



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



Title: **ARC Core**

Grade: **K-2**

Publisher: **American Reading Company**

Copyright: **2017**

Overall Rating: **Tier I, Exemplifies quality**

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

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
3. Foundational Skills (Non-Negotiable*)	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

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

Tier 1 ratings received a “Yes” for all Criteria 1-8.

Tier 2 ratings received a “Yes” for all non-negotiable criteria, but at least one “No” for the remaining criteria.

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

Click below for complete grade-level reviews:

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

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

[Grade 2 \(Tier 1\)](#)

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

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



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.³ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts⁴ independently. Thus, a strong ELA classroom is structured with the below components.



Title: ARC Core

Grade: K

Publisher: American Reading Company

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Overall Rating: Tier I, Exemplifies quality

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

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
3. Foundational Skills (Non-Negotiable*)	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

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

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

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

³ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

⁴ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,⁵ as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Materials provide texts that are appropriately complex for grade K. All titles are leveled using the IRLA leveling system for both quantitative and qualitative measures. The “Read Aloud Samples” guide outlines six read-aloud texts that range from the 2nd grade to 6th grade quantitative Lexile levels. Read Alouds occur twice daily. The anchor text in Unit 2, “Baby Mammals” by Bobbie Kalman, has a quantitative measure of NC590L and is intended for read-aloud. The text is also qualitatively complex with language demands and knowledge. The text requires some background understanding of animals and is used to build knowledge about animal young. Vocabulary is defined in context as terms are introduced.</p>
	<p>REQUIRED 1b) At least 90% of texts are authentic⁶ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>At least 90% of texts are authentic and offer rich opportunities to meet the grade-level ELA standards. Texts include diverse topics and genres that have been previously published. For example, texts include “Goodnight, Goodnight, Construction Site” by Sherri Duskey Rinker, “A Chair for My Mother” by Vera B. Williams, and “Jamaica’s</p>

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

⁶ Authentic texts are previously published rather than “commissioned.”

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	<p>REQUIRED</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	Yes	<p>Blue Marker” by Juanita Havill.</p> <p>Materials provide a coherent sequence or collection of connected texts. Each unit has its own thematic study: Unit 1 - ARC Literacy Lab, Unit 2 - Zoology, Unit 3 - Ecology, and Unit 4 - Entomology. Each unit has a read-aloud collection of above-level texts that are thematically aligned and are read throughout the unit. The teacher has the option of selecting when to read (and do repeated readings) for each text. For example, Unit 3 contains texts centered around the topic of Ecology with texts such as, “Over in the Ocean In a Coral Reef,” by Marianne Berkes, and "The Moss-Covered Rock,” by Eric A. Kimme. Each unit uses research questions and informational writing to guide content and literacy skills learning through answering essential questions, such as the following for the Zoology unit: “What makes a mammal a mammal?” “Who found any new information on the characteristics of mammals?” “Did anyone come up with a really good question?” and “Why might (body part) be important?” Students complete tasks in writing, and teachers are also given directions for speaking and listening. Language tasks are completed through research and align with grade-level</p>

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	<p>1d) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	<p>standards.</p> <p>Texts increase in complexity as materials progress throughout the grade level and across the grade bands. There are core texts and complex read alouds for educators to choose from in each unit. The materials provide text sets that are leveled and give students access to a wide variety of levels with varying complexity. Students can access texts of interests to them and at challenging levels. Anchor texts at each grade level include the following: Kindergarten - “Jamaica’s Blue Marker” at 420L (read aloud) and “This is the Way We Go to School” at 450L (read aloud); 1st Grade - “Miss Malarkey Leaves No Reader Behind” at 570L (read aloud) and “Elizabeti’s School” at 590L (read aloud); and 2nd Grade- “The Bug in Teacher’s Coffee and Other School Poems” moderately complex and “The Stories Julian Tells” at 520L.</p>
<p>2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade</p>	<p>REQUIRED 2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Yes	<p>Unit 1 is a “Literacy Lab,” which includes a variety of fiction texts in different formats, including a “Read-Aloud Immersion Collection,” a poetry text set which includes a class set of one poetry anthology, and a narrative text set which includes a class set of one narrative fiction story. Units 2 through 4 build knowledge in science and</p>

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<p>levels.)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>social studies through reading a variety of texts grouped by topic. The “Read Aloud Immersion Collection” has a mix of literary and informational texts relating to the content in different lengths and levels. The leveled thematic library includes over 250 informational texts.</p>
	<p>REQUIRED 2b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	<p>Yes</p>	<p>Materials include texts of different formats. Students analyze illustrations and diagrams via short stories and novels. For example, teachers are directed, "Have them look at the pictures/diagrams of the bodies of the spiders in their books." Teachers are also encouraged to include ample “play time” with the curriculum, which includes songs and chants that match the theme of the unit. Teachers should note that texts of different formats, such as film and art, are not incorporated into the materials, but teachers are given instructions to find websites and videos to correlate to individual units. Teachers will need to show students how to treat texts of different formats as texts, as the materials do not provide modeling for how to do this.</p>
	<p>2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p>Yes</p>	<p>All four units include informational texts with informational text structures and narrative structures. For example, “This is the Way We Go to School,” by Laine Falk,</p>

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			<p>includes a topical organization structure with each section introducing a different mode of transportation used by school children in various parts of the world. The photographs and other text features help students to comprehend a slightly complex vocabulary.</p>
	<p>2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p>Yes</p>	<p>Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests and connect to classroom concepts or topics to develop knowledge. Each unit includes a daily lesson framework which allows for independent reading with a framework and tools such as "Reader's Workshop" and "Independent Reading Protocols" which are introduced in the Literacy Labs unit. Independent reading libraries allow students to choose texts at a variety of levels for a "100 Book Challenge." Text topics connect to the unit themes (i.e. Social Studies or Science).</p>
<p>Section II. Foundational Skills (grades K-5 only)</p>			
<p>Tier 1 and 2 Non-Negotiable* 3. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency</p>	<p>REQUIRED *Indicator for grades K-2 only 3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p>Yes</p>	<p>The foundational skills are taught through the Foundational Skills Toolkit, which follows an appropriate and standards-aligned developmental reading taxonomy, evidenced by the "Building Skills Sequentially" chart. The focus of the 1-3Y and 1G Grade K levels are on making sense and active reading</p>

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<p>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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>			<p>strategies (RF.K.1d, RF.K.4), tracking words (RF.K.1a, RF.K.1c), using initial consonant sounds (RF.K.2d, RF.K.3a, RF.K.1b), high-frequency words (RF.K.1b), and word solving (RF.1.3g). Fluency is emphasized through read-aloud.</p>
	<p>REQUIRED 3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	<p>Yes</p>	<p>The texts used at each level are specific to the foundational skills taught during small group instruction. Several guided readings texts are included for each zone. Each story is used through several lessons to allow for systematic, explicit, and frequent practice. The grade K IRLA Toolkit includes authentic “Guided Reading” text sets. While these texts are not controlled, they do allow students to practice the lesson’s focus foundational skills. For example, in 1G, Lesson 2, students read, “My Pets,” which addresses high-frequency words such as “love,” “I,” and “when.” The curriculum uses the IRLA leveling system which provides a phonics-structure leveling system to provide students phonetically-controlled texts.</p>
	<p>REQUIRED 3c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol</p>	<p>Yes</p>	<p>Pronunciation is taught through each of the colored levels. For example, in 3Y, initial consonants are taught, and in 2G, initial blends and digraphs are taught. Instruction also involves “Word Work,” or practice with and analysis of (decoding and encoding)</p>

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	<p>relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		<p>words with complex vowel patterns, vowel splits, prefixes, and suffixes.</p>
	<p>REQUIRED</p> <p>3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>Yes</p>	<p>Students are encouraged to read independently, and coaches are encouraged to only intervene to remind students of a strategy to help them self-correct. The independent reading assessments used in the IRLA to drive small group instruction assess students' accuracy, such as, "decode most 3-syllable words that follow a regular vowel pattern" and "recognize and read 1R irregularly spelled words," and students' application of word solving strategies such as, "Use a combination of decoding skills, sight words, and context clues to read 1R texts with 98-100% accuracy. Stop and try again if something doesn't look right, sound right, or make sense."</p>
	<p>REQUIRED</p> <p>3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This</p>	<p>Yes</p>	<p>Students have opportunities for shared reading and independent reading daily. A Reader's Workshop includes daily independent reading time for student-selected texts. In addition to Literacy Labs</p>

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	<p>should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>		<p>and Research Labs for core content, materials provide thematic text sets that can be chosen across content areas and grade levels. Resources for targeted small-group instruction are provided. Teachers use the IRLA to diagnose specific needs as they relate to phonics and academic vocabulary and to form small groups to deliver aligned instruction that target early reading development. Students read independently before completing activities to help with automaticity and practice with prosody: adjusting rate.</p>
	<p>REQUIRED 3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p>Yes</p>	<p>The daily lesson framework allows for close reading/shared reading of grade-level texts. The FSTK provides resources for small-group lessons that emphasize the connection of foundational skills and reading for meaning. The 1R and 2R handbooks provide several opportunities for students to read grade-level text with purpose and understanding making connections between foundational skills and making meaning from reading.</p>
	<p>3g) *Indicator for grades K-2 only</p> <p>Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic</p>	<p>Yes</p>	<p>Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. The materials "allow progress to be tracked in real time.</p>

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	value.		Each standard has been assigned a point value relative to the amount of time it should take a student to acquire that skill or concept. In each formative assessment conference, teachers score students on any standards they have mastered, allowing teachers and schools to track rate of reading growth for every student.” Also included is information for teachers about how to help students with fluency in a section called “Fluency: The Bridge from Decoding to Reading Comprehension.” Choral reading, echo reading, and paired reading are defined so that a teacher can use those strategies to help students read with accuracy, rate, and expression.
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	Teachers use the IRLA to diagnose which toolkit to access for each small group of students so that specific skills are matched to students’ needs. Small group schedules are created by the teacher so that students who need more time and attention could be seen more frequently and get more practice. A chart is provided listing all of the materials needed to teach each mini-lesson which allows the teacher to have all materials ready to go for each day. The curriculum provides an abundance of materials to use throughout the curriculum, including guided reading texts, series/author study texts,

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			additional chapter books, and handbooks with student pages, scripts, and tips.
Section III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the texts and their illustrations, making connections among the texts in the collection, and expressing understanding of the topics. For example, in the “Literacy Lab,” students study “story elements” in week 4. The questioning builds in complexity to support understanding. Teachers are directed to ask a series of questions for each story such as, “Who is the story about? Where and when does the story take place? What happens in the story?” These questions are followed by questions of deeper meaning such as, “Why does it matter that the story is set in this specific setting? How do you think the main character feels about ___? What makes you think that? What event in this story do you think is the most important? Why?” In Unit 3, students are asked, “What is a reptile?” “What else did you learn from this book?” “Who found any new information on the characteristics of reptiles?” “Did anyone come up with a really good question?” and “What type of text is this?”.</p>

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	<p>REQUIRED</p> <p>4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	Yes	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. For example, in Unit 3, students read a complex text, discuss it, and write in response to the text. Students read independently and then engage in accountable talk. Students then participate in a science lab, writer’s workshop, centers, reader’s workshop, and music/drama followed by a final read aloud. Opportunities for accountable talk appear in each activity. A lesson in Unit 2 has the objective, “Students will be able to name animals that are reptiles and animals that are non-reptiles and understand that all reptiles have scales and are cold-blooded.” Students first read the text for main idea, then return to the text to read for details, adding to a vocabulary wall and a whole-class graphic organizer about reptiles. The students then have a true/false discussion using different sentences about reptiles. The lesson ends with a writing “interactive writing” workshop where the teacher uses formative assessment to have one-on-one writing workshops.</p>
	<p>REQUIRED</p> <p>4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the</p>	Yes	<p>Questions and tasks support students in examining language. Language work is incorporated throughout each unit, rooted in</p>

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	<p>meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>		<p>complex texts. Students work with words and apply their meaning in a variety of contexts. For example, in Unit 1, the teacher selects a text above grade level to build academic vocabulary and background knowledge. Students select a synonym/definition during the read aloud to bolster comprehension. Teachers are encouraged to start a "We Love Chart" to record Tier 2 and Tier 3 vocabulary highlighted during Read-Aloud time. The Ecology unit addresses the language standards by having students examine language starting with the morning meeting, where teachers are encouraged to write a note to students and examine the structure of the note with them, counting sentences and pointing out punctuation. Students also continually add to word displays in the room as they build vocabulary around topics.</p>
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p>	<p>REQUIRED 5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>A majority of questions in the materials are text-dependent and text-specific. For example, in Unit 2, during the first read of a teacher-selected book about mammals, students are asked, "What did you learn from this book about baby ____? Is there another name for a baby____? What does it look like? What else is interesting about it? How do you know this is true?" In Lesson 2.4 in the Zoology Unit, students read "What if</p>

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<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>You Had Animal Teeth?” by Sandra Markle and are asked, “(p. 4-5) Beaver: What’s a chisel? How do you know? How does teeth shaped like chisels help the beaver survive?”; “What is coating?” “(p. 6-7) Great White Shark: Why is she thinking of money?” and “(p. 8-9) Narwhal: What’s the difference between a tooth and a tusk?”</p>
	<p>REQUIRED 5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p>Yes</p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards. For example, sentence starters modeled by teachers use ordinal numbers to show order to address RI.K.2, “First... (the flower makes a powder called pollen), second/then... (the bee goes to the flower to get nectar), third/then... (the pollen sticks to the bee’s legs and it takes it along to the next flower), and last... (the next flower gets the pollen and makes seeds and fruit).” In Unit 4, students use a Venn Diagram to notice, discuss, and compare/contrast the adventures and experiences of two characters in a book. Students engage in a discussion about the characters from the story through questions such ask, “What happened to ___ in this story? (or to ___ in a different story)? How are their experiences</p>

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			the same? How are they different?"
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	Yes	<p>The daily lesson framework (ex: see the Unit 1 Teacher Manual, pg. 48) allows for discussion/accountable talk post-reading. Discussion varies from partner share, discussion groups, and whole group debriefs, and then writing in response to prompts. For example, in Lesson 5.1 in the Entomology unit, the teacher chooses a read-aloud text that builds knowledge about food webs. The students then discuss what they have learned and collaboratively create a graphic organizer. Students complete their own research about bugs that eat other bugs and use accountable talk to discuss their findings such as, “What do the bugs in your diagram eat? What other animals eat the bugs in your diagram?” After teacher modeling, students write about their work and then share their work with the class while the classmates ask questions.</p>
	<p>REQUIRED *Indicator for grades 3-12 only 6b) A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	N/A	
	<p>REQUIRED *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters,</p>	Yes	<p>The curriculum includes a “Foundational Skills Toolkit” that focuses students on</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>phonetic conventions, sentence structures, and spelling.</p>		<p>phonics and spelling at their individual reading level. Organization and sentence structures are emphasized in writing activities and through the writing rubrics. For example, in Lesson 8, students start to learn eight consonant sounds, which the materials refer to as "starter consonants." Using the sounds, students are able to start decoding words that begin with the consonants.</p>
	<p>REQUIRED 6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	<p>Yes</p>	<p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. For example, Unit 1 focuses on forming opinions while Units 2 through 4 bring in expository/informative writing and narrative writing. Students are given ample practice with all three types. In Unit 4, the teacher models an interactive writing lesson, after which students are asked to create their own writing topic. Teachers emphasize the use of purposeful decisions about what to write using phonics-based spelling.</p>
	<p>6e) Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p>Yes</p>	<p>Materials provide models for writing to support writing development in English language arts. For example, the materials include the "Kinsey Developmental Writing Scale, PreK-2" to show different levels of student writing and drawing. Students are provided with sentence starters and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			checklists, but teachers and students are not shown student exemplars as reference or as models.
	<p>6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	Yes	<p>Materials address the grammar and language conventions specified by the language standards at each grade level and build on these standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. Students have opportunities for peer editing in each unit to engage with the grade-level language standards. For example, in Unit 1, students identify and mark items such as periods, beginning letters, high frequency words, the longest word, and the longest sentence in a piece of writing. Additionally, in Unit 2, students take turns holding the marker and coming to the front of the class to point out things they notice, such as letters, words, and punctuation, in a writing sample.</p>
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex</p>	<p>REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	<p>The curriculum uses the IRLA and Foundational Skills Toolkit to assess reading, which adds skills and removes scaffolds as students advance levels. For example, students begin with initial consonants, and as their levels advance, teachers are directed to let the students self-correct on consonants when they begin to work with</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>high-frequency words. The cycle advances to initial blends and digraphs all the way to literary analysis and college and career ready. The IRLA formative assessment system’s developmental reading taxonomy provides diagnostic data, tracks progress in real time, and establishes baseline independent reading levels for each student in which teachers and students set Power Goals. There is guidance for teachers to assist students in reaching the goal set.</p>
	<p>REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Yes</p>	<p>Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. For reading performance, the IRLA provides numerous guidelines and scoring guides, and teachers are provided information about how to administer this within the daily lesson framework. For writing, the Kinsey Developmental Writing Scale provides additional guidance for conferring and formative assessments. Additionally, in Unit 4, students are introduced to the "Wow!" fact rubric, a tool for students to use to make sure their writing states what they have learned about a topic.</p>
	<p>REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment</p>	<p>Yes</p>	<p>The curriculum is strongly based in foundational skills and provides assessment opportunities in this area. The IRLA</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	measures.		formative assessment system’s developmental reading taxonomy provides diagnostic data, tracks progress in real time, and establishes baseline independent reading levels for each student. Small group instruction includes “Power Goals” for each individual group. The Kinsey Developmental Writing Scale is provided as a conferring/formative assessment tool, but there is no formal structure or guidelines for a pre-test or summative assessment for writing. While there are goals for science, foundational skills, and reading for each phase in each unit, there are no writing goals indicated.
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Small group instruction frameworks and time for conferences during independent reading and writing allow for the teacher to support students at each of their levels. Reading assessments find the students’ baseline level, and teachers are encouraged to meet students where they are. Teachers are encouraged to build student confidence. For example, teachers are provided with a series of questions to help assess students, such as “Can the student read the words and ideas fluently and problem-solve 99% of challenges without teacher help of any kind?” The teachers assess these areas before advancing the reading level of a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			student.
Section IV. Scaffolding and Support			
<p>8. 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	Pre-reading activities and suggested approaches to teacher scaffolding are focused on understanding the text. Pre-Reading activities precede most readings of complex text and do not exceed 10% of the time devoted to reading activities. For example, the Day 1 lesson teachers are given to launch each unit instructs students to fill in a “KWL” chart about the topic before introducing the anchor text. Students respond to first reading of the anchor text by adding to a classroom chart exploring initial vocabulary.
	<p>REQUIRED 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Materials have the goal of students gaining full comprehension of complex text. Discrete strategies are not the focus of the Read Alouds or the Close Readings/Shared Reading. Rather, questions for the discussions are focused on building knowledge and insight. When specific comprehension strategies are introduced, they are done so in the context of a text. For example, Week 4 of the Literacy Lab unit focuses on students understanding story elements as they are taught how to perform multiple reads of a text. Students first read the text for main idea looking at, “Who,”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>“Where,” “When,” and “Why” prompts. Students return to the text to build meaning around each of the elements. Unit 1 focuses on supporting opinions with reasons while Unit 3 looks at main topic and key details.</p>
	<p>REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	<p>Yes</p>	<p>Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion, and writing about the information in the text. For example, a Literacy Lab lesson on characterization directs students back to the text for a second reading, “Ask students questions to take their thinking about story elements beyond identification and into higher-order thinking” with questions such as, “Why does it matter that the story is set in this specific setting?”</p>
	<p>REQUIRED 8d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	<p>Yes</p>	<p>The materials are easy to use and well-organized. The units are organized and built around “core” texts. The reading selections are not centrally located within the materials, but the materials are provided by the publisher along with organization strategies. The materials include a strategic independent reading focus, but all texts are leveled and supports are provided to show teachers how to maneuver through the program. Teachers should note that the program consists of paper-based manuals</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			that are quite lengthy and include many different components.
	<p>8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	Yes	<p>Appropriate suggestions and materials are provided for supporting varying student needs. A “Reading Intervention” and “Project Based Learning” program is available. A variety of daily Literacy Block schedules are provided to account for varying time constraints. Daily small group instruction frameworks are provided. Guidance for one-on-one conferences during independent reading and writing are also provided. The materials instruct teachers to look for gaps in learning and provide instruction for closing the gaps such as, “The WIDA Can Do Descriptors are included as potential ways to scaffold English language learners’ successful participation in grade-level reading, writing, and conversation with their peers around grade-level complex text.” Tips to support struggling students appear throughout the unit; teachers are also given tips for how to ‘coach’ students in writing.</p>
	<p>8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Yes	<p>The content can be reasonably completed within a regular school year. There are four units designed for 36 weeks of instruction. This allows for flexibility for teachers to adjust lessons as needed. Unit 1 is weeks 1</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			through 8, Unit 2 is weeks 9 through 17, Unit 3 is weeks 18 through 26, and Unit 4 is weeks 27 through 36. Each Unit begins with a suggested daily Literacy Block schedule, and a variety of schedules are provided to account for time constraints, such as 120 minutes or 90 minutes per day.

FINAL EVALUATION

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

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts (Non-Negotiable)	Yes	Texts are appropriately complex, quantitatively and qualitatively. Texts are authentic, increase in complexity, and build knowledge through strategically implemented tasks in reading, writing, speaking, listening, and language.
	2. Range and Volume of Texts	Yes	Materials include an appropriate mix of literary and informational texts in different formats, such as music.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	Yes	The Foundational Skills Toolkit provides intensive phonics and word study through

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			individualized and small-group instruction. A variety of manipulatives and reading materials are provided to enhance instruction.
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	Yes	Questions and tasks are structured to build knowledge and understanding through complex, grade-level texts. Students build skill and understanding through reading, writing, speaking, listening, and language.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	Questions and tasks are text-dependent and include the language and rigor of the standards.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	Materials include support for teachers and students in writing, speaking, listening, and language. Exemplars are not included, but the materials do include rubrics and require students to synthesize and analyze texts.
	7. Assessments	Yes	Materials use varied of modes of assessment, including a range of pre-, formative, summative and self-assessment measures. The curriculum is strongly based in foundational skills and provides assessment opportunities in this area.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	Materials and activities have the goal of students gaining full comprehension of complex texts and provide the scaffold and support to do so through pre-reading

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			exercises and multiple readings. The curriculum provides supports for students with different needs.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

*As applicable

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.⁷ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts⁸ independently. Thus, a strong ELA classroom is structured with the below components.



Title: ARC Core

Grade: 1

Publisher: American Reading Company

Copyright: 2017

Overall Rating: Tier I, Exemplifies quality

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

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
3. Foundational Skills (Non-Negotiable*)	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

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

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

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

⁷ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

⁸ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,⁹ as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>The materials provide texts that are appropriately complex for grade 1. All titles are leveled using the IRLA leveling system for both quantitative and qualitative measures. The “Anchor Title Collection” provides books on or above grade-level that are exemplars in both text complexity and unit content, with the purpose of building knowledge. The anchor text in Unit 1, “Elizabeti’s School,” by Stephanie Stuve Bodeen has a quantitative measure of 590L and is slightly to moderately complex for purpose/structure, language, and knowledge demands. The anchor text in Unit 2, “Bears” by Deborah Hodge has a quantitative measure of 620L and is intended for read-aloud. The text is also qualitatively complex with language demands and knowledge. Each page includes one to two technical or academic terms, and readers will build knowledge about animals, sometimes through illustrations.</p>
	<p>REQUIRED 1b) At least 90% of texts are authentic¹⁰ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>At least 90% of texts are authentic and offer rich opportunities to meet the grade-level ELA standards. Texts include diverse topics and genres and have been previously published. For example, texts include “Junie</p>

⁹ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

¹⁰ Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>B. Jones: First Grader (At Last!)” by Barbara Park, “Fly High! The Story of Bessie Coleman” by Louise Borden and Mary Kay Kroeger, and “I Dream of Trains” by Angela Johnson.</p>
	<p>REQUIRED 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p>Yes</p>	<p>Materials provide a coherent sequence or collection of connected texts. Each unit has its own thematic study: Unit 1 - ARC Literacy Lab, Unit 2 - Wild and Endangered Animals, Unit 3 - Family Stories and Families, and Unit 4 - Plants. Each unit has a read-aloud collection of above-level texts that are thematically aligned and are read throughout the unit. The teacher has the option of selecting when to read (and do repeated readings) for each text. For example, in Unit 2, Wild and Endangered Animals, the unit uses research questions and informational writing to guide content and literacy skills learning through answering essential questions such as, “What does it look like?” “How do its physical characteristics help it survive?” “Is this animal endangered?” and “What are the threats to its survival?” Students complete tasks in writing, and teachers are given directions for speaking and listening. Language tasks are completed through research and align with grade-level standards.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>1d) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p>Yes</p>	<p>Texts increase in complexity as materials progress throughout the grade level and across the grade bands. There are core texts and complex read alouds for educators to choose from in each unit. The materials provide text sets that are leveled and give students access to a wide variety of levels with varying complexity. Students can access texts of interests to them and at challenging levels. For example, anchor texts at each grade level include the following: Kindergarten - “Jamaica’s Blue Marker” at 420L (read aloud) and “This is the Way We Go to School” at 450L (read aloud); 1st Grade - “Miss Malarkey Leaves No Reader Behind” at 570L (read aloud) and “Elizabeth’s School” at 590L (read aloud); and 2nd Grade- “The Bug in Teacher’s Coffee and Other School Poems” moderately complex and “The Stories Julian Tells” at 520L.</p>
<p>2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p>	<p>REQUIRED 2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p>Yes</p>	<p>Unit 1 focuses on literature and includes a “Read-Aloud Immersion Collection” (all literature), poetry anthologies, and chapter books. Unit 2 focuses on informational reading in a science topic, where 6 of the 7 anchor titles are informational. In addition, the leveled thematic research library includes all informational texts. Unit 3 is a genre study in which students read from a leveled library of literature books in the genre (60) and informational texts (40)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>related to the genre. The above-level read-alouds are all literature. Unit 4 focuses on informational reading in a life sciences topic with over 100 informational texts in the leveled library. The leveled thematic library includes over 250 informational texts.</p>
	<p>REQUIRED 2b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	<p>Yes</p>	<p>Materials include texts of different formats. Informational texts in the curriculum include charts, graphs and data, and students analyze illustrations via short stories and novels. For example, teachers tell students, “Let’s look at the illustrations to think about what type of illustrations the author uses, what information each gives, and whether or not it teaches us about the main topic.” Teachers should note that texts of different formats, such as film, music, and art, are not incorporated into the materials, but teachers are given instructions to find websites and videos to correlate to individual units. Teachers will need to show students how to treat texts of different formats as texts, as the materials do not provide modeling for how to do this.</p>
	<p>2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p>Yes</p>	<p>Three of the four units include informational texts with informational text structures. For example, “Bears” by Deborah Hodge includes a table of contents that outlines the sections of the book. Students are taught to look at the table of contents to look for different information or as a resource to find</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			information quickly. “Fly High! The Story of Bessie Coleman” by Louise Borden and Mary Kay Kroeger is written as a biography with a narrative structure.
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests and connect to classroom concepts or topics to develop knowledge. Each unit includes a daily lesson framework which allows for independent reading with a framework and tools such as “Reader’s Workshop” and “Independent Reading Protocols” which are introduced in the Literacy Labs unit. Independent reading libraries allow students to choose texts at a variety of levels for a “100 Book Challenge.” Text topics connect to the unit themes (i.e. Social Studies or Science).
Section II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non-Negotiable* 3. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective,	REQUIRED *Indicator for grades K-2 only 3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	Yes	The foundational skills are taught through the Foundational Skills Toolkit, which follows an appropriate and standards-aligned developmental reading taxonomy, evidenced by the “Building Skills Sequentially” chart. The focus of the 2G, 1B, and 2B 1st grade levels are on high frequency words (RF.1.3g), initial blends and digraphs (RF.1.3a), onset and sight word, 1-syllable word families (RF.1.3e, RF.1.3d), and two-syllable words

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>			(RF.1.3e, RF.1.3d). Fluency (RF.1.4) is emphasized in Guided Reading lessons.
	<p>REQUIRED</p> <p>3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	Yes	The texts used at each level are specific to the foundational skills taught during small group instruction. Several guided readings texts are included for each zone. Each story is used through several lessons to allow for systematic, explicit, and frequent practice. The 1st grade IRLA Toolkit includes authentic “Guided Reading” text sets. While these texts are not controlled, they do allow students to practice the lesson’s focus foundational skills. For example, in 1B, Lesson 5, students read, “Slam Bam Sam” after working with the ‘am’ word family. The curriculum uses the IRLA leveling system which provides a phonics-structure leveling system to provide students phonetically-controlled texts.
	<p>REQUIRED</p> <p>3c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in</p>	Yes	Pronunciation is taught through each of the colored levels. For example, in 3Y, initial consonants are taught, and in 2G, initial blends and digraphs are taught. Instruction also involves “Word Work,” or practice with and analysis of (decoding and encoding) words with complex vowel patterns, vowel splits, prefixes, and suffixes.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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>REQUIRED</p> <p>3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	Yes	<p>Students are encouraged to read independently, and coaches are encouraged to only intervene to remind students of a strategy to help them self-correct. The independent reading assessments used in the IRLA to drive small group instruction assess students' accuracy, such as, "decode most 3-syllable words that follow a regular vowel pattern" and "recognize and read 1R irregularly spelled words," and students' application of word solving strategies such as, "Use a combination of decoding skills, sight words, and context clues to read 1R texts with 98-100% accuracy. Stop and try again if something doesn't look right, sound right, or make sense."</p>
	<p>REQUIRED</p> <p>3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	Yes	<p>Students have opportunities for shared reading and independent reading daily. A Reader's Workshop includes daily independent reading time for student-selected texts. In addition to Literacy Labs and Research Labs for core content, materials provide thematic text sets that can be chosen across content areas and grade levels. Resources for targeted small-group instruction are provided. Teachers use the IRLA to diagnose specific needs as they</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			relate to phonics and academic vocabulary and to form small groups to deliver aligned instruction that target early reading development. Students read independently before completing activities to help with automaticity and practice with prosody: adjusting rate.
	<p>REQUIRED</p> <p>3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	Yes	The daily lesson framework allows for close reading/shared reading of grade-level texts. The FSTK provides resources for small-group lessons that emphasize the connection of foundational skills and reading for meaning. The 1R and 2R handbooks provide several opportunities for students to read grade-level text with purpose and understanding making connections between foundational skills and making meaning from reading.
	<p>3g) *Indicator for grades K-2 only</p> <p>Materials provide opportunities for teachers to assess students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	Yes	Materials provide opportunities for teachers to assess students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. The materials “allow you to track progress in real time. Each standard has been assigned a point value relative to the amount of time it should take a student to acquire that skill or concept. In each formative assessment conference, teachers score students on any standards they have mastered, allowing teachers and schools to track rate of reading growth for every student.” Also included is

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>information for teachers about how to help students with fluency in a section called “Fluency: The Bridge from Decoding to Reading Comprehension.” Choral reading, echo reading, and paired reading are defined so that a teacher can use those strategies to help students read with accuracy, rate, and expression.</p>
	<p>3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	<p>Yes</p>	<p>Teachers use the IRLA to diagnose which toolkit to access for each small group of students so that specific skills are matched to students' needs. Small group schedules are created by the teacher so that students who need more time and attention could be seen more frequently and get more practice. A chart is provided listing all of the materials needed to teach each mini-lesson which allows the teacher to have all materials ready to go for each day. The curriculum provides an abundance of materials to use throughout the curriculum, including guided reading texts, series/author study texts, additional chapter books, and handbooks with student pages, scripts, and tips.</p>
<p>Section III. Questions and Tasks</p>			
<p>Tier 1 and 2 Non-Negotiable 4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to</p>	<p>REQUIRED 4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the texts and their illustrations, making connections among the texts in the collection, and expressing understanding of the topics. For</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>tasks are developed so that students build knowledge and skill over the course of the unit.</p>		<p>example, in the “Core Poetry Anthology,” students study poems and make connections by recognizing literary devices. The questioning builds in complexity to support understanding. Teachers are directed to ask a series of questions for each poem such as, “What is this poem about? How do you know? What about this poem was funny, upsetting, confusing, unjust/biased? Where did you notice the author using a form of word play? How do you know? Why do you think the author used the form of word play? How did this add rhythm and/or meaning to the poem?” In Unit 3, students are asked, “Who is a supporting character in this story? What role does s/he play? How do you know? Which event(s) cause the problem in this story?” and “What part of the text and/or the pictures supports your answer?”</p>
	<p>REQUIRED 4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p>Yes</p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. For example, in Unit 3, students read a complex text, discuss it, and write a story that mirrors the read aloud text’s genre. Students read independently and then engage in accountable talk. Finally, students apply the day’s learning goal to writing through independent writing, and close out with collaborative writing/peer review and editing</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>(with a focus on language standards). In all reading activities, students are accessing appropriately complex texts. A lesson in Unit 2 includes an objective for students to build knowledge about the subject of animals. Students first read the text for main idea, then return to the text to read for details and add to a “Wow!” graphic organizer using a three-point rubric to determine details. The students then discuss what parts of the text confirmed and challenged prior knowledge before moving to form opinions using sentence starters. The lesson ends with a “three point” writing exercise that gives students the opportunity to critique and edit writing using a rubric.</p>
	<p>REQUIRED 4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>Yes</p>	<p>Questions and tasks support students in examining language. Language work is incorporated throughout each Unit, rooted in complex texts. Students work with words and apply their meaning in a variety of contexts. For example, the Literacy Lab unit introduces vocabulary work by teaching “Word Attack Strategies,” then modeling how to determine meaning through context. Writing and editing occur in all units with a specific language focus such as capitalization in Unit 3.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>A majority of questions in the materials are text-dependent and text-specific. For example, in Unit 2, students complete a set of 7 text-dependent research questions and graphic organizers. Students use both verbal and written responses to demonstrate learning during the unit. In Week 2, Day 1 in Wild and Endangered Animals Unit, students read “Bears” by Deborah Hodge: “Let’s read this section on snouts. What is a ‘snout?’ How do you know? What kind of information can bears get using their snouts? What makes you say that?” In writing, most questions are text-dependent, but teachers are encouraged to allow students to write about whatever they choose, “We have been thinking about story elements. Today you will write about a character, setting, or event—either from stories we have read or one you make up of your own” (Unit 1, pg. 212).</p>
	<p>REQUIRED</p> <p>5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p>Yes</p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards. For example, questions provided for anchor texts include, “What happened in the story, based on the words and the pictures? What did you learn about ___ from the words and the pictures?” Students are also provided with sentence starters to use</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the language of the standards in their answers, “One opinion I have is... I believe this because (in the text is says/in the picture it shows) ...” The Week 2, Day 3 lesson in Unit 2 includes a 3-point rubric to help students provide a written response for standard RI.2 using evidence. The rubric includes sentence starters including sections on how to introduce the text, identify the main topic, and retell the key details.</p>
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	<p>Yes</p>	<p>The daily lesson framework (ex: see the Unit 3 Teacher Manual, pg. 10-11) allows for discussion/accountable talk post-reading. Discussion varies from partner share, discussion groups, and whole group debriefs, and then writing in response to prompts. For example, Week 6, Day 1 in Unit 4, students write a research question about weather phenomena and prepare to answer and apply the idea to a text by filling in a graphic organizer. The students then prepare information in pairs, “answer good questions through a Quick Write, Quick Draw, or with their partner and be ready for a cold call.” After teacher modeling, students write about their work, and then share their work with the class while the classmates ask questions. For example, instructions are to “ask one or two children to ask questions of the child who is sharing. Help the children use question words such as, What? Who?</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			When? etc.”
	<p>REQUIRED *Indicator for grades 3-12 only</p> <p>6b) A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	N/A	
	<p>REQUIRED *Indicator for grades K-2 only</p> <p>6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Yes	<p>The curriculum includes a “Foundational Skills Toolkit” that focuses students on phonics and spelling at their individual reading level. Organization and sentence structures are emphasized in writing activities and through the writing rubrics. For example, the 2R Toolkit has five lessons on eight additional sounds and eight lessons on 11 affixes. In Lesson 1-5, students learn Flexible Decoding for i says /ee/, long i, short i, i in patterns like -ion, -iest and ch=k, ci=sh, and c=s.</p>
	<p>REQUIRED</p> <p>6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	<p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. For example, Unit 1 focuses on citing text evidence while Unit 2 brings in expository/informative writing. In Unit 3, students write arguments and narratives while in Unit 4 the curriculum focuses mainly on arguments. In Unit 4, students choose an aspect from their research to write an opinion piece using the “Drafting an Opinion Piece” organizer and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			rubric.
	<p>6e) Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	Yes	<p>Materials provide models for writing to support writing development in English language arts. For example, the materials include the “Kinsey Developmental Writing Scale, PreK-2” to show different levels of student writing and drawing. Students are provided with sentence starters and checklists, but teachers and students are not shown student exemplars as reference or as models.</p>
	<p>6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	Yes	<p>Materials address the grammar and language conventions specified by the language standards at each grade level and build on these standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. Students have opportunities for peer editing in each unit to engage with the grade-level language standards. For example, in Unit 3, students use their text or a student volunteer to model how a writer edits to make sure capital letters are used for the first word in every sentence, proper nouns, major words in a title, and the word “I.” Students edit for conventions (capitalization, punctuation, spelling, and grammar) during editing time in “Writer’s Workshop.”</p>
<p>7. ASSESSMENTS: Materials offer assessment</p>	<p>REQUIRED 7a) Measurement of progress via assessments should include</p>	Yes	<p>The curriculum uses the IRLA and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>gradual release of supporting scaffolds for students to measure their independent abilities.</p>		<p>Foundational Skills Toolkit to assess reading, which adds skills and removes scaffolds as students advance levels. For example, students begin with initial consonants, and as their levels advance, teachers are directed to let the students self-correct on consonants when they begin to work with high-frequency words. The cycle advances to initial blends and digraphs all the way to literary analysis and college and career ready. The IRLA formative assessment system’s developmental reading taxonomy provides diagnostic data, tracks progress in real time, and establishes baseline independent reading levels for each student in which teachers and students set Power Goals. There is guidance for teachers to assist students in reaching the goal set.</p>
	<p>REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Yes</p>	<p>The Independent Reading Level Assessment (IRLA) is used to determine, monitor, and research a student's reading level. The teacher determines the skills and strategies each student has mastered and which he needs to learn next. Teachers then address those needs using whole-group, small-group, and one-on-one conferencing. Materials are provided for documenting student progress in the IRLA. Teachers are provided with reading level guides and formative assessment conferencing protocol that is used daily to monitor and interpret student</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			performance. Student work exemplars are not included, but scoring guides with aligned rubrics are included. For example, materials include a “Final Project Rubric” that measures voice, information, text features, effort, and quality of writing. Students are also given checklists and rubrics for each writing assignment.
	<p>REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	The IRLA Reading assessment includes diagnostics and progress monitoring measures. The materials train teachers to use an “Integrated Literacy Framework” that uses formative assessment in reading and writing for whole-class, small-group, and 1:1. Students self-track independent reading and are required to pay attention to reading levels to set personal goals. Teachers meet with students, monitor progress, and document student performance daily. Teachers are given “Pre-assessment” instructions for starting to read and instructions for how to divide students into different levels.
	<p>7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Yes	Small group instruction frameworks and time for conferences during independent reading and writing allow for the teacher to support students at each of their levels. Reading assessments find students’ baseline level, and teachers are encouraged to meet students where they are. Teachers are encouraged to build students’ confidence in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>their abilities. For example, teachers are provided with a series of questions to help assess students, such as “Can the student read the words and ideas fluently and problem-solve 99% of challenges without teacher help of any kind?” The teachers assess these areas before advancing the reading level of a student.</p>
Section IV. Scaffolding and Support			
<p>8. 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p>Yes</p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused on understanding the text. Pre-Reading activities precede most readings of complex text and do not exceed 10% of the time devoted to reading activities. For example, the Day 1 lesson teachers are given to launch each unit instructs students to fill in a “KWL” chart about the topic before introducing the anchor text. Students respond to first reading of the anchor text by adding to a “WOW! Chart” (fascinating facts) and creating questions to answer in future lessons.</p>
	<p>REQUIRED 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	<p>Yes</p>	<p>Materials have the goal of students gaining full comprehension of complex text. Discrete strategies are not the focus of the Read Alouds or the Close Readings/Shared Reading. Rather, questions for the discussions are focused on building knowledge and insight. When specific</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>comprehension strategies are introduced, they are done so in the context of a text. For example, the Week 1, Day 2 lesson for the Plants unit has an objective for students to read and discuss a complex text and distinguish facts from opinion. Students first read the text for main idea, then return to the text to independently read for details and add to a “What did you learn?” graphic organizer. The students then discuss what parts of the text confirmed and challenged prior knowledge before moving to form opinions using sentence starters. The lesson ends with a “three point” writing exercise that gives students the opportunity to critique and edit peers’ writing using a rubric.</p>
	<p>REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	<p>Yes</p>	<p>Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the information in the text. For example, in Week 6, Day 4 of the Animals unit, teachers introduce a second reading of a chosen text to focus on how word choice affects meaning, “Today, we will re-read ___ to practice noticing the language the author uses to communicate his/her ideas.”</p>
	<p>REQUIRED 8d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of</p>	<p>Yes</p>	<p>The materials are easy to use and well-organized. The units are organized and built around “core” texts. The reading selections are not centrally located within the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	focus.		materials, but the materials are provided by the publisher along with organization strategies. The materials include a strategic independent reading focus, but all texts are leveled and supports are provided to show teachers how to maneuver through the program. Teachers should note that the program consists of paper-based manuals that are quite lengthy and include many different components.
	8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Yes	Appropriate suggestions and materials are provided for supporting varying student needs. For example, a “Reading Intervention” and “Project Based Learning” program is available. A variety of daily Literacy Block schedules are provided to account for varying time constraints. Daily small group instruction frameworks and guidance for one-on-one conferences during independent reading and writing are also provided. The materials instruct teachers to look for gaps in learning and provide instruction for closing the gaps. For example, “The WIDA Can Do Descriptors are included as potential ways to scaffold English language learners’ successful participation in grade-level reading, writing, and conversation with their peers around grade-level complex text.” Tips to support struggling students appear throughout the unit and teachers are given tips for how to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			'coach' students in writing.
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The content can be reasonably completed within a regular school year. There are four units designed for 36 weeks of instruction. This allows for flexibility for teachers to adjust lessons as needed. Unit 1 is weeks 1 through 8, Unit 2 is weeks 9 through 17, Unit 3 is weeks 18 through 26, and Unit 4 is weeks 27 through 36. Each Unit begins with a suggested daily Literacy Block schedule, and a variety of schedules are provided to account for time constraints, such as 120 minutes or 90 minutes per day.

FINAL EVALUATION

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

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts (Non-Negotiable)	Yes	Texts are appropriately complex, quantitatively and qualitatively. Texts are authentic, increase in complexity, and build knowledge through strategically implemented tasks in reading, writing, speaking, listening, and language.
	2. Range and Volume of Texts	Yes	Materials include an appropriate mix of literary and informational texts.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	Yes	The Foundational Skills Toolkit provides intensive phonics and word study through individualized and small-group instruction. A

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			variety of manipulatives and reading materials are provided to enhance instruction.
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	Yes	Questions and tasks are structured to build knowledge and understanding through complex, grade-level texts. Students build skill and understanding through reading, writing, speaking, listening, and language.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	Questions and tasks are text-dependent and include the language and rigor of the standards.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	Materials include support for teachers and students in writing, speaking, listening, and language. Exemplars are not included, but the materials do include rubrics and require students to synthesize and analyze texts.
	7. Assessments	Yes	Materials support teachers in measuring progress with gradual release of supporting scaffolds, aligned rubrics, and unbiased, varied assessments. Teachers should note that the assessments provided are heavy in reading to support foundational skills.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	Materials and activities have the goal of students gaining full comprehension of complex texts and provide the scaffold and support to do so through pre-reading exercises and multiple readings. The curriculum provides supports for students with different needs.
FINAL DECISION FOR THIS MATERIAL: Tier I, Exemplifies quality			

*As applicable

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.¹¹ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts¹² independently. Thus, a strong ELA classroom is structured with the below components.



Title: **ARC Core**

Grade: **2**

Publisher: **American Reading Company**

Copyright: **2017**

Overall Rating: **Tier I, Exemplifies quality**

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

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
3. Foundational Skills (Non-Negotiable*)	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

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

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

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

¹¹ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

¹² A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,¹³ as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Materials provide texts that are appropriately complex for grade 2. All titles are leveled using the IRLA leveling system for both quantitative and qualitative measures. The “Anchor Title Collection” provides books on or above grade-level that are exemplars in both text complexity and unit content, with the purpose of building knowledge. The anchor text in Unit 1, “The Stories Julian Tells” by Ann Cameron, has a quantitative measure of 520L and is slightly to moderately complex for purpose/structure, language, and knowledge demands. The anchor text in Unit 3, “After Happily Ever After” by Tony Bradman, has a quantitative measure of 590L and is slightly to moderately complex for purpose/structure, language, and knowledge demand.</p>
	<p>REQUIRED 1b) At least 90% of texts are authentic¹⁴ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>At least 90% of texts are authentic and offer rich opportunities to meet the grade-level ELA standards. Texts include diverse topics and genres and have been previously published. For example, texts include “The Story of Ruby Bridges” by Robert Cole, “Working Together” and “Honeybees” from “Insects That Work Together” by Bobbie</p>

¹³ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

¹⁴ Authentic texts are previously published rather than “commissioned.”

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	<p>REQUIRED</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	Yes	<p>Kalman, and “After Happily Ever After” by Tony Bradman.</p> <p>Materials provide a coherent sequence or collection of connected texts. Each unit has its own thematic study: Unit 1 - ARC Literacy Lab, Unit 2 - Bugs in Their Ecosystems, Unit 3 - Animal Stories and Animals, and Unit 4 - Jobs in My Community. Each unit has a read-aloud collection of above-level texts that are thematically aligned and are read throughout the unit. The teacher has the option of selecting when to read (and do repeated readings) for each text. For example, in Unit 3, the anchor titles include “Let's Classify Animals,” “The Gruffalo,” and “Berlioz the Bear,” alongside a sequence of connected texts with theme research cards. Students engage with complex, rich texts and build vocabulary and knowledge in reading, writing, listening, speaking, and language through research. In Unit 2, students work to answer essential questions: “How are bugs essential to the survival of life on Earth?” and “What physical characteristics help this bug survive in its ecosystem?” Students complete tasks in writing, and teachers are also given directions for speaking and listening. Language tasks are completed through research and align with grade-level</p>

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	<p>1d) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	<p>standards</p> <p>Texts increase in complexity as materials progress throughout the grade level and across the grade bands. There are core texts and complex read alouds for educators to choose from in each unit. The materials provide text sets that are leveled and give students access to a wide variety of levels with varying complexity. Students can access texts of interests to them and at challenging levels. Anchor texts at each grade level include the following: Kindergarten - “Jamaica’s Blue Marker” at 420L (read aloud) and “This is the Way We Go to School” at 450L (read aloud); 1st Grade - “Miss Malarkey Leaves No Reader Behind” at 570L (read aloud) and “Elizabeti’s School” at 590L (read aloud); and 2nd Grade- “The Bug in Teacher’s Coffee and Other School Poems” moderately complex, and “The Stories Julian Tells” at 520L.</p>
<p>2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p>	<p>REQUIRED 2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Yes	<p>Unit 1 focuses on literature and includes a “Read-Aloud Immersion Collection” (all literature), a poetry mini-text set, and a narrative mini-text set, which includes above-level narrative read-alouds and a class set of one narrative short story collection. Unit 2 focuses on informational reading in a science topic where 6 of the 7 anchor titles are informational and the central text is a</p>

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<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>compilation of informational readings. The leveled thematic library includes all informational texts. Unit 3 is a genre study in which students read from a leveled library of literature books in the genre (60) and informational texts (40) related to the genre. The above-level read-alouds are all literature, and the central text is fiction. Unit 4 focuses on informational reading in a social studies topic with 4 out of the 5 Anchor Titles informational, and the central text is a compilation of informational readings. The leveled thematic library includes over 250 informational texts.</p>
	<p>REQUIRED 2b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	<p>Yes</p>	<p>Materials include texts of different formats. Articles in the curriculum include charts, graphs and data, and students analyze illustrations via short stories and novels. For example, teachers tell students, “Let me show you how I use the text and the pictures to describe the first setting.” Teachers should note that texts of different formats, such as film, music, and art, are not incorporated into the materials, but teachers are given instructions to find websites and videos to correlate to individual units. Teachers will need to show students how to treat texts of different formats as texts, as the materials do not provide modeling for how to do this.</p>

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	<p>2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p>Yes</p>	<p>Materials include many informational texts with an informational text structure rather than a narrative structure. For example, the anchor text of “Bugs in their Ecosystems” is an exemplar text pack that includes mostly short, scientific articles or chapter/section excerpts from published informational texts. The text pack includes “A Savanna Food Web” chart, photos of specific insects, and sections that discuss specific qualities of bugs, such as “Classifying,” and “Animal Needs.” In Unit 2, 6 of the 7 anchor texts are informational, and the central text is a compilation of informational readings. Unit 3 is a genre study in which students read from a leveled library of literature books in the genre (60) and informational texts (40) related to the genre. Unit 4 focuses on informational reading in a social studies topic where 4 out of the 5 anchor titles are informational, and the central text is a compilation of informational readings.</p>
	<p>2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p>Yes</p>	<p>Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests and connect to classroom concepts or topics to develop knowledge. Each unit includes a daily lesson framework which allows for independent reading with a framework and tools such as “Reader’s Workshop” and “Independent Reading</p>

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			<p>Protocols” which are introduced in the Literacy Labs unit. Independent reading libraries allow students to choose texts at a variety of levels for a “100 Book Challenge.” Text topics connect to the unit themes (i.e. Social Studies or Science).</p>
Section II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable* 3. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED *Indicator for grades K-2 only 3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p>Yes</p>	<p>The materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills. The foundational skills are taught through the Foundational Skills Toolkit, which follows an appropriate and standards-aligned developmental reading taxonomy, evidenced by the “Building Skills Sequentially” chart. The focus of the 1R and 2R 2nd grade levels are on multisyllabic words (RF.2.3c) and irregularly spelled words (RF.2.3f). Fluency (RF.2.4) is emphasized through choral, echo, and partner reading.</p>
<p>REQUIRED 3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	<p>Yes</p>	<p>In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. The texts used at each level are specific to the foundational skills taught during small group instruction. Several guided readings</p>	

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			<p>texts are included for each zone. Each story is used through several lessons to allow for systematic, explicit, and frequent practice. The 2nd grade IRLA Toolkit includes authentic “Guided Reading” text sets. While these texts are not controlled, they do allow students to practice the lesson’s focus foundational skills. For example, in 2R, Lesson 10, students read “Top 10 Most Disgusting Facts,” which has 4-syllable words and words with practiced affixes. The curriculum uses the IRLA leveling system which provides a phonics-structure leveling system to provide students phonetically-controlled texts.</p>
	<p>REQUIRED</p> <p>3c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	<p>Yes</p>	<p>In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. Pronunciation is taught through each of the colored levels. For example, in 3Y, initial consonants are taught, and in 2G, initial blends and digraphs are taught. Instruction also involves “Word Work,” or practice with and analysis of (decoding and encoding) words with complex vowel patterns, vowel</p>

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			splits, prefixes, and suffixes.
	<p>REQUIRED 3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	Yes	<p>Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning. Students are encouraged to read independently, and coaches are encouraged to only intervene to remind students of a strategy to help them self-correct. The independent reading assessments used in the IRLA to drive small group instruction assess students' accuracy, such as, "decode most 3-syllable words that follow a regular vowel pattern" and "recognize and read 1R irregularly spelled words," and students' application of word solving strategies such as, "Use a combination of decoding skills, sight words, and context clues to read 1R texts with 98-100% accuracy. Stop and try again if something doesn't look right, sound right, or make sense."</p>
	<p>REQUIRED 3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	Yes	<p>Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. Students have opportunities for shared reading and</p>

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			<p>independent reading daily. A Reader’s Workshop includes daily independent reading time for student-selected texts. In addition to Literacy Labs and Research Labs for core content, materials provide thematic text sets that can be chosen across content areas and grade levels. Resources for targeted small-group instruction are provided. Teachers use the IRLA to diagnose specific needs as they relate to phonics and academic vocabulary and to form small groups to deliver aligned instruction that target early reading development. Students read independently before completing activities to help with automaticity and practice with prosody and adjusting rate.</p>
	<p>REQUIRED 3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p>Yes</p>	<p>Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading. The daily lesson framework allows for close reading/shared reading of grade-level texts. The FSTK provides resources for small-group lessons that emphasize the connection of foundational skills and reading for meaning. The 1R and 2R handbooks provide several opportunities for students to read grade-level text with purpose and understanding making connections between foundational skills and making meaning from reading.</p>

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	<p>3g) *Indicator for grades K-2 only Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	Yes	Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. The materials "allow you to track progress in real time. Each standard has been assigned a point value relative to the amount of time it should take a student to acquire that skill or concept. In each formative assessment conference, teachers score students on any standards they have mastered, allowing teachers and schools to track rate of reading growth for every student." Also included is information for teachers about how to help students with fluency in a section called "Fluency: The Bridge from Decoding to Reading Comprehension." Choral reading, echo reading, and paired reading are defined so that a teacher can use those strategies to help students read with accuracy, rate, and expression.
	<p>3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	Yes	Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it. Teachers use the IRLA to diagnose which Toolkit to access for each small group of students so that specific skills are matched to students' needs; small group schedules are created by the teacher so that students

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			<p>who need more time and attention could be seen more frequently and get more practice. A chart is provided listing all of the materials needed to teach each mini-lesson which allows the teacher to have all materials ready to go for each day. The curriculum provides an abundance of materials to use throughout the curriculum, including guided reading texts, series/author study texts, additional chapter books, and handbooks with student pages, scripts, and tips.</p>
Section III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable 4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the texts and their illustrations, making connections among the texts in the collection, and expressing understanding of the topics. For example, in the “Core Poetry Anthology,” students study poems and make connections by recognizing literary devices. The questioning builds in complexity to support understanding. Teachers are directed to ask a series of questions for each poem such as, “What is this poem about? How do you know? What about this poem was funny, upsetting, confusing, unjust/biased? Where did you notice the author using a form of word play? How do you know? Why do you think the author used the form of word play? How did this add rhythm and/or meaning to</p>

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			<p>the poem?" In Unit 3, students are asked, "How might this character's background create a problem for him/her? What is the most important thing about this character? What is the first event in this story? What is the most important event from the beginning, middle, end of the story? Why do you think that?" and "Why do you think these stories belong together?"</p>
	<p>REQUIRED 4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p>Yes</p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. For example, in Unit 3, students read a complex text, discuss it, and write in response to the text. Students read independently, and then engage in accountable talk. Finally, students apply the day's learning goal to writing through independent writing, and close out with collaborative writing/peer review and editing (with a focus on language standards). In all reading activities, students are accessing appropriately complex texts. A lesson in Unit 2 includes an objective for students to read and discuss a complex text. Students first read the text for main idea, then return to the text to independently read for details and add to a "What did you learn?" graphic organizer. The students then discuss what parts of the text confirmed and challenged prior knowledge before moving</p>

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			to form opinions using sentence starters. The lesson ends with a “three point” writing exercise that gives students the opportunity to critique and edit peers’ writing using a rubric.
	<p>REQUIRED</p> <p>4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	Yes	Questions and tasks support students in examining language. Language work is incorporated throughout each Unit, rooted in complex texts. Students work with words and apply their meaning in a variety of contexts. For example, the Literacy Lab unit introduces vocabulary work by teaching “Word Attack Strategies,” then modeling how to determine meaning through context. Next, students are taught meaning through suffixes and prefixes and incorporate this into word chunking. In a later lesson, students are introduced to parts of speech, starting with verbs, adjectives, and adverbs.
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	Yes	A majority of questions in the materials are text-dependent and text-specific. For example, in Unit 1 students are asked, “What lesson/message/moral do you think the author wants us to learn? What in the text makes you think that?” In Unit 4, students are asked, “What is the word ‘purse’ referring to in this story? How do you know? How is this meaning of the word ‘purse’ different from how we use it today? What parts of the setting change dramatically on this page? Do you think this

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			change is important—why or why not? What challenges do Tom Gerrard and Grip face because of this major change in the setting?” Students also answer broad questions to share research through accountable talk, such as, “Who learned something important about this Research Question?”
	<p>REQUIRED 5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (<i>Note: not every standard must be addressed with every text.</i>)</p>	Yes	Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards. For example, questions provided for anchor texts include, “What is the main idea of this article? What are the key supporting details provided?” Graphic organizers are also used to explore different literary devices and to conduct research. For example, setting is a focus in Unit 4, and a graphic organizer asks students to analyze cultures through setting by prompts such as, “Use the text and pictures to describe the culture in this book. What in the text/pictures supports your answer? How is this important to the story?”
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college</p>	<p>REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres,</p>	Yes	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. The daily lesson framework (ex: see the Unit 3 Teacher Manual, pg. 10-11) allows for discussion/accountable talk post-reading; discussion varies from partner

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<p>and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>		<p>share, discussion groups, and whole group debriefs and then writing in response to prompts. For example, Week 2, Day 2 in Unit 4, students are introduced to “Material Culture,” and apply the idea to a text by filling in a graphic organizer. The students share information in pairs, “When does this story take place? What society/country/city/world does it take place in? What is the material culture like there?” Students then write in response to the text, “Students work in pairs to describe the material culture using the ‘Social Setting’ graphic organizer for the Central Text.” Finally, students engage in a discussion, “What about the material culture is most important to the story? What makes you say that?”</p>
	<p>REQUIRED *Indicator for grades 3-12 only 6b) A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<p>N/A</p>	
	<p>REQUIRED *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<p>Yes</p>	<p>Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling. The curriculum includes a “Foundational Skills Toolkit” that focuses</p>

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			students on phonics and spelling at their individual reading level. Organization and sentence structures are emphasized in writing activities and through the writing rubrics. For example, the 2R Toolkit has five lessons on eight additional sounds and eight lessons on 11 affixes. In Lesson 1-5, students learn Flexible Decoding for i says /ee/, long i, short i, i in patterns like -ion, -iest and ch=k, ci=sh, and c=s.
	<p>REQUIRED</p> <p>6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. For example, teachers are given sample pacing guides for the writing process, such as the one that aligns with argumentative writing in Unit 4, which encourages teachers to introduce a research question on Mondays, complete research on Tuesdays, formulate opinions on Wednesdays, complete writing in conjunction with target standards on Thursdays, and publish writing on Fridays. With this method, students receive ample practice with the writing standards.
	<p>6e) Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	Yes	Materials provide models for writing to support writing development in English language arts. For example, the materials include the “Kinsey Developmental Writing Scale, PreK-2” to show different levels of student writing and drawing. Students are provided with sentence starters and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p>Yes</p>	<p>checklists, but teachers and students are not shown student exemplars as reference or as models.</p> <p>Materials address the grammar and language conventions specified by the language standards at each grade level and build on these standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. Students have opportunities for peer editing in each unit to engage with the grade-level language standards. For example, in Week 5 of Unit 3, students engage with explicit work with linking words. In Week 4 of Unit 1, students work with verbs, adverbs, and adjectives in their own writing and in mentor text analysis. Students are also provided checklists to look for word usage, sentence structure, punctuation, capitalization, and spelling. Students look for usage such as, “Verbs agree with nouns and pronouns,” “Words in lists are separated by commas,” and “The proper name of any person, place, or thing begins with a capital letter.”</p>
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can</p>	<p>REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Yes</p>	<p>Measurement of progress via assessments does include gradual release of supporting scaffolds for students to measure their independent abilities. The curriculum uses the IRLA and Foundational Skills Toolkit to assess reading, which adds skills and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>removes scaffolds as students advance levels. For example, students begin with initial consonants, and as their levels advance, teachers are directed to let the students self-correct on consonants when they begin to work with high-frequency words. The cycle advances to initial blends and digraphs all the way to literary analysis and college and career ready. The IRLA formative assessment system's developmental reading taxonomy provides diagnostic data, tracks progress in real time, and establishes baseline independent reading levels for each student in which teachers and students set Power Goals. There is guidance for teachers to assist students in reaching the goal set.</p>
	<p>REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Yes</p>	<p>Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Independent Reading Level Assessment (IRLA) is used to determine, monitor, and research a student's reading level. The teacher determines the skills and strategies each student has mastered and which he needs to learn next. Teachers then address those needs using whole-group, small-group, and one-on-one conferencing. Materials are provided for documenting student progress in the IRLA. Teachers are provided with reading level guides and formative</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			assessment conferencing protocol that is used daily to monitor and interpret student performance. Student work exemplars are not included, but scoring guides with aligned rubrics are included. For example, materials include a “Final Project Rubric” that measures voice, information, text features, effort, and quality of writing. Students are also given checklists and rubrics for each writing assignment.
	<p>REQUIRED</p> <p>7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	Materials use varied of modes of assessment, including a range of pre-, formative, summative and self-assessment measures. The IRLA Reading assessment includes diagnostics and progress monitoring measures. The materials train teachers to use an “Integrated Literacy Framework” that uses formative assessment in reading and writing for whole-class, small-group, and 1:1. Students self-track independent reading and are required to pay attention to reading levels to set personal goals. Teachers are given “Pre-assessment” instructions for Unit 4, “Before you begin the unit, determine where each of your students is in their ability to identify an author’s opinion, which of them are able to decode passages at grade level, and where they are in their ability to take and defend a position.”
	<p>7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Yes	Materials assess student proficiency using methods that are unbiased and accessible to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			all students. Small group instruction frameworks and time for conferences during independent reading and writing allow for the teacher to support students at each of their levels. Reading assessments find students' baseline level, and teachers are encouraged to meet students where they are. Teachers are encouraged to build students' confidence in their abilities. For example, teachers are provided with a series of questions to help assess students, such as "Can the student read the words and ideas fluently and problem-solve 99% of challenges without teacher help of any kind?" The teachers assess these areas before advancing the reading level of a student.
Section IV. Scaffolding and Support			
<p>8. 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p>Yes</p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused on understanding the text. Pre-Reading activities precede most readings of complex text and do not exceed 10% of the time devoted to reading activities. For example, the Day 1 lesson teachers are given to launch each unit instructs students to fill in a "KWL" chart about the topic before introducing the anchor text. Students respond to first reading of the anchor text by adding to a "WOW! Chart" (fascinating facts)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and creating questions to answer in future lessons.
	<p>REQUIRED 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Materials have the goal of students gaining full comprehension of complex text. Discrete strategies are not the focus of the Read Alouds or the Close Readings/Shared Reading. Rather, questions for the discussions are focused on building knowledge and insight. When specific comprehension strategies are introduced, they are done so in the context of a text. For example, the Week 1, Day 2 lesson for the Bugs unit has an objective for students to read and discuss a complex text. Students first read the text for main idea, then return to the text to independently read for details and add to a “What did you learn?” graphic organizer. The students then discuss what parts of the text confirmed and challenged prior knowledge before moving to form opinions using sentence starters. The lesson ends with a “three point” writing exercise that gives students the opportunity to critique and edit peers’ writing using a rubric.
	<p>REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion, and writing about the information in the text. For example, in the “Core Poetry Anthology,” teachers are instructed to direct students to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			reread the text at least three times, building meaning with each reading.
	<p>REQUIRED 8d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	The materials are easy to use and well-organized. The units are organized and built around “core” texts. The reading selections are not centrally located within the materials, but the materials are provided by the publisher along with organization strategies. The materials include a strategic independent reading focus, but all texts are leveled and supports are provided to show teachers how to maneuver through the program. Teachers should note that the program consists of paper-based manuals that are quite lengthy and include many different components.
	<p>8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	Yes	Appropriate suggestions and materials are provided for supporting varying student needs. A “Reading Intervention” and “Project Based Learning” program is available. A variety of daily Literacy Block schedules are provided to account for varying time constraints. Daily small group instruction frameworks are provided. Guidance for one-on-one conferences during independent reading and writing are also provided. The materials instruct teachers to look for gaps in learning and provide

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			instruction for closing the gaps such as, “The WIDA Can Do Descriptors are included as potential ways to scaffold English language learners’ successful participation in grade-level reading, writing, and conversation with their peers around grade-level complex text.” For example, in Unit 2, Week 2, teachers are instructed, “Select a rich text from the Central Text that will build students’ knowledge of the key Science or Social Studies concepts at the heart of today’s Research Question.”
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The content can be reasonably completed within a regular school year. There are four units designed for 36 weeks of instruction. This allows for flexibility for teachers to adjust lessons as needed. Unit 1 is weeks 1 through 8, Unit 2 is weeks 9 through 17, Unit 3 is weeks 18 through 26, and Unit 4 is weeks 27 through 36. Each Unit begins with a suggested daily Literacy Block schedule, and a variety of schedules are provided to account for time constraints, such as 120 minutes or 90 minutes per day.

FINAL EVALUATION

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

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
I. Text Selection	1. Quality of Texts (Non-Negotiable)	Yes	Texts are appropriately complex, quantitatively and qualitatively. Texts are authentic, increase in complexity, and build knowledge through strategically implemented tasks in reading, writing, speaking, listening, and language.
	2. Range and Volume of Texts	Yes	Materials include an appropriate mix of literary and informational texts.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	Yes	The Foundational Skills Toolkit provides intensive phonics and word study through individualized and small-group instruction. A variety of manipulatives and reading materials are provided to enhance instruction.
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	Yes	Questions and tasks are structured to build knowledge and understanding through complex, grade-level texts. Students build skill and understanding through reading, writing, speaking, listening, and language.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	Questions and tasks are text-dependent and include the language and rigor of the standards.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	Materials include support for teachers and students in writing, speaking, listening, and language. Exemplars are not included, but the materials do include rubrics and require students to synthesize and analyze texts.
	7. Assessments	Yes	Materials support teachers in measuring progress with gradual release of supporting scaffolds, aligned rubrics, and unbiased, varied assessments. Teachers should note that the assessments provided are heavy in reading to support foundational skills.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	Materials and activities have the goal of students gaining full comprehension of complex texts and provide the scaffold and support to do so through pre-reading exercises and multiple readings. The curriculum provides supports for students with different needs.
FINAL DECISION FOR THIS MATERIAL: Tier I, Exemplifies quality			

*As applicable

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.