Instructional Materials Evaluation - Student Standards Review

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

Title: **Core Knowledge (ELA) Full Curriculum** Grade: **3**

Publisher: **Core Knowledge** Copyright: **2013**

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

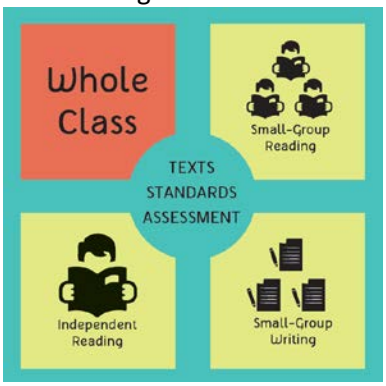
This English Language Arts review has been examined for the following changes in alignment resulting from the Louisiana Student Standards Review:

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

This review remains a Tier 1 rating. As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when using these instructional materials.

Criteria	Currently in the Rubric	Next Steps for Educators
Quality of Texts (Non-Negotiable)	This program currently is reviewed as "Yes" for this criteria because there are 11 domains in the program and texts are mainly from the subject areas of history/social studies and science. Texts are used to build knowledge systematically through reading, writing, listening and speaking.	Make sure to review texts in these materials for quality since references to specific texts and Appendix B are no longer included in the standards.
Text-Dependent Questions (Non-Negotiable)	This program currently is reviewed as "Yes" for these criteria because questions include the language of the standards and are purposeful. They are designed to deepen student learning and understanding of the text.	Make sure to revise questions and tasks to require students to cite relevant textual evidence to support their ideas beginning in grade 6.
Speaking and Listening	The program currently is reviewed as "Yes" for these criteria because texts support oral tasks are designed to build foundations in developing/strengthening speaking and listening skills that will be used at higher academic levels.	Make sure to revise speaking and presentation tasks and rubrics to include adapting speech to various audiences.

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



Title: **Core Knowledge (ELA) Full Curriculum** **Grade:** **3**

Publisher: **Core Knowledge** **Copyright:** **2013**

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

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

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

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

Tier 1 ratings received a "Yes" for all Criteria 1-10.
Tier 2 ratings received a "Yes" for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one "No" for the remaining criteria.
Tier 3 ratings received a "No" for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

Grade 3 (Tier 1)

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

Title: **Core Knowledge (ELA)** **Grade:** **3**

Publisher: **Core Knowledge (Full Curriculum)** **Copyright:** **2013**

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

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

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

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

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1-10.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
Tier 1 and 2 Non-Negotiable **1. COMPLEXITY OF TEXTS:** Materials present a progression of complex texts as stated by Reading Standard 10[7]. ■ Yes ☐ No	**REQUIRED** **1a)** Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis[8] were used in selection of texts. Rare exceptions (in which the qualitative measure trumps the quantitative measure and places the text outside the grade band) are usually reserved for literary texts in the upper grades. Poetry and drama are analyzed only using qualitative measures.	**Yes**	Qualitative and Quantitative Measures have been used in the selection of texts. There is evidence of flashbacks, and multiple points of view. There is also a variety of structures in some of the text selections. Graphics serve as a source of information essential to understanding the text. However, all the texts in the Listening and Learning strand are intended for read aloud by the teacher. Students are only interacting with text on their own through the Skills Strand. This is important to note, as students are not writing essay-length responses about texts they are reading on their own, which is often a requirement for assessment at this grade level. Thus, teachers will either need to use some of the texts intended for read aloud in a different purpose, or they will need to supplement the Skills Strand so that students are writing about the texts they are reading.
	REQUIRED **1b)** Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.	**Yes**	Texts for student reading in the Skills Strand adhere to complexity, quality, and range requirements. Some of the read aloud texts are better suited for reading along with a teacher or independent reading.
	REQUIRED **1c)** Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have	**Yes**	There are 11 domains in the program based on the core knowledge sequence. The texts appear to follow text complexity requirements set forth in the standards (e.g., purpose, types of genres,

[7] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendix B.
[8] The process for determining quantitative and qualitative measures is described in the Supplement to Appendix A. Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
	greater variability because listening skills in elementary school generally outpace reading skills.		prior knowledge demands). An increase in text complexity is noted from the K-2 series, but as this grade level completes the series, there is no increase to an upper grade-band.
Tier 1 and 2 Non-Negotiable **2. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ■ Yes ☐ No	**REQUIRED** **2a)** 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.	**Yes**	There are 11 domains in the program and texts are mainly from the subject areas of history/social studies and science. There is one unit on classic tales (e.g., *Wind in the Willows*).
	REQUIRED **2b)** Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.	**Yes**	Texts build on knowledge and develop skills in the Language Arts areas. Opportunities for students to share what they know about topics are provided. Texts are used to build knowledge systematically through reading, writing, listening and speaking.
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	**Yes**	Complex and specific texts are designed for multiple readings.
	2d) Nearly all texts are previously published rather than "commissioned."	**Yes**	Grade 3 makes use of some texts that are previously published; however, many of the texts are commissioned. The program offers a reading list of authentic texts which can be used to supplement the program.
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page	**REQUIRED** **3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	**Yes**	Grade 3 offers 11 domains with a mixture of literature and informational texts.
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**Yes**	Texts are provided in a variety of different formats and include film/videos and charts, but the predominant format is print.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include	**Yes**	The texts are predominantly informational.

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I. Text Selection			
31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9). ■ Yes ☐ No	literary nonfiction.		
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	**Yes**	There are *Trade Book* lists for teachers to use as supplements and activities are provided to support students in increasing their understanding of text. These materials are in addition to the Skills and Listening and Learning strand.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
Tier 1 and 2 Non-Negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ■ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**REQUIRED** **4a)** Materials demand knowledge of grade-level phonic patterns and word analysis skills.	**Yes**	Phonic patterns and word analysis skills are covered in student workbooks. The student reads are 100% decodable.
	REQUIRED **4b)** Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	**Yes**	Materials focus on meaning and self-correcting to enhance reading for purpose and understanding.
	REQUIRED **4c)** Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.	**Yes**	Spelling cards and code chart for alternative spellings are provided for instruction and practice.
	REQUIRED **4d)** Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.	**Yes**	Opportunities are built into the materials that allow students to achieve reading fluency. However, there are no explicit instructions to teachers on the amount of time to allot. Teachers will need to make that determination for their students.
	REQUIRED **4e)** Materials guide students to read grade-level text with purpose and understanding.	**Yes**	Materials are used to guide students to read with purpose and understanding.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. ■ Yes ☐ No	**REQUIRED** **7a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**Yes**	Engagement with text is evident and pre-reading activities appear to be short in order to serve as a review or introduction to text/lesson.
	REQUIRED **7b)** Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	**Yes**	Reading strategies support comprehension of text and build knowledge and insight.
	REQUIRED **7c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	**Yes**	Rereading, focus, discussion and writing opportunities are available for teachers to guide, review, or remediate as necessary.
	REQUIRED **7d)** The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.	**Yes**	The materials are easy to use and laid out well.
	7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student	**Yes**	The *Remediation Guide* goes beyond *pausing points* and provides teachers with opportunities to address and provide interventions/suggestions as needed to guide and deepen student understanding.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards. ■ Yes ☐ No	**REQUIRED** **8a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.	**Yes**	A majority of the written tasks provide students with multiple opportunities to engage in the analyzing of the text. There are some writing assignments which are not about the texts (i.e., "Have students write up to a half page about what makes their home "home sweet home." Or "Would you have helped the character…"), but most of the writing focus is on writing about texts. The culminating tasks of the domains ask students to either write directly about the text or about the topic of the unit, so students are showing understanding they've gained from texts in the unit.
	REQUIRED **8b)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.	**Yes**	Multiple writing tasks are designed to elicit variety of student responses, opinion, informative, and narrative.
	REQUIRED **8c)** Writing opportunities for students are prominent and	**Yes**	Prominent writing opportunities are provided for students.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).		
	REQUIRED **8d)** Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	**Yes**	Connections between reading, writing, listening and speaking noted to deepen student learning and understanding.
	8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.	**Yes**	Short research projects, to be completed throughout the year and with peer assistance/support are engaging.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. ■ Yes ☐ No	**REQUIRED** **9a)** Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).	**Yes**	Texts support oral tasks are designed to build foundations in developing/strengthening speaking and listening skills that will be used at higher academic levels.
	REQUIRED **9b)** Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.	**Yes**	Opportunities are available for students to engage and share ideas with each other (e.g., see *Shared Research Projects*).
	REQUIRED **9c)** Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.	**Yes**	Frequent discussion opportunities are built in.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.	**Yes**	Active listening skills and how to ask relevant questions are developed through the materials.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use. ■ Yes ☐ No	**REQUIRED** **10a)** Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.	**Yes**	Materials address language and grammar conventions which scaffold, are systematic, and explicit.
	REQUIRED **10b)** Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.	**Yes**	Materials are designed to allow students opportunities to locate and self-correct errors through use of rubrics found in each domain.
	REQUIRED **10c)** Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.	**Yes**	Materials appear to be designed to encourage and allow students to build and deepen understanding as well as develop higher levels of writing and language usage.
	REQUIRED **10d)** Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.	**Yes**	Frequent opportunities for developing connections are built in. Materials appear to be aligned with language standards in a variety of ways.
	10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	**Yes**	Real world connections and activities provide practice to develop skills necessary for the future.

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

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

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Text Selection	1. Complexity of Texts **(Non-Negotiable)**	**Yes**	Complexity of texts adhered to text exemplars of quality, range, and complexity.
	2. Quality of Texts **(Non-Negotiable)**	**Yes**	Texts provide opportunities for multiple readings and would appeal to students.
	3. Range and Volume of Texts	**Yes**	Balance between informational and literature texts not achieved. Majority of texts are informational and non-fiction in nature.
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	**Yes**	Opportunities that allow students to achieve reading fluency are built in. However, there are no explicit instructions to teachers on the amount of time to allot. Teachers will need to make that determination.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**Yes**	Questions are designed to deepen understanding of text.
	6. Assessment	**Yes**	Opportunities exist for students to self-check and provide opinions to deepen understanding and provide purposeful learning.
IV: Scaffolding and Support	7. Scaffolding and Support	**Yes**	Materials provide scaffolding and support for students at varied levels of understanding.
V: Writing to Sources and Research	8. Writing to Sources	**Yes**	Materials provided good variety of writing opportunities dependent on text to assist students attain understanding.
VI: Speaking and Listening	9. Speaking and Listening	**Yes**	Texts provided oral tasks at a higher level are designed to build foundation in developing/strengthening speaking and listening skills to be used at higher academic levels.
VII: Language	10. Language	**Yes**	Language Standards adequately addressed through variety of tasks and student engagement opportunities.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

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