grade 5 Teacher's Guide pages 12–17.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			The PBA task for Unit 3, module A is for students to "write a science fiction story". The anchor and supporting texts are used as "models"; writing is not dependent on the texts. Although other writing lessons and PBAs may be text dependent, at least 80% of questions are not considered text dependent.	
	<p>REQUIRED</p> <p>5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.</p>	No	<p>The questions and tasks in this curriculum are asked in order of the text being read and focused on the lesson standard or reading skill. The questions and tasks are not purposefully written so that students can build on layers of meaning in the text. In fact, many of the texts do not offer opportunities for layers of meaning. For example, in Unit 4, Module A, Lesson 1 the focus is "quote accurately when explaining a text" and the questions are more focused on quoting than digging into the meaning of the text itself. Lessons are focused on skills (such as characterization and quoting) rather than asking a sequence of questions that will facilitate student understanding of the text in its entirety. Each unit concludes with a Performance Based Assessment. PBA tasks do not allow students to express the knowledge of the texts.</p>	<p>In ReadyGEN, students use Build Understanding and read the text as part of Whole Group Reading instruction. Then students Close Read and learn how to unlock vocabulary. During this second read of the text, they use information from the text to respond to questions that require higher-order thinking skills. Each Close Read question has a Depth of Knowledge level to indicate the cognitive skills required to answer the question. (See examples in Grades 3, 4, and 5 Unit 1 Teacher's Guide page 13.) Every lesson offers a clear choice for teacher-directed small group instruction and also provides options for engaging independent learners during Small Group Time. (See examples in Grades 3, 4, and 5 Unit 1 Teacher's Guide page 15–17.) Higher-order (critical) thinking skills and related questioning techniques are integrated throughout the program. The program allows for immediate feedback for the questioning techniques. Embedded in the program are also assessment questions that are directly related to testing concepts in the Common Core State Standards. Higher-order thinking skills are addressed in the Reading/Language Analysis sections of the Teacher's Guide as well as in the support materials in the Scaffolded Strategies Handbook. The Sleuth materials present the Super Sleuth Steps: Gather Evidence, Ask Questions, Make Your Case, and Prove It! with performance tasks to demonstrate comprehension. Throughout the program, students are continuously involved in comprehension activities that use text-dependent, higher-order thinking skills. See Grade 5 Unit 1 Teacher's Guide pages 36–37.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>REQUIRED 5c) Questions and tasks 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>	<p>No</p>	<p>Although the standards are listed in the lessons, the questions may not use the language of the standards and do not assess the depth and complexity required by the standards. For example, in Lesson 1 of Unit 1, Module A, students are asked to turn to a partner and discuss “Who are the main characters so far?” and then the teacher poses the question to the class “Who is the main character and what do you know about him so far?” These questions do not meet 5th grade standards. Questions do not advance over time. In Unit 3, questions continue to lack the depth and complexity required by the standards. In the first lesson in Module B, questions include “what are some things Layla says or does?” and “What lesson is Dr. Goggles teaching?”. These questions do not challenge students to think deeply about the text itself.</p>	<p>Each topically related Text Set, which consists of an anchor text, a supporting text, and texts to support close reading and critical (analytical) thinking, provides a balance of fiction and nonfiction consistent with the demands of the Common Core Standards. Each lesson begins with Build Understanding (Set the Purpose, Engage Students), which includes Enduring Understandings and Essential Questions to guide student thinking and create a culture of inquiry around the Text Sets and tasks. The Close Read involves the Cite Text Evidence section to help students delve into key ideas and details, craft and structure, and the integration of knowledge and ideas. The Standards are listed in the Objectives to clearly identify which ones are addressed in the lesson. This structure helps students understand how to gather evidence and build knowledge as they apply these skills when they read the selection. See the following example for each grade: Grade 5 Teacher’s Guide pages 12–13.</p>
	<p>REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>No</p>	<p>Students are engaged with reading the vocabulary and engaging in speaking and listening about targeted vocabulary. However, lessons are specific to portions of the text and the targeted vocabulary for that section of the text only. Repetition of vocabulary in varied contexts is not addressed in this curriculum. For example, directions in the Reader’s and Writer’s Journal for listed vocabulary words are for students to “Write a sentence using each word.” Words could be revisited for the “Generative Vocabulary” portion of the lesson, however instructions specific to repeated vocabulary were also not found in the Teacher’s Guide. The instructional focus of Lesson 13 in Unit 2, module A was noted as a vocabulary lesson to “determine the meaning of words and phrases.” However, in most cases, vocabulary instruction is isolated from making meaning of the text.</p>	<p>In ReadyGEN, the program authors developed the Generative Vocabulary approach and corresponding routines to make visible to students critical features and functions of words and connections among words. By teaching vocabulary in clusters of ideas rather than in isolation, this approach encourages students to generate and learn many more words. Benchmark Vocabulary Words are important for understanding concepts within a text. By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. The vocabulary presented to students includes phrases and expressions as well as words. See the Unit 1 Teacher’s Guide for Grade 5 pages TR24 and TR28 for Vocabulary Routines. The complete rationale for the vocabulary activities can be found in Grade 5 Unit 1 Teacher’s Guide pages TR24–TR31.</p>

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				<p>Vocabulary words are presented at every grade level and used in the reading selection. Recognition and immediate application in context allow readers to use content words and academic terms in a real-world reading setting. See Grade 5 Unit 1 Teacher’s Guide pages 2–5. The online ReadyUp! Intervention program includes vocabulary and comprehension lessons to help students at all levels develop the necessary skills to succeed both in and out of school. Lessons offer a consistent format: Introduce, Model, Teach, and Practice in isolation and in context. Routines, practice, and assessment occur at point-of-use within each lesson. The lesson follows a gradual release of responsibility model to scaffold learning.</p> <p>Throughout the program, concepts of syntax are targeted when the conventions of grammar and usage are presented in student and teacher materials. ReadyGEN provides ample opportunities to use the conventions in speaking and writing. Teacher’s Guide lessons introduce, reinforce, and review conventions for capitalization, punctuation, parts of speech, kinds of nouns, verb tenses, adjectives, different kinds and structures of sentences, and more. These skills are presented in the Conventions Mini-Lesson in each week’s lesson.</p> <ul style="list-style-type: none"> • See the following example for Grade 5: Teacher’s Guide Unit 1 page 21. <p>AC Metric 2B</p>
<p>6. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
independently demonstrate the assessed grade-specific standards with appropriately complex text(s). <input type="checkbox"/> Yes <input type="checkbox"/> No	guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.			
	REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV. Scaffolding and Support				
7. SCAFFOLDING AND SUPPORT: 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	REQUIRED 7a) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7c) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

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	(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.).			
	7f) 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
V. Writing to Sources and Research				
8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED *Indicator for grades 3-12 only 8a) A vast majority of written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--defended claims and clear information, drawing on textual evidence to support valid inferences from text.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. In grades 3-12, tasks included 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	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 8d) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, students listen to a text	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

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	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. For example, in grade 6, 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.			
	REQUIRED *Indicator for grades K-2 only 8e) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	8f) *Indicator for grades K-2 only 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
VI. Speaking and Listening				
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9a) Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 9b) Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 9c) Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, materials build in frequent opportunities for discussion about texts and,	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

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	through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.			
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
VII. Language				
10. LANGUAGE: 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. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 10a) 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 standards .	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 10b) Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 10c) Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 10d) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

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	REQUIRED 10e) Materials build in frequent opportunities for connections 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	This section was not evaluated because the non-negotiable criteria were not met.	
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met	
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 10. <i>Tier 2 ratings</i> 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. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	No	Texts do not increase in complexity as the year progresses. Concern regarding the qualitative measures of the text and the opportunities to make meaning were noted.	ReadyGEN is a K–6 integrated literacy program that accelerates learning for all by presenting modeled reading experiences with authentic texts. Students engage in practice, build motivation, and improve their reading stamina. The selections were chosen based on their text complexity using quantitative, qualitative, and reader-task criteria. Quantitative criteria used were Lexile scores, average sentence length, and word frequency. Qualitative criteria included levels of meaning, structure, language conventionality and clarity, and theme and knowledge demands. The ReadyGEN Text Sets contain selections that are at the level of text complexity required in Standard 10 of Literature and Standard 10 of Informational Text. See each unit for the Text Complexity Rubrics in the Teacher’s Guide: Grade 5 Unit 1 Teacher’s Guide pages TR48–TR57.
	2. Quality of Texts (Non-Negotiable)	No	Although the text collections within each module appear to be connected and related, the lessons focus on skills rather than building students’ knowledge	ReadyGEN is an integrated and well-balanced approach to reading, writing, listening, and speaking instruction. Unlike a traditional core basal offering,

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			about content	ReadyGEN was intentionally designed to provide students and teachers with the tools necessary to meet the Common Core instructional shifts. Authentic, rigorous “Text Sets” build knowledge around unit themes that actively engage students and include a complete array of print and digital resources that provide teachers with the daily support they need while offering the flexibility they desire.
	3. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	No	The texts used in the Foundational Skills section are short and teach the skill in isolation without rereading for meaning. The foundational skills lessons do not guide students to make frequent connections.	<p>Foundational skills are the entryway to language and vocabulary and for students to become strong readers of complex text. Pearson provides phonics instruction for Grades K–3 and word analysis for Grades 4–6. The ReadyGEN scope and sequence of foundational skills has been widely validated in independent efficacy studies. Created by literacy experts in the areas of phonemic awareness, phonics, word work, and spelling, the approach is aggressive, with supports for appropriate mediations and modeled delivery through optional scripting. Lessons are integrated into ReadyGEN instruction and lessons appear in the Foundational Skills section at the back of every ReadyGEN Teacher’s Guide. Every lesson follows a systematic approach and integrates phonemic awareness, phonics, and fluency into daily instructional routines. Foundational skills instruction was designed to work in whole and small group settings, and it is recommended that teachers allocate 20–30 minutes of their reading block to teaching these skills. Each lesson has Small Group Options in the Small Group Time section that includes Phonics/Word Analysis with references to the Foundational Skills pages in the book.</p> <ul style="list-style-type: none"> • Grade 5 Unit 1 Teacher’s Guide Module A pages 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136. <p>Additional skill application can be found by using the Grade 3 Decodable Readers and Grades 4 and 5 Practice Readers where selections have been</p>

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				specifically developed to use and apply the key foundational skills. See the references in the Foundational Skills section of the Teacher’s Guide for Grades 3, 4, and 5.
III: Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Questions are skills-based. Questions do not uncover the layers of meaning of text, building student's understanding of a topic or key ideas of texts with connected lessons within a unit of study. Questions also lack depth and complexity required for grade 5 standards.	Within the ReadyGEN program, more than 80% of the questions are high-quality, text-dependent questions requiring students to rely on the text to find the answers. In the first read of the lesson selection, Turn and Talk creates a structured routine allowing students to quickly think about and react to what they have read before digging deeper into the text. Students collaborate with peers to verbalize their thinking and learn from others. In the second read of the lesson selection, students engage with the Close Read and begin the hard work of analyzing and responding to text. The Close Read gives students extensive opportunities to explore key ideas and details, craft and structure, and integration of knowledge and ideas within the text. See the following example for each grade: Grade 5 Teacher’s Guide pages 12–17.
	6. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
V: Writing to Sources and Research	8. Writing to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
VI: Speaking and Listening	9. Speaking and Listening	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
VII: Language	10. Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

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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)

Appendix II.

Public Comments

There were no public comments submitted.