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 Skills Strand, Grades K-2** Grade: **K-2**

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

Overall Rating: **Tier 1, 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)	N/A	N/A
Text-Dependent Questions (Non-Negotiable)	N/A	N/A
Speaking and Listening	N/A	N/A

Instructional Materials Review for CCSS Alignment in ELA Grades K-2

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) Skills Strand Only** **Grade:** **K-2**

(This is NOT a review of the full K-2 Core Knowledge curriculum)

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

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

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

STRONG	WEAK
Foundational Skills (Non-Negotiable*)	

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

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

Click below for complete grade-level reviews:

Grade K (Tier 1)
Grade 1 (Tier 1)
Grade 2 (Tier 1)

Instructional Materials Evaluation Tool for Alignment in ELA Grades K-2 (IMET)

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) Skills Strand Only** **Grade:** **K**

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

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

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

STRONG	WEAK
Foundational Skills (Non-Negotiable*)	

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
Tier 1 and 2 Non-Negotiable* **1. FOUNDATIONAL SKILLS:** Materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, phonics, word awareness, and reading fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ■ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**REQUIRED** **1a)** Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**Yes**	Materials follow sequence of foundational skills instruction with less emphasis on letter names and more on phonemes & phonemic awareness. There are 150 lessons that begin with objectives focused on special sounds, spellings, tricky words, and/or concepts that the students are expected to learn.
	REQUIRED **1b)** Materials include student texts that allows for systematic, regular and frequent practice of foundational skills as they are introduced.	**Yes**	Grade K offers 12 themes (i.e., domains) that provide multiple practice opportunities.
	REQUIRED **1c)** Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.	**Yes**	Stories are handled through a read-aloud anthology. Students read aloud orally, after prompting from the teacher.
	REQUIRED **1d)** Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.	**Yes**	Materials provide regular practice in spelling with emphasis placed on phonemes, rather than individual letters through the use of a workbook.
	REQUIRED **1e)** Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.	**Yes**	Materials provide grade-level appropriate practice in spelling. Students are taught to read by blending. Multiple cueing strategies, pictures as a primary resource in decoding and part-word guessing are not used.
	REQUIRED **1f)** Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**Yes**	Materials allow students to gain purpose and understanding by making connections through the use of read-alouds and picture cards. Phonics instruction begins with sounds. Big books provide exact replicas of student readers

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
	1g) Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	**Yes**	Opportunities exist for educators to monitor student progress in areas of foundational skills and fluency and comprehension through the use of the Assessment and Remediation Skills Book which has 6 units.
	1h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**Yes**	Materials are readily available for educators to monitor student progress and remediate and enrich as necessary. Materials are easily implemented and understood.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Text Selection			
Tier 1 and 2 Non-Negotiable **2. COMPLEXITY OF TEXTS:** Materials present a progression of texts as stated by Reading Standard 10[1] and Reading Foundational Standard 4. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Reading Foundational Standard 4 applies to student-read texts. Complexity standards for student-read texts are applicable for grades 2+.)* ☐ Yes ☐ No	**REQUIRED** **2a) Beginning in grade 2**, materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis[2] were used in selection of texts. Poetry and drama are analyzed only using qualitative measures. **In all grades**, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**N/A**	
	REQUIRED **2b)** Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.	**N/A**	
	REQUIRED **2c)** 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.	**N/A**	
Tier 1 and 2 Non-Negotiable **3. 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	**REQUIRED** **3a)** Nearly all texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.	**N/A**	

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

[2] 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.

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. *(**Note:** In K and 1 this refers generally to read-aloud material and some student-read texts after midyear in grade 1. Complexity standards for student-read texts are applicable for grades 2+.)* ☐ Yes ☐ No	**REQUIRED** **3b)** Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study. The inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with text.	**N/A**	
	REQUIRED **3c)** Within a sequence or collection of texts, specific complex anchor texts are selected for multiple, careful readings.	**N/A**	
	3d) Nearly all texts are previously published rather than "commissioned."	**N/A**	
4. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 of the standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, or RI.2.3). ☐ **Yes** ☐ **No**	**REQUIRED** **4a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	**N/A**	
	REQUIRED **4c)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**N/A**	
	4b) Materials include many informational texts with an informational text structure rather than a narrative structure.	**N/A**	
	4d) 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.	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable **5. TEXT-DEPENDENT QUESTIONS:** Text-dependent questions reflect the requirements of Reading Standard 1 by requiring the use of textual details in support of meeting other grade-specific standards. *(**Note:** In K and 1 this refers to read-aloud material, which is typically from grades 2+.)* ☐ 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.	**N/A**	
	REQUIRED **5b)** Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations, its impact (including the building of knowledge), and its connection to other texts.	**N/A**	
	REQUIRED **5c)** Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade over time to advance and deepen student learning. *(**Note:** Not every standard must be assessed with every text.)*	**N/A**	
	5d) Questions often begin with comprehension of the text before focusing on interpretation or evaluation.	**N/A**	
	5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from text and in learning new vocabulary from every reading opportunity.	**N/A**	
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 grade-level 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.	**N/A**	
	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.	**N/A**	
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**N/A**	
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
	6e) When assessments indicate students do not understand what they hear or read, materials should provide suggestions for reteaching and additional student learning opportunities. These materials must be easily implemented.	**N/A**	

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 (either listened to or read) as required by the standards at each grade. ☐ 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.	**N/A**	
	REQUIRED **7b)** Read aloud materials must have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	**N/A**	
	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.	**N/A**	
	7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	**N/A**	
	7f) The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**N/A**	
	7e) 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.	**N/A**	

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 (based on what has been read or heard) and reflect the writing genres named in the standards. Writing assignments are prominent and varied and ask students to draw on their experience, imagination, current capacities, and most frequently, the texts they encounter through reading or read-alouds as source material. As a means to such expression, materials provide sufficient opportunities for all students to practice newly acquired foundational skills as well as other forms of self-expression. ☐ Yes ☐ No	**REQUIRED** **8a)** Students engage in a full range of writing as outlined by the standards at each grade level and materials include multiple writing tasks. This includes writing about what they are hearing or reading, writing narratives (both real and imagined), writing to inform or explain, and writing opinions.	**N/A**	
	REQUIRED **8b)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing, on-demand and process writing, etc.).	**N/A**	
	REQUIRED **8c)** Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly.	**N/A**	
	REQUIRED **8d)** Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**N/A**	
	8e) Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.	**N/A**	
	8f) Materials engage students in shared research projects to develop the skills needed to conduct research independently in later grades.	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Materials should promote frequent and regular discussions about texts students have heard or read. Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for appropriate interactions and conversations with a variety of audiences in and out of the classroom. ☐ 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 2, 3, and 4).	**N/A**	
	REQUIRED **9b)** As a regular part of comprehension instruction materials build in frequent opportunities for a range of conversations and collaborations with peers about texts listened to or read.	**N/A**	
	REQUIRED **9c)** Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. For example, through directions and modeling, materials encourage students to use academic language and grade-appropriate oral language conventions.	**N/A**	
	9d) Materials develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others.	**N/A**	
	9e) Materials include a variety of authentic speaking and listening activities for student practice.	**N/A**	

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.	**N/A**	
	REQUIRED **10c)** Materials create opportunities for students to discover accurate usage patterns, compare them with their own (oral and written), and develop proficiency in usage and language conventions that build from one grade to the next.	**N/A**	
	REQUIRED **10d)** 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.	**N/A**	
	REQUIRED **10e)** 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.	**N/A**	
	10b) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	**N/A**	

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Foundational Skills	1. Foundational Skills **(Non-Negotiable*)**	**Yes**	Stories are handled through read-aloud anthology. Students read aloud orally, after prompting from the teacher. The materials however, are weak in delineating student opportunities for silent reading practice.
II: Text Selection	2. Complexity of Texts **(Non-Negotiable)**	**N/A**	
	3. Quality of Texts **(Non-Negotiable)**	**N/A**	
	4. Range and Volume of Texts	**N/A**	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**N/A**	
	6. Assessment	**N/A**	
IV: Scaffolding and Support	7. Scaffolding and Support	**N/A**	
V: Writing to Sources and Research	8. Writing to Sources	**N/A**	
VI: Speaking and Listening	9. Speaking and Listening	**N/A**	
VII: Language	10. Language	**N/A**	
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

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

Instructional Materials Evaluation Tool for Alignment in ELA Grades K-2 (IMET)

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) Skills Strand Only** **Grade:** **1**

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

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

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

STRONG	WEAK
Foundational Skills (Non-Negotiable*)	

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
Tier 1 and 2 Non-Negotiable* **1. FOUNDATIONAL SKILLS:** Materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, phonics, word awareness, and reading fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ■ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**REQUIRED** **1a)** Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**Yes**	The materials follow the sequence of foundational skills instruction. There are 155 lessons that begin with objectives focused on special sounds, spellings, tricky words, and/or concepts that the students are expected to learn.
	REQUIRED **1b)** Materials include student texts that allows for systematic, regular and frequent practice of foundational skills as they are introduced.	**Yes**	Grade 1 offers 11 themes (i.e., domains) that provide multiple practice opportunities.
	REQUIRED **1c)** Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.	**Yes**	Opportunities are provided for reading favorite traditional read alouds, literacy based centers, and immersion in text, where teachers facilitate student choice from existing leveled libraries based on interest, availability, and readability.
	REQUIRED **1d)** Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.	**Yes**	Materials provide regular practice in encoding.
	REQUIRED **1e)** Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.	**Yes**	Materials provide grade-level appropriate practice in spelling and decoding of words. In addition to phonics, students are taught spelling, grammar, and writing.
	REQUIRED **1f)** Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**Yes**	Materials allow students to gain purpose and understanding by making connections through the use of read-alouds and picture cards.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
	1g) Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	**Yes**	Opportunities exist for educators to monitor student progress in areas of foundational skills and fluency and comprehension through the use of the Assessment and Remediation Skills Book which has 6 units. *Pausing Points* are used when it makes sense to pause and spend one to two days reviewing, reinforcing, or extending the material taught.
	1h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**Yes**	Materials are readily available for educators to monitor student progress, remediate and enrich as necessary. Materials are easily implemented and understood.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Text Selection			
Tier 1 and 2 Non-Negotiable **2. COMPLEXITY OF TEXTS:** Materials present a progression of texts as stated by Reading Standard 10[1] and Reading Foundational Standard 4. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Reading Foundational Standard 4 applies to student-read texts. Complexity standards for student-read texts are applicable for grades 2+.)* ☐ Yes ☐ No	**REQUIRED** **2a) Beginning in grade 2**, materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis[2] were used in selection of texts. Poetry and drama are analyzed only using qualitative measures. **In all grades**, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**N/A**	
	REQUIRED **2b)** Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.	**N/A**	
	REQUIRED **2c)** 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.	**N/A**	
Tier 1 and 2 Non-Negotiable **3. 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	**REQUIRED** **3a)** Nearly all texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.	**N/A**	

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

[2] 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.

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. *(**Note:** In K and 1 this refers generally to read-aloud material and some student-read texts after midyear in grade 1. Complexity standards for student-read texts are applicable for grades 2+.)* ☐ Yes ☐ No	**REQUIRED** **3b)** Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study. The inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with text.	**N/A**	
	REQUIRED **3c)** Within a sequence or collection of texts, specific complex anchor texts are selected for multiple, careful readings.	**N/A**	
	3d) Nearly all texts are previously published rather than "commissioned."	**N/A**	
4. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 of the standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, or RI.2.3). ☐ **Yes** ☐ **No**	**REQUIRED** **4a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	**N/A**	
	REQUIRED **4c)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**N/A**	
	4b) Materials include many informational texts with an informational text structure rather than a narrative structure.	**N/A**	
	4d) 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.	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable **5. TEXT-DEPENDENT QUESTIONS:** Text-dependent questions reflect the requirements of Reading Standard 1 by requiring the use of textual details in support of meeting other grade-specific standards. *(**Note:** In K and 1 this refers to read-aloud material, which is typically from grades 2+.)* ☐ 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.	**N/A**	
	REQUIRED **5b)** Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations, its impact (including the building of knowledge), and its connection to other texts.	**N/A**	
	REQUIRED **5c)** Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade over time to advance and deepen student learning. *(**Note:** Not every standard must be assessed with every text.)*	**N/A**	
	5d) Questions often begin with comprehension of the text before focusing on interpretation or evaluation.	**N/A**	
	5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from text and in learning new vocabulary from every reading opportunity.	**N/A**	
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 grade-level 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.	**N/A**	
	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.	**N/A**	
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**N/A**	
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**N/A**	
	6e) When assessments indicate students do not understand what they hear or read, materials should provide suggestions for reteaching and additional student learning opportunities. These materials must be easily implemented.	**N/A**	

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 (either listened to or read) as required by the standards at each grade. ☐ 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.	**N/A**	
	REQUIRED **7b)** Read aloud materials must have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	**N/A**	
	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.	**N/A**	
	7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	**N/A**	
	7f) The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**N/A**	
	7e) 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.	**N/A**	

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 (based on what has been read or heard) and reflect the writing genres named in the standards. Writing assignments are prominent and varied and ask students to draw on their experience, imagination, current capacities, and most frequently, the texts they encounter through reading or read-alouds as source material. As a means to such expression, materials provide sufficient opportunities for all students to practice newly acquired foundational skills as well as other forms of self-expression. ☐ Yes ☐ No	**REQUIRED** **8a)** Students engage in a full range of writing as outlined by the standards at each grade level and materials include multiple writing tasks. This includes writing about what they are hearing or reading, writing narratives (both real and imagined), writing to inform or explain, and writing opinions.	**N/A**	
	REQUIRED **8b)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing, on-demand and process writing, etc.).	**N/A**	
	REQUIRED **8c)** Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly.	**N/A**	
	REQUIRED **8d)** Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**N/A**	
	8e) Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.	**N/A**	
	8f) Materials engage students in shared research projects to develop the skills needed to conduct research independently in later grades.	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Materials should promote frequent and regular discussions about texts students have heard or read. Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for appropriate interactions and conversations with a variety of audiences in and out of the classroom. ☐ 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 2, 3, and 4).	**N/A**	
	REQUIRED **9b)** As a regular part of comprehension instruction materials build in frequent opportunities for a range of conversations and collaborations with peers about texts listened to or read.	**N/A**	
	REQUIRED **9c)** Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. For example, through directions and modeling, materials encourage students to use academic language and grade-appropriate oral language conventions.	**N/A**	
	9d) Materials develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others.	**N/A**	
	9e) Materials include a variety of authentic speaking and listening activities for student practice.	**N/A**	

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.	**N/A**	
	REQUIRED **10c)** Materials create opportunities for students to discover accurate usage patterns, compare them with their own (oral and written), and develop proficiency in usage and language conventions that build from one grade to the next.	**N/A**	
	REQUIRED **10d)** 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.	**N/A**	
	REQUIRED **10e)** 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.	**N/A**	
	10b) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	**N/A**	

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Foundational Skills	1. Foundational Skills **(Non-Negotiable*)**	**Yes**	Opportunities are provided for reading favorite traditional read alouds, literacy based centers, and immersion in text. Students are able to choose from leveled libraries based on interest, availability, and readability.
II: Text Selection	2. Complexity of Texts **(Non-Negotiable)**	**N/A**	
	3. Quality of Texts **(Non-Negotiable)**	**N/A**	
	4. Range and Volume of Texts	**N/A**	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**N/A**	
	6. Assessment	**N/A**	
IV: Scaffolding and Support	7. Scaffolding and Support	**N/A**	
V: Writing to Sources and Research	8. Writing to Sources	**N/A**	
VI: Speaking and Listening	9. Speaking and Listening	**N/A**	
VII: Language	10. Language	**N/A**	
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

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

Instructional Materials Evaluation Tool for Alignment in ELA Grades K-2 (IMET)

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) Skills Strand Only** **Grade:** **2**

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

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

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

STRONG	WEAK
Foundational Skills (Non-Negotiable*)	

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
Tier 1 and 2 Non-Negotiable* **1. FOUNDATIONAL SKILLS:** Materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, phonics, word awareness, and reading fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ■ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**REQUIRED** **1a)** Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**Yes**	The materials follow the sequence of foundational skills instruction. Lessons begin with core content and ELA objectives focused on spellings, tricky words, read alouds, questioning, important concepts, extension and writing activities that engage students.
	REQUIRED **1b)** Materials include student texts that allows for systematic, regular and frequent practice of foundational skills as they are introduced.	**Yes**	Grade 2 offers 12 themes (i.e., domains) that provide multiple practice opportunities.
	REQUIRED **1c)** Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.	**Yes**	Opportunities are provided for reading favorite traditional read alouds, literacy based centers, and immersion in text, where teachers facilitate student choice from existing leveled libraries based on interest, availability, and readability.
	REQUIRED **1d)** Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.	**Yes**	Materials provide regular practice in encoding
	REQUIRED **1e)** Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.	**Yes**	Materials provide grade-level appropriate practice in spelling and decoding of words. In addition to phonics, students are taught spelling, grammar, and writing.
	REQUIRED **1f)** Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**Yes**	Materials allow students to gain purpose and understanding by making connections through the use of read-alouds, picture cards, and flip charts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
	1g) Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	**Yes**	Opportunities exist for educators to monitor student progress in areas of foundational skills and fluency and comprehension through the use of the Assessment and Remediation Skills Book which has 6 units. *Pausing Points* are used when it makes sense to pause and spend one to two days reviewing, reinforcing, or extending the material taught.
	1h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**Yes**	Materials are readily available for educators to monitor student progress, remediate and enrich as necessary. Materials are easily implemented and understood.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Text Selection			
Tier 1 and 2 Non-Negotiable **2. COMPLEXITY OF TEXTS:** Materials present a progression of texts as stated by Reading Standard 10[1] and Reading Foundational Standard 4. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Reading Foundational Standard 4 applies to student-read texts. Complexity standards for student-read texts are applicable for grades 2+.)* ☐ Yes ☐ No	**REQUIRED** **2a) Beginning in grade 2**, materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis[2] were used in selection of texts. Poetry and drama are analyzed only using qualitative measures. **In all grades**, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**N/A**	
	REQUIRED **2b)** Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.	**N/A**	
	REQUIRED **2c)** 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.	**N/A**	
Tier 1 and 2 Non-Negotiable **3. 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	**REQUIRED** **3a)** Nearly all texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.	**N/A**	

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

[2] 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.

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. *(**Note:** In K and 1 this refers generally to read-aloud material and some student-read texts after midyear in grade 1. Complexity standards for student-read texts are applicable for grades 2+.)* ☐ Yes ☐ No	**REQUIRED** **3b)** Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study. The inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with text.	**N/A**	
	REQUIRED **3c)** Within a sequence or collection of texts, specific complex anchor texts are selected for multiple, careful readings.	**N/A**	
	3d) Nearly all texts are previously published rather than "commissioned."	**N/A**	
4. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 of the standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, or RI.2.3). ☐ **Yes** ☐ **No**	**REQUIRED** **4a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	**N/A**	
	REQUIRED **4c)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**N/A**	
	4b) Materials include many informational texts with an informational text structure rather than a narrative structure.	**N/A**	
	4d) 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.	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable **5. TEXT-DEPENDENT QUESTIONS:** Text-dependent questions reflect the requirements of Reading Standard 1 by requiring the use of textual details in support of meeting other grade-specific standards. *(**Note:** In K and 1 this refers to read-aloud material, which is typically from grades 2+.)* ☐ 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.	**N/A**	
	REQUIRED **5b)** Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations, its impact (including the building of knowledge), and its connection to other texts.	**N/A**	
	REQUIRED **5c)** Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade over time to advance and deepen student learning. *(**Note:** Not every standard must be assessed with every text.)*	**N/A**	
	5d) Questions often begin with comprehension of the text before focusing on interpretation or evaluation.	**N/A**	
	5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from text and in learning new vocabulary from every reading opportunity.	**N/A**	
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 grade-level 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.	**N/A**	
	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.	**N/A**	
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**N/A**	
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**N/A**	
	6e) When assessments indicate students do not understand what they hear or read, materials should provide suggestions for reteaching and additional student learning opportunities. These materials must be easily implemented.	**N/A**	

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 (either listened to or read) as required by the standards at each grade. ☐ 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.	**N/A**	
	REQUIRED **7b)** Read aloud materials must have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	**N/A**	
	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.	**N/A**	
	7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	**N/A**	
	7f) The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**N/A**	
	7e) 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.	**N/A**	

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 (based on what has been read or heard) and reflect the writing genres named in the standards. Writing assignments are prominent and varied and ask students to draw on their experience, imagination, current capacities, and most frequently, the texts they encounter through reading or read-alouds as source material. As a means to such expression, materials provide sufficient opportunities for all students to practice newly acquired foundational skills as well as other forms of self-expression. ☐ Yes ☐ No	**REQUIRED** **8a)** Students engage in a full range of writing as outlined by the standards at each grade level and materials include multiple writing tasks. This includes writing about what they are hearing or reading, writing narratives (both real and imagined), writing to inform or explain, and writing opinions.	**N/A**	
	REQUIRED **8b)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing, on-demand and process writing, etc.).	**N/A**	
	REQUIRED **8c)** Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly.	**N/A**	
	REQUIRED **8d)** Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**N/A**	
	8e) Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.	**N/A**	
	8f) Materials engage students in shared research projects to develop the skills needed to conduct research independently in later grades.	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Materials should promote frequent and regular discussions about texts students have heard or read. Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for appropriate interactions and conversations with a variety of audiences in and out of the classroom. ☐ 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 2, 3, and 4).	**N/A**	
	REQUIRED **9b)** As a regular part of comprehension instruction materials build in frequent opportunities for a range of conversations and collaborations with peers about texts listened to or read.	**N/A**	
	REQUIRED **9c)** Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. For example, through directions and modeling, materials encourage students to use academic language and grade-appropriate oral language conventions.	**N/A**	
	9d) Materials develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others.	**N/A**	
	9e) Materials include a variety of authentic speaking and listening activities for student practice.	**N/A**	

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.	**N/A**	
	REQUIRED **10c)** Materials create opportunities for students to discover accurate usage patterns, compare them with their own (oral and written), and develop proficiency in usage and language conventions that build from one grade to the next.	**N/A**	
	REQUIRED **10d)** 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.	**N/A**	
	REQUIRED **10e)** 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.	**N/A**	
	10b) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	**N/A**	

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

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

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Foundational Skills	1. Foundational Skills **(Non-Negotiable)**	**Yes**	Opportunities are provided for reading favorite traditional read alouds, literacy based centers, and immersion in text. Students are able to choose from leveled libraries based on interest, availability, and readability.
II: Text Selection	2. Complexity of Texts **(Non-Negotiable)**	**N/A**	
	3. Quality of Texts **(Non-Negotiable)**	**N/A**	
	4. Range and Volume of Texts	**N/A**	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**N/A**	
	6. Assessment	**N/A**	
IV: Scaffolding and Support	7. Scaffolding and Support	**N/A**	
V: Writing to Sources and Research	8. Writing to Sources	**N/A**	
VI: Speaking and Listening	9. Speaking and Listening	**N/A**	
VII: Language	10. Language	**N/A**	
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

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