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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: **English Language Arts** Grade: **3-5**

Publisher: **Engage New York** Copyright: **2012**

Overall Rating: **Tier II, Approaching 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 2 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 texts are content rich and represent different disciplines. There are specific anchor texts in each module. The modules provide for multiple close readings of text.	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 this series rephrases the standards as grade appropriately worded learning targets. Text-dependent questions reflect the language in these learning targets. Questions are based on essential questions that are found at beginning of modules.	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 "No" for these criteria because research activities are limited. Opportunities for connections between standards are not frequent.	Since these materials received a "No" for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.

Instructional Materials Review for CCSS Alignment in ELA Grades 3-5

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: **English Language Arts** **Grade:** **3-5**

Publisher: **Engage New York** **Copyright:** **2012**

Overall Rating: **Tier II, Approaching quality**

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

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Range and Volume of Texts
Quality of Texts (Non-Negotiable)	Assessment
Text-Dependent Questions (Non-Negotiable)	Scaffolding and Support
Foundational Skills (Non-Negotiable*)	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 2)

Instructional Materials Evaluation Tool for Alignment in ELA Grades 3 -12 (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: **English Language Arts** **Grade:** **3**

Publisher: **Engage New York** **Copyright:** **2012**

Overall Rating: **Tier II, Approaching quality**

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

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Range and Volume of Texts
Quality of Texts (Non-Negotiable)	Assessment
Text-Dependent Questions (Non-Negotiable)	Scaffolding and Support
Foundational Skills (Non-Negotiable*)	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[1]. ■ Yes ☐ No	**REQUIRED** **1a)** 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.	**Yes**	Quantitative measures have identified texts that fall within the grade-level complexity bands; however, qualitative measures cannot be fully assessed because texts are independently published and not provided as part of the curriculum.
	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**	However simple, the texts appear to follow text complexity requirements set forth in the standards (e.g., purpose, types of genres, prior knowledge demands, etc.)
	REQUIRED **1c)** 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.	**Yes**	Materials progress in complexity from grade 3 to grade 5.
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).	**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**	Texts are content rich and represent different disciplines (e.g., geography and the water cycle).
	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 knowledge though each module.

[1] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendix B.
[2] The process for determining quantitative and qualitative measures is 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			
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** **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	**Yes**	There are specific anchor texts in each module. The modules provide for multiple close readings of text.
	2d) Nearly all texts are previously published rather than "commissioned."	**Yes**	Texts are previously published.
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9). ☐ Yes ■ No	**REQUIRED** **3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	**Yes**	Balance is evident (e.g., There are 18 informational texts and 17 literary texts).
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**No**	Materials are predominantly in print form and film (photograph) across the grade levels. There is 1 poetry book and 1 book about plays (these books do vary in length). The same format of texts appears in each module. Teachers would need to draw from similar titles to add variety. Text length is varied throughout the units.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	**No**	A majority of the material comes from full-length texts; Modules begin with becoming a close reader and writing to learn; considering perspectives and supporting opinion; supporting stories; gathering evidence and speaking to others. There is evidence of using the materials to build knowledge and teach others, as well as opportunities for independent reading by students.
	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.	**No**	There are no additional supplemental materials provided or recommended to increase opportunity for regular reading.

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**	The 60-minute modules provide some contextualized instruction of phonics and word analysis, specifically during close reading. Support and practice during occurs during additional literacy instruction alongside the modules (e.g., via whole class, small, differentiated groups and during word study games and activities). The *Expeditionary Learning, Foundational Reading and Language Standards* resource package provides examples, guidance, and materials to help teachers envision options for organizing the instruction of phonics and word analysis in grades 3–5.
	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**	Opportunities for building understanding, gaining meaning, and developing reading fluency are provided. The lessons reviewed were divided into modules based on Science and Social Studies Integration.
	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**	Materials provide instruction and practice with an emphasis on student's independent work in the areas of Reading, Writing, Speaking, and Listening.
	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. Instruction and practice emphasize student's independent work in the areas of Reading, Writing, Speaking, and Listening.
	REQUIRED **4e)** Materials guide students to read grade-level text with purpose and understanding.	**Yes**	Texts provided fall within appropriate Lexile grade bands. Students are able to read grade-level text with purpose and understanding.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS	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**	Questions are based on essential questions that are found at beginning of modules. Questions are designed to provide short constructed responses
	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**	Requirements met.
	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**	This series rephrases the standards as grade-appropriately worded learning targets. Text-dependent questions reflect the language in these learning targets. Although the majority of the questions are at the application level with few approaching the analyzing and evaluating levels, they are grade-appropriate to advance and deepen student learning.
	5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.	**Yes**	Questions and tasks often begin with the comprehension of text before focus is placed on the interpretation of text.
	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**	The development of vocabulary is not used in all lessons. However, activities are designed to familiarize students and build vocabulary knowledge necessary to deepen student understanding of the text.
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.	**No**	There are no rubrics for any of the assessments and no specific assessment guidelines were found (only task guidelines were found).
	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.	**No**	There are no rubrics or assessment guidelines.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Yes**	There are formative daily task, summative mid- and end of unit assessment, although no pre-, or self-assessment measures are given.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Yes**	Materials do not show any bias and are free 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.	**No**	Lessons often require more than 10% of the time be spent on pre-reading activities.
	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.	**No**	Skills are a main focus of the lessons (e.g., the first three lessons in Module 2, for example work mainly with standard 3.RI.2).
	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.	**No**	There is no evidence that teachers should return to focused parts of the text to promote student rereading and writing about ideas, events, or information. Instead, teachers are redirected toward discussion.
	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.	**No**	The layout is user friendly; however, the reading selections are not centrally located.
	7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	**No**	There is some support for varying student needs through leveled reading and cooperative grouping; however, there is no small group instruction and most suggestions meet only the needs of ELL students.
	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**	There is 32 weeks of work for lessons. The lessons are for 65 minutes.

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**	Requirements are evident.
	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.	**No**	While students write daily, they do not make use of multiple modes of writing. Narrative paragraphs are predominantly used.
	REQUIRED **8c)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).	**No**	There is limited variation in writing opportunities (e.g., Opinion (see 3M3A and 3M4); Informative/Expository (see 3M1) and 3M4); and, Narrative (see 3M3A). Blended Modes (for analytical writings) are not evident.
	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.	**No**	The writing process includes Editing and Writing with Conventions, including checklists and editing activities (self and peer editing). However, the language standards are not addressed as part of any writing activities.
	8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.	**Yes**	Research activities are evident in 3M2A and 3M4

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**	Structured discussion is evident though all of the units.
	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**	Requirements are evident.
	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.	**No**	Research activities are limited (i.e., only two appear in 3M2A and 3M4). Opportunities for connections between standards are not frequent. Language standards are not addressed within the modules.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.	**Yes**	Requirements are evident.

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.	**No**	3M2B references language standards, but these were not available at the time of this review.
	REQUIRED **10b)** Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.	**Yes**	Writing process includes Editing and Writing with Conventions including checklists and editing activities (self and peer editing).
	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.	**No**	Language standards are not addressed in the modules.
	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.	**No**	Language standards are not addressed in the modules.
	10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	**No**	The materials do not provide real-world activities for students.

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**	Texts progress in complexity from grade 3 to grade 5.
	2. Quality of Texts **(Non-Negotiable)**	**Yes**	Texts are content rich and represent different disciplines (e.g., geography and the water cycle).
	3. Range and Volume of Texts	**No**	Text types are limited with the same forms used throughout the modules (e.g., predominantly in print form and film (photograph) across the grade levels).
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	**Yes**	Materials provide instruction and support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**Yes**	Questions are text-based and center on standards-driven learning targets.
	6. Assessment	**No**	Rubrics and assessment guidelines were not included.
IV: Scaffolding and Support	7. Scaffolding and Support	**No**	Lessons often require more than 10% of the time be spent on pre-reading activities. Lessons focus heavily on skills, there is little instruction to promote return to text to deepen understanding.
V: Writing to Sources and Research	8. Writing to Sources	**No**	While written tasks are text-dependent, they do not reflect the writing genres named in the standards.
VI: Speaking and Listening	9. Speaking and Listening	**No**	Opportunity for connections and alignment between standards was not frequent.
VII: Language	10. Language	**No**	Language Standards are note included within these modules.
FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u>			

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