

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: TeenBiz3000

Grade: 6-8

Publisher: Achieve3000, Inc.

Copyright: 2014

Overall Rating: Tier III, Not representing quality

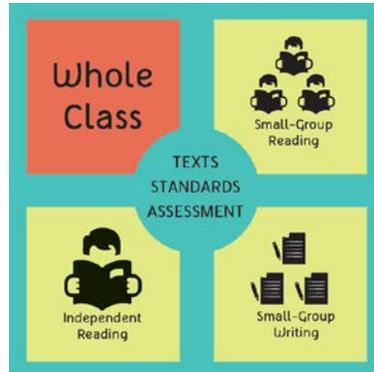
This English Language Arts review has been examined for the following changes in alignment resulting from the Louisiana Student Standards Review:

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

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

Criteria	Currently in the Rubric	Next Steps for Educators
Quality of Texts (Non-Negotiable)	This program currently is reviewed as "No" for this criteria because the materials do not provide enough material for students to build vocabulary knowledge, an integral part of building knowledge about concepts, themes, and topics. Students read informational articles, but are not asked to use the new vocabulary when speaking or writing about the concepts, themes, and topics they are studying.	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 criteria because questions do not appear to be arranged in a manner that require sustained attention to the text, its illustrations, or its connection to other texts in the materials. Questions and tasks do not always include the language of the standards and do not assess the depth and complexity required.	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	Not Reviewed	

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: **TeenBiz3000**

Grade: **6-8**

Publisher: **Achieve3000, Inc.**

Copyright: **2014**

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)
	5. Text-Dependent Questions (Non-Negotiable)

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 receive a “Yes” in Column 1 for Criteria 1 – 7.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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.

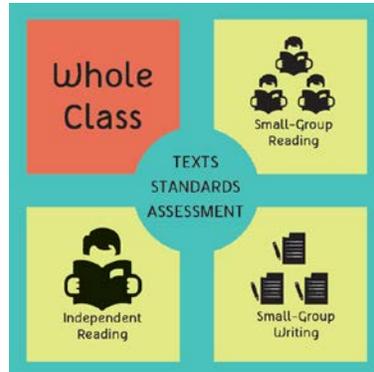
Click below for complete grade-level reviews:

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

[Grade 7 \(Tier 3\)](#)

[Grade 8 \(Tier 3\)](#)

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



Title: **TeenBiz3000**

Grade: **6**

Publisher: **Achieve3000, Inc.**

Copyright: **2014**

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)
	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.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (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 10¹.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that vary in complexity levels. The provided levels are appropriate for the reading level of the identified group. Measures for determining complexity include quantitative and qualitative analysis.² 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>Lexile levels are available for each text selection, noting whether the text falls "far below," "approaches," "meets," or "exceeds" the grade-band recommended Lexile levels.</p> <p>The materials offer the ability to adjust Lexile, making it easy for teachers to incorporate all learners, no matter the level.</p>
	<p>REQUIRED 1b) Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	Yes	<p>Materials do not seem to be organized in clear units where texts progress in complexity, but teachers have the ability to adjust the Lexile level of selected articles. This feature allows the teacher to ensure that texts increase in complexity as materials progress.</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</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to practice skills that will help them master the ELA standards in the particular grade; 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>	No	<p>All of the texts in the grade 6 materials are informational. While these pieces represent various disciplines (specifically, history/social studies and science), there are no literary texts by authentic authors, who are considered authorities, making it difficult for students to practice skills that will help them master the Reading: Literature standards.</p> <p>Further, many articles are written by Achieve3000, with the Associated Press noted as a 'contributor.'</p>
	<p>REQUIRED 2b) Materials provide opportunities for students to build</p>	No	<p>While articles are content rich, the materials do not provide enough materials for students to build vocabulary</p>

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

² 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>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>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.</p>		<p>knowledge, an integral part of building knowledge about concepts, themes, and topics. Students read informational articles, but are not asked to use the new vocabulary when speaking or writing about the concepts, themes, and topics they are studying.</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.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 include both literary and informational texts to support students in developing independent reading ability that is at or above grade level.</p>	Not Evaluated	The 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.).</p>	Not Evaluated	The 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; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).</p>	Not Evaluated	The 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 build their ability to apply skills learned in small-group instruction to new texts.</p>	Not Evaluated	The 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, phonics, vocabulary, development,</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	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>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 type="checkbox"/> No</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>	N/A	
	<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.</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>	N/A	
	<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>	N/A	
	<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>	N/A	
	<p>4f) *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</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.		
	4g) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	N/A	
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>Questions focus more on surface comprehension of text rather than being truly text dependent. For example, there is often a 'Thought Question' that asks students to refer to the article in a short written response, and some questions in the 'Activity' ask students to refer to the text; however, students are not asked to dissect deeper meanings of text through a variety of in-depth text dependent questions. Student ideas are limited to multiple-choice letter choices and very short written responses.</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.</p>	No	<p>Questions do not appear to be arranged in a manner that requires sustained attention to the text, its illustrations, or its connection to other texts in the materials. Both the questions in the 'activity' and the articles themselves are isolated from one another. Further, multiple choice questions in the 'activity' portion of the lesson and the written response in the 'thought question' portion of the lesson are not always connected.</p> <p>For example, in the lesson "Caring for Dolphins and More," there are a series of questions in the "Activity" section that focus on developing an understanding of different aspects of the text ranging from vocabulary study to comprehension question; however, these questions do not sequence clearly to the "Thought Question" which focuses on a different aspect of the text. There is no clear progression of questions linking to a writing task that explores deeper implications of the text.</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>Questions and tasks do not always include language of the standards and do not assess the depth and complexity required at each grade-level. Questions featured in the 'Stretch Activity' are often more complex, but unless the teacher only uses the 'Stretch Article,' questions and tasks do not always assess the depth and complexity required.</p> <p>For example, many questions about vocabulary simply ask students to identify a synonym or antonym -- rather, the language of standard RI 6.4 or L 6.4 would ask students to determine what is implied by a particular word, phrase, or sentence, and later ask students to identify another word, phrase or sentence that has a similar meaning.</p>
	<p>REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) prevalent in complex texts to determine meaning from texts; 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>Vocabulary highlighted in the article and assessed in the multiple choice 'activity' do not always appear in the written tasks or in other texts.</p> <p>After reading about 'Google's Grand Plan,' (Lesson Start Date: November 3) students are asked to "Write a letter to a friend about Google's Colorado River project. Be sure to use descriptive language in your response." The 'Before Reading Poll' asks students if they agree or disagree that "raising awareness is the best way to help fix problems," and later highlights words such as plight and optimistic.</p> <p>Rather than simply describe Google's Colorado River project in a letter to a friend, students could be asked to argue that the project has had a positive impact on the condition of the dwindling Colorado River. Pairing this piece with another text where raising awareness about an environmental issue has (or hasn't) fixed problems would engage students with multiple repetitions of words (like plight and optimistic, enhance and preserve) in varied contexts.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	REQUIRED 5e) 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.).	No	For the most part, vocabulary study is limited to multiple choice questions, and simply ask students to identify a synonym or antonym.
6. ASSESSMENT: 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) Materials use varied modes of assessment, including a range of diagnostic, formative, summative and self-assessment measures for placement of students into and out of small groups and to monitor progress along the way.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 6b) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 6c) 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	The 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	The 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	REQUIRED 7a) 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.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.

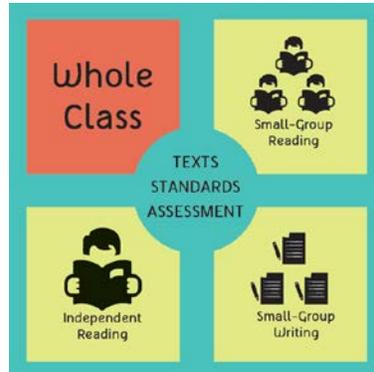
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
comprehend grade-level complex text as required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7b) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7c) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7d) 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	The section was not evaluated because the non-negotiable criteria were not met.
	7e) 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	The 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 – 7.
Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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	Complexity of texts will be met if the teacher adjusts the Lexile level of each article.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	2. Quality of Texts (Non-Negotiable)	No	Students have opportunities to practice skills that will help them master the Reading: Informational Texts standards as well as the Grades 6-8 Literacy in History/Social Studies, Science, & Technical Subjects standards, but there are no opportunities for students to practice with the Reading: Literature standards.
	3. Range and Volume of Texts	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable)	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	While some questions begin with "According to the article," or "The article states...", questions and tasks are not coherently sequenced, and do not always assess the depth and complexity of the standards.
	6. Assessment	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

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: **TeenBiz3000**

Grade: **7**

Publisher: **Achieve3000, Inc.**

Copyright: **2014**

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)
	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.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (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 10³.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that vary in complexity levels. The provided levels are appropriate for the reading level of the identified group. 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>	Yes	<p>Lexile levels are available for each text selection, noting whether the text falls "far below," "approaches," "meets," or "exceeds" the grade-band recommended Lexile levels.</p> <p>The materials offer the ability to adjust Lexile, making it easy for teachers to incorporate all learners, no matter the level.</p>
	<p>REQUIRED 1b) Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	Yes	<p>While there is no evidence for a progression of texts across materials, the complexity of texts is malleable to the needs of students and teachers if the teacher deliberately adjusts the Lexile of articles.</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</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to practice skills that will help them master the ELA standards in the particular grade; 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>	No	<p>All of the texts in the grade 7 materials are informational. While these pieces represent various disciplines (specifically, history/social studies and science), materials do not provide proof that texts are written by experts in the disciplines, making it difficult for students to practice skills that will help them master the Reading: Literature standards.</p> <p>Further, many articles are written by Achieve3000, with the Associated Press noted as a 'contributor.'</p>
	<p>REQUIRED 2b) Materials provide opportunities for students to build</p>	No	<p>Because articles and the ensuing lessons/activities are often unrelated and isolated from each other, it does not appear that students will build strong content knowledge</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>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>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.</p>		<p>about concepts, themes, and topics.</p> <p>For example, in one week in grade 7, students read about the implications of employers being able to read employees' text messages ("Private! Keep Out" on August 27), the Israel Antiquities Authority and what they are doing with ancient artifacts from archaeological digs ("Looking into the Past" on August 29), as well as updates to the Vincennes Zoo in Paris ("New Zoo in Paris" on August 30). "Summarization" is identified as the unifying strategy for the first two articles, though there does not seem to be any building of vocabulary knowledge or related concepts.</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.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 include both literary and informational texts to support students in developing independent reading ability that is at or above grade level.</p>	Not Evaluated	The 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.).</p>	Not Evaluated	The 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; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).</p>	Not Evaluated	The 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 build their ability to apply skills learned in small-group instruction to new texts.</p>	Not Evaluated	The 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:</p>	<p>REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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 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>	N/A	
	<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.</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>	N/A	
	<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>	N/A	
	<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>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>4f) *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>4g) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	N/A	
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>	No	<p>Questions focus more on surface comprehension of text rather than being truly text dependent. While the 'Thought Question' often asks students to refer to the article in a short written response, and some questions in the 'Activity' begin with "According to the article," student ideas are limited to multiple-choice letter choices and very short written responses.</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.</p>	No	<p>Questions are not sequenced so as to focus students on understanding the texts or prepare them to present their ideas in speaking or writing. The 'Thought Questions' do not always logically follow the questions found in the multiple choice 'Activity.'</p> <p>For example, in grade 7, "Remembering Maya Angelou" (September 1), students are asked to "Write about Maya Angelou as if you were describing her to a friend. Be sure to include details about Angelou's writing, awards, and other accomplishments. Support your response with information from the lesson." This follows questions:</p> <p>"Which information is not in the article?;" "According to the article, which of these happened after Angelou's reading of "On the Pulse of the Morning" was broadcast</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			around the world?;" " Which two words from the article are the closest synonyms?;" "Which of these is a statement of opinion?;" "Which statement from the article best supports the opinion that Maya Angelou was extremely creative?"
	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	<p>Questions and tasks do not always include the language of the standards and do not assess the dept and complexity required.</p> <p>For example, questions ask students, "which information is not in the article?" or to identify an alternate headline for the article, but do not ask students to consider how specific sentences, paragraphs, or sections contribute to the overall structure and development of ideas in the article.</p>
	REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) prevalent in complex texts to determine meaning from texts; 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	<p>Each activity has only one text and a small writing sample for students to complete. Vocabulary is almost wholly studied through questions where students are to determine an antonym or synonym, but students are not prompted to use new words when engaging in speaking or writing.</p>
	REQUIRED 5e) 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.).	No	<p>Students are directed to notice certain vocabulary words in the individual pieces, but the opportunity to learn and study academic vocabulary over various texts is missing.</p>
6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit	REQUIRED 6a) Materials use varied modes of assessment, including a range of diagnostic, formative, summative and self-assessment measures for placement of students into and	Not Evaluated	<p>The 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>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>out of small groups and to monitor progress along the way.</p>		
	<p>REQUIRED 6b) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 6c) 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	The 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	The 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) 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.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 7b) 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	The section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 7c) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Not Evaluated	The 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) 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	The section was not evaluated because the non-negotiable criteria were not met.
	7e) 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	The 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 – 7.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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.

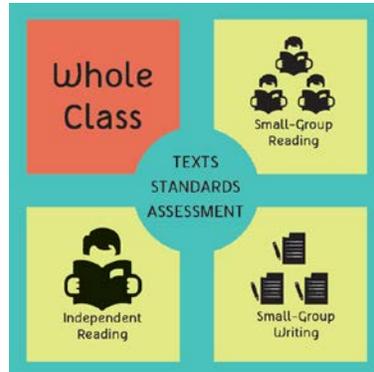
Compile the results for Sections I-VII to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	Teachers can adjust Lexile or articles to meet this criteria.
	2. Quality of Texts (Non-Negotiable)	No	A teacher using this material will need to supplement with literary texts as there are none provided in the material. Materials do not provide proof that texts are written by experts in the disciplines.
	3. Range and Volume of Texts	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable)	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	The depth and complexity required by the other grade-specific standards is not evident in the majority of questions, even when questions are text-dependent.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	6. Assessment	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.

FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**

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: **TeenBiz3000**

Grade: **8**

Publisher: **Achieve3000, Inc.**

Copyright: **2014**

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)
	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.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (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 10⁵.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that vary in complexity levels. The provided levels are appropriate for the reading level of the identified group. Measures for determining complexity include quantitative and qualitative analysis.⁶ 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>Lexile levels are available for each text selection, noting whether the text falls "far below," "approaches," "meets," or "exceeds" the grade-band recommended Lexile levels.</p> <p>The materials offer the ability to adjust Lexile, making it easy for teachers to incorporate all learners, no matter the level.</p>
	<p>REQUIRED 1b) Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	Yes	<p>While there does not appear to be a clear progression of complexity as the materials progress, teachers have the ability to adjust the Lexile level of selected articles. This feature allows the teacher to ensure that texts increase in complexity as materials progress.</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</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to practice skills that will help them master the ELA standards in the particular grade; 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>	No	<p>While these pieces represent various disciplines (specifically, history/social studies and science), materials do not provide proof that texts are written by experts in the disciplines, making it difficult for students to practice skills that will help them master the Reading: Literature standards for grade 8.</p> <p>Further, many articles are written by Achieve3000, with the Associated Press noted as a 'contributor.'</p>
	<p>REQUIRED 2b) Materials provide opportunities for students to build</p>	No	<p>Articles included are content rich and help students build knowledge about concepts and topics through reading, but vocabulary opportunities are limited. Further, there</p>

⁵ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

⁶ 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>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>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.</p>		<p>are limited opportunities for students to speak about or listen to what others have to say about the articles.</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.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 include both literary and informational texts to support students in developing independent reading ability that is at or above grade level.</p>	Not Evaluated	The 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.).</p>	Not Evaluated	The 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; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).</p>	Not Evaluated	The 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 build their ability to apply skills learned in small-group instruction to new texts.</p>	Not Evaluated	The 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, phonics, vocabulary, development,</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	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>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 type="checkbox"/> No</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>	N/A	
	<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.</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>	N/A	
	<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>	N/A	
	<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>	N/A	
	<p>4f) *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</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.		
	4g) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	N/A	
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>While there are text-dependent questions in the materials, many of the questions in the 'Activity' section of the grade 8 materials can be answered without reading or looking at the text at all.</p> <p>For example, in the text, "Code Talker tells his Story," (October 22) students are asked: "Which of these is a statement of opinion?" Other grade 8 questions also ask students to identify a opinion, or select the closest synonym of antonym of a vocabulary word, independent of text.</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.</p>	No	<p>The questions do not seem to build on one another. For example, this sequence of questions for the article "Goodbye to an American Hero" (October 15) do not appear to be sequenced in a particular manner, and do not focus students on understanding the text and its illustrations:</p> <ol style="list-style-type: none"> 1. What is this article mainly about?; 2. In light of the main ideas of this article, what caused Carter to make such a public statement?; 3. Which is the closest antonym for the word elite?; 4. Which of these happened second?; 5. Which of these is a statement of opinion?;

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>6. Which is the closest synonym for the word obstacles?;</p> <p>7. Which question is not answered by the article?;</p> <p>8. Which of these should not be included in a summary of this article?</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	Although questions are generally presented in the language of the standards, they do not always assess the depth and complexity required to advance student learning.
	<p>REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) prevalent in complex texts to determine meaning from texts; 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	The articles and related tasks appear to work in isolation. Rather than engaging students with multiple repetitions of words in varied contexts, tasks do not reinforce the connection between texts in the materials. Each activity has only one text and a small writing sample for students to complete.
	<p>REQUIRED 5e) 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>	Yes	<p>While the materials make note of and define important vocabulary words in the articles, vocabulary study is limited to questions like: "Which is the closest antonym for the word disperse?" and "Which two words from the article are the closest synonyms?"</p> <p>Students could answer these questions without ever reading the text at all, and materials do not always provide the sentences/excerpts with the words for students to refer to.</p>
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely</p>	<p>REQUIRED 6a) Materials use varied modes of assessment, including a range of diagnostic, formative, summative and self-</p>	Not Evaluated	The 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
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	assessment measures for placement of students into and out of small groups and to monitor progress along the way.		
	REQUIRED 6b) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 6c) 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	The 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	The 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) 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.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7b) 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	The section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7c) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.	Not Evaluated	The 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) 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	The section was not evaluated because the non-negotiable criteria were not met.
	7e) 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	The 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 – 7.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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	Materials meet this criteria if the teacher utilizes the Lexile adjustment feature.
	2. Quality of Texts (Non-Negotiable)	No	The informational texts provided are content rich, but materials lack literary texts. If the teacher uses this product as a supplement to a traditional English Language arts curriculum, the materials may meet the indicator. Materials do not provide proof that texts are written by experts in the disciplines.
	3. Range and Volume of Texts	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable)	N/A	

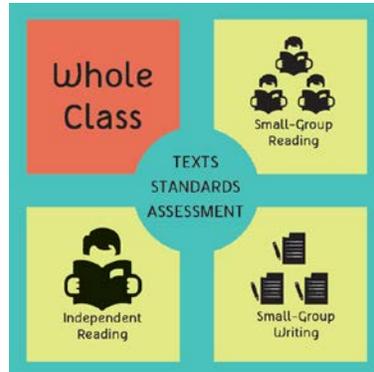
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Text-dependent questions do not fully address the requirements of Reading Standard 1. Tasks and opportunities for vocabulary study are weak.
	6. Assessment	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.

FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**

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: **TeenBiz3000**

Grade: **6-8**

Publisher: **Achieve3000, Inc.**

Copyright: **2014**

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)
	5. Text-Dependent Questions (Non-Negotiable)

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 receive a “Yes” in Column 1 for Criteria 1 – 7.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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.

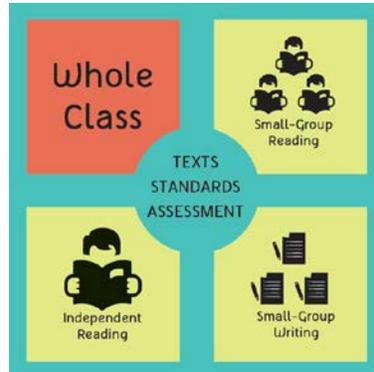
Click below for complete grade-level reviews:

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

[Grade 7 \(Tier 3\)](#)

[Grade 8 \(Tier 3\)](#)

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



Title: **TeenBiz3000**

Grade: **6**

Publisher: **Achieve3000, Inc.**

Copyright: **2014**

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)
	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.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
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 10¹.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that vary in complexity levels. The provided levels are appropriate for the reading level of the identified group. Measures for determining complexity include quantitative and qualitative analysis.² 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>Lexile levels are available for each text selection, noting whether the text falls "far below," "approaches," "meets," or "exceeds" the grade-band recommended Lexile levels.</p> <p>The materials offer the ability to adjust Lexile, making it easy for teachers to incorporate all learners, no matter the level.</p>	
	<p>REQUIRED 1b) Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	Yes	<p>Materials do not seem to be organized in clear units where texts progress in complexity, but teachers have the ability to adjust the Lexile level of selected articles. This feature allows the teacher to ensure that texts increase in complexity as materials progress.</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</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to practice skills that will help them master the ELA standards in the particular grade; 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>	No	<p>All of the texts in the grade 6 materials are informational. While these pieces represent various disciplines (specifically, history/social studies and science), there are no literary texts by authentic authors, who are considered authorities, making it difficult for students to practice skills that will help them master the Reading: Literature standards.</p> <p>Further, many articles are written by Achieve3000, with the Associated Press noted as a 'contributor.'</p>	

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

² 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 COMMENTS
<p>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 2b) Materials provide opportunities for students to 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.</p>	<p>No</p>	<p>While articles are content rich, the materials do not provide enough materials for students to build vocabulary knowledge, an integral part of building knowledge about concepts, themes, and topics. Students read informational articles, but are not asked to use the new vocabulary when speaking or writing about the concepts, themes, and topics they are studying.</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.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 include both literary and informational texts to support students in developing independent reading ability that is at or above grade level.</p>	<p>Not Evaluated</p>	<p>The 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.).</p>	<p>Not Evaluated</p>	<p>The 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; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p>Not Evaluated</p>	<p>The section was not evaluated because the non-negotiable criteria were not met.</p>	
	<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 build their ability to apply skills learned in small-group instruction to new texts.</p>	<p>Not Evaluated</p>	<p>The section was not evaluated because the non-negotiable criteria were not met.</p>	
<p>II. Foundational Skills (grades K-5 only)</p>				
<p>Tier 1 and 2 Non-Negotiable 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics,</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</p>	<p>N/A</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. <input type="checkbox"/> Yes <input type="checkbox"/> No	each of the foundational skills.			
	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.	N/A		
	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. 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.	N/A		
	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.	N/A		
	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.	N/A		
	4f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills	N/A		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	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.			
	4g) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	N/A		
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.	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.	No	Questions focus more on surface comprehension of text rather than being truly text dependent. For example, there is often a 'Thought Question' that asks students to refer to the article in a short written response, and some questions in the 'Activity' ask students to refer to the text; however, students are not asked to dissect deeper meanings of text through a variety of in-depth text dependent questions. Student ideas are limited to multiple-choice letter choices and very short written responses.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	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.	No	Questions do not appear to be arranged in a manner that requires sustained attention to the text, its illustrations, or its connection to other texts in the materials. Both the questions in the 'activity' and the articles themselves are isolated from one another. Further, multiple choice questions in the 'activity' portion of the lesson and the written response in the 'thought question' portion of the lesson are not always connected. For example, in the lesson "Caring for Dolphins and More," there are a series of questions in the "Activity" section that focus on developing an understanding of different aspects of the text ranging from vocabulary study to comprehension question; however, these questions do not sequence clearly to the "Thought Question" which focuses on a different aspect of the text. There is no clear progression of questions linking to a writing task that explores deeper implications of the text.	

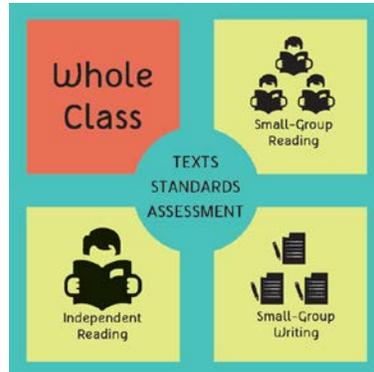
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	<p>REQUIRED 5c) Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i></p>	No	<p>Questions and tasks do not always include language of the standards and do not assess the depth and complexity required at each grade-level. Questions featured in the 'Stretch Activity' are often more complex, but unless the teacher only uses the 'Stretch Article,' questions and tasks do not always assess the depth and complexity required.</p> <p>For example, many questions about vocabulary simply ask students to identify a synonym or antonym -- rather, the language of standard RI 6.4 or L 6.4 would ask students to determine what is implied by a particular word, phrase, or sentence, and later ask students to identify another word, phrase or sentence that has a similar meaning.</p>	
	<p>REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) prevalent in complex texts to determine meaning from texts; 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>Vocabulary highlighted in the article and assessed in the multiple choice 'activity' do not always appear in the written tasks or in other texts.</p> <p>After reading about 'Google's Grand Plan,' (Lesson Start Date: November 3) students are asked to "Write a letter to a friend about Google's Colorado River project. Be sure to use descriptive language in your response." The 'Before Reading Poll' asks students if they agree or disagree that "raising awareness is the best way to help fix problems," and later highlights words such as plight and optimistic.</p> <p>Rather than simply describe Google's Colorado River project in a letter to a friend, students could be asked to argue that the project has had a positive impact on the condition of the dwindling Colorado River. Pairing this piece with another text where raising awareness about an environmental issue has (or hasn't) fixed problems would engage students with multiple repetitions of words (like plight and optimistic, enhance and preserve) in varied contexts.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	REQUIRED 5e) 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.).	No	For the most part, vocabulary study is limited to multiple choice questions, and simply ask students to identify a synonym or antonym.	
6. ASSESSMENT: 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) Materials use varied modes of assessment, including a range of diagnostic, formative, summative and self-assessment measures for placement of students into and out of small groups and to monitor progress along the way.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 6b) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 6c) 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	The 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	The 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	REQUIRED 7a) 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.	Not Evaluated	The 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 COMMENTS
comprehend grade-level complex text as required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7b) 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	The section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7c) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7d) 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	The section was not evaluated because the non-negotiable criteria were not met.	
	7e) 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	The 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 – 7. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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	Complexity of texts will be met if the teacher adjusts the Lexile level of each article.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	2. Quality of Texts (Non-Negotiable)	No	Students have opportunities to practice skills that will help them master the Reading: Informational Texts standards as well as the Grades 6-8 Literacy in History/Social Studies, Science, & Technical Subjects standards, but there are no opportunities for students to practice with the Reading: Literature standards.	
	3. Range and Volume of Texts	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills (Non-Negotiable)	N/A		
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	While some questions begin with "According to the article," or "The article states...", questions and tasks are not coherently sequenced, and do not always assess the depth and complexity of the standards.	
	6. Assessment	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality				

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: **TeenBiz3000**

Grade: **7**

Publisher: **Achieve3000, Inc.**

Copyright: **2014**

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)
	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.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
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 10³.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that vary in complexity levels. The provided levels are appropriate for the reading level of the identified group. 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>	Yes	<p>Lexile levels are available for each text selection, noting whether the text falls "far below," "approaches," "meets," or "exceeds" the grade-band recommended Lexile levels.</p> <p>The materials offer the ability to adjust Lexile, making it easy for teachers to incorporate all learners, no matter the level.</p>	
	<p>REQUIRED 1b) Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	Yes	<p>While there is no evidence for a progression of texts across materials, the complexity of texts is malleable to the needs of students and teachers if the teacher deliberately adjusts the Lexile of articles.</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</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to practice skills that will help them master the ELA standards in the particular grade; 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>	No	<p>All of the texts in the grade 7 materials are informational. While these pieces represent various disciplines (specifically, history/social studies and science), materials do not provide proof that texts are written by experts in the disciplines, making it difficult for students to practice skills that will help them master the Reading: Literature standards.</p> <p>Further, many articles are written by Achieve3000, with the Associated Press noted as a 'contributor.'</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 COMMENTS
<p>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 2b) Materials provide opportunities for students to 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.</p>	<p>No</p>	<p>Because articles and the ensuing lessons/activities are often unrelated and isolated from each other, it does not appear that students will build strong content knowledge about concepts, themes, and topics.</p> <p>For example, in one week in grade 7, students read about the implications of employers being able to read employees' text messages ("Private! Keep Out" on August 27), the Israel Antiquities Authority and what they are doing with ancient artifacts from archaeological digs ("Looking into the Past" on August 29), as well as updates to the Vincennes Zoo in Paris ("New Zoo in Paris" on August 30). "Summarization" is identified as the unifying strategy for the first two articles, though there does not seem to be any building of vocabulary knowledge or related concepts.</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.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 include both literary and informational texts to support students in developing independent reading ability that is at or above grade level.</p>	<p>Not Evaluated</p>	<p>The 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.).</p>	<p>Not Evaluated</p>	<p>The 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; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p>Not Evaluated</p>	<p>The section was not evaluated because the non-negotiable criteria were not met.</p>	
	<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 build their ability to apply skills learned in small-group instruction to new texts.</p>	<p>Not Evaluated</p>	<p>The 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 COMMENTS
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, 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 type="checkbox"/> No</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>	N/A		
	<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> <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>	N/A		
	<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>	N/A		
	<p>REQUIRED</p> <p>4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral</p>	N/A		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	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.			
	4f) *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		
	4g) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	N/A		
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.	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.	No	Questions focus more on surface comprehension of text rather than being truly text dependent. While the 'Thought Question' often asks students to refer to the article in a short written response, and some questions in the 'Activity' begin with "According to the article," student ideas are limited to multiple-choice letter choices and very short written responses.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	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.	No	Questions are not sequenced so as to focus students on understanding the texts or prepare them to present their ideas in speaking or writing. The 'Thought Questions' do not always logically follow the questions found in the multiple choice 'Activity.' For example, in grade 7, "Remembering Maya Angelou" (September 1), students are asked to "Write about Maya Angelou as if you were describing her to a friend. Be sure to include details about Angelou's writing, awards, and other accomplishments. Support your response with information from the lesson." This follows questions: "Which information is not in the article?;" "According to	

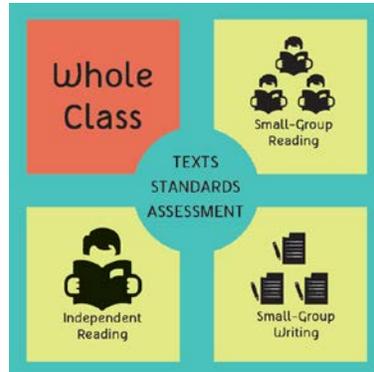
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
			the article, which of these happened after Angelou's reading of "On the Pulse of the Morning" was broadcast around the world?;" " Which two words from the article are the closest synonyms?;" "Which of these is a statement of opinion?;" "Which statement from the article best supports the opinion that Maya Angelou was extremely creative?"	
	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	Questions and tasks do not always include the language of the standards and do not assess the dept and complexity required. For example, questions ask students, "which information is not in the article?" or to identify an alternate headline for the article, but do not ask students to consider how specific sentences, paragraphs, or sections contribute to the overall structure and development of ideas in the article.	
	REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) prevalent in complex texts to determine meaning from texts; 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	Each activity has only one text and a small writing sample for students to complete. Vocabulary is almost wholly studied through questions where students are to determine an antonym or synonym, but students are not prompted to use new words when engaging in speaking or writing.	
	REQUIRED 5e) 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.).	No	Students are directed to notice certain vocabulary words in the individual pieces, but the opportunity to learn and study academic vocabulary over various texts is missing.	
6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of	REQUIRED 6a) Materials use varied modes of assessment, including a range of diagnostic, formative, summative and self-assessment measures for placement of students into and out of small groups and to monitor progress along the way.	Not Evaluated	The 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 COMMENTS
<p>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) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 6c) 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	The 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	The 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) 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.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 7b) 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	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 7c) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson</p>	Not Evaluated	The 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 COMMENTS
	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.).			
	7e) 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	The 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 – 7.				
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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	Teachers can adjust Lexile or articles to meet this criteria.	
	2. Quality of Texts (Non-Negotiable)	No	A teacher using this material will need to supplement with literary texts as there are none provided in the material. Materials do not provide proof that texts are written by experts in the disciplines.	
	3. Range and Volume of Texts	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills (Non-Negotiable)	N/A		
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	The depth and complexity required by the other grade-specific standards is not evident in the majority of questions, even when questions are text-dependent.	
	6. Assessment	Not Evaluated	The 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 COMMENTS
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>				

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: **TeenBiz3000**

Grade: **8**

Publisher: **Achieve3000, Inc.**

Copyright: **2014**

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)
	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.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
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 10⁵.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that vary in complexity levels. The provided levels are appropriate for the reading level of the identified group. Measures for determining complexity include quantitative and qualitative analysis.⁶ 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>Lexile levels are available for each text selection, noting whether the text falls "far below," "approaches," "meets," or "exceeds" the grade-band recommended Lexile levels.</p> <p>The materials offer the ability to adjust Lexile, making it easy for teachers to incorporate all learners, no matter the level.</p>	
	<p>REQUIRED 1b) Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	Yes	<p>While there does not appear to be a clear progression of complexity as the materials progress, teachers have the ability to adjust the Lexile level of selected articles. This feature allows the teacher to ensure that texts increase in complexity as materials progress.</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</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to practice skills that will help them master the ELA standards in the particular grade; 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>	No	<p>While these pieces represent various disciplines (specifically, history/social studies and science), materials do not provide proof that texts are written by experts in the disciplines, making it difficult for students to practice skills that will help them master the Reading: Literature standards for grade 8.</p> <p>Further, many articles are written by Achieve3000, with the Associated Press noted as a 'contributor.'</p>	

⁵ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

⁶ 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 COMMENTS
<p>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 2b) Materials provide opportunities for students to 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.</p>	<p>No</p>	<p>Articles included are content rich and help students build knowledge about concepts and topics through reading, but vocabulary opportunities are limited. Further, there are limited opportunities for students to speak about or listen to what others have to say about the articles.</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.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 include both literary and informational texts to support students in developing independent reading ability that is at or above grade level.</p>	<p>Not Evaluated</p>	<p>The 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.).</p>	<p>Not Evaluated</p>	<p>The 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; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p>Not Evaluated</p>	<p>The section was not evaluated because the non-negotiable criteria were not met.</p>	
	<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 build their ability to apply skills learned in small-group instruction to new texts.</p>	<p>Not Evaluated</p>	<p>The section was not evaluated because the non-negotiable criteria were not met.</p>	
<p>II. Foundational Skills (grades K-5 only)</p>				
<p>Tier 1 and 2 Non-Negotiable 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development,</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>	<p>N/A</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<p>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 type="checkbox"/> No</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>	N/A		
	<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.</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>	N/A		
	<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>	N/A		
	<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>	N/A		
	<p>4f) *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</p>	N/A		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.			
	4g) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	N/A		
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.	No	While there are text-dependent questions in the materials, many of the questions in the 'Activity' section of the grade 8 materials can be answered without reading or looking at the text at all. For example, in the text, "Code Talker tells his Story," (October 22) students are asked: "Which of these is a statement of opinion?" Other grade 8 questions also ask students to identify a opinion, or select the closest synonym of antonym of a vocabulary word, independent of text.	
	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.	No	The questions do not seem to build on one another. For example, this sequence of questions for the article "Goodbye to an American Hero" (October 15) do not appear to be sequenced in a particular manner, and do not focus students on understanding the text and its illustrations: 1. What is this article mainly about?; 2. In light of the main ideas of this article, what caused Carter to make such a public statement?; 3. Which is the closest antonym for the word elite?; 4. Which of these happened second?; 5. Which of these is a statement of opinion?;	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
			<p>6. Which is the closest synonym for the word obstacles?;</p> <p>7. Which question is not answered by the article?;</p> <p>8. Which of these should not be included in a summary of this article?</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 questions are generally presented in the language of the standards, they do not always assess the depth and complexity required to advance student learning.</p>	
	<p>REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) prevalent in complex texts to determine meaning from texts; 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>The articles and related tasks appear to work in isolation. Rather than engaging students with multiple repetitions of words in varied contexts, tasks do not reinforce the connection between texts in the materials. Each activity has only one text and a small writing sample for students to complete.</p>	
	<p>REQUIRED 5e) 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>	Yes	<p>While the materials make note of and define important vocabulary words in the articles, vocabulary study is limited to questions like: "Which is the closest antonym for the word disperse?" and "Which two words from the article are the closest synonyms?"</p> <p>Students could answer these questions without ever reading the text at all, and materials do not always provide the sentences/excerpts with the words for students to refer to.</p>	
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit</p>	<p>REQUIRED 6a) Materials use varied modes of assessment, including a range of diagnostic, formative, summative and self-assessment measures for placement of students into and</p>	Not Evaluated	<p>The 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 COMMENTS
<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>	out of small groups and to monitor progress along the way.			
	<p>REQUIRED 6b) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 6c) 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	The 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	The 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) 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.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 7b) 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	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 7c) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson</p>	Not Evaluated	The 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 COMMENTS
	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.).			
	7e) 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	The 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 – 7.				
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, 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	Materials meet this criteria if the teacher utilizes the Lexile adjustment feature.	
	2. Quality of Texts (Non-Negotiable)	No	The informational texts provided are content rich, but materials lack literary texts. If the teacher uses this product as a supplement to a traditional English Language arts curriculum, the materials may meet the indicator. Materials do not provide proof that texts are written by experts in the disciplines.	
	3. Range and Volume of Texts	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills (Non-Negotiable)	N/A		
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Text-dependent questions do not fully address the requirements of Reading Standard 1. Tasks and opportunities for vocabulary study are weak.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	6. Assessment	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>				

Appendix II.

Public Comments

There were no public comments submitted.