

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: **6-8**

Publisher: **Engage New York**

Copyright: **2012**

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

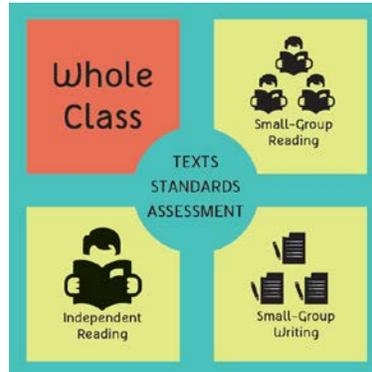
This English Language Arts review has been examined for the following changes in alignment resulting from the Louisiana Student Standards Review:

- 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 the texts are content rich – further, the texts represent multiple disciplines/topics. The texts are organized so that they speak to one another (and so that students can build knowledge).	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 the majority of questions are text-dependent. The students have to reread and find textual evidence to support their answers. Each module requires students to support their interpretations with what they read and to make connections to other readings.	Make sure to revise questions and tasks to require students to cite relevant textual evidence to support their ideas beginning in grade 6.
Speaking and Listening	The program currently is reviewed as “Yes” for these criteria because communication skills are integrated throughout each module, with oral tasks demanding that they engage effectively in a range of conversations.	Make sure to revise speaking and presentation tasks and rubrics to include adapting speech to various audiences.

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



Title: English Language Arts

Grade: 6-8

Publisher: Engage New York

Copyright: 2012

Overall Rating: Tier II, Approaching quality

[Tier I](#), [Tier II](#), [Tier III](#) elements of this review:

STRONG	WEAK
<u>Complexity of Texts (Non-Negotiable)</u>	<u>Language</u>
<u>Quality of Texts (Non-Negotiable)</u>	
<u>Range and Volume of Texts</u>	
<u>Text-Dependent Questions (Non-Negotiable)</u>	
<u>Assessment</u>	
<u>Scaffolding and Support</u>	
<u>Writing to Sources</u>	
<u>Speaking and Listening</u>	

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 8 \(Tier 2\)](#)

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: ELA Modules 1—4

Grade: 8

Publisher: Engage New York

Copyright: 2013

Overall Rating: Tier II, Approaching quality

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

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

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			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10¹.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis² were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	<p>Yes</p>	<p>Quantitative and qualitative measures are used to justify text selections (i.e., Lexile).</p> <p>In the cases where pieces fall below the recommended Lexile band (925—1185), qualitative analysis was used in their selection along with the caveat statement that <i>teachers must use their professional judgment and consider qualitative factors as well.</i></p>
	<p>REQUIRED</p> <p>1b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	<p>Yes</p>	<p>The qualitative measures of many texts fall within <i>and</i> above the grades 6—8 level band, but there are also texts throughout the modules with qualitative measures below grade level. In these cases, the qualitative analysis and reader and task considerations align the texts with the complexity of exemplars provided in Appendix B. For example, in Module 2A, more than 60% of the texts require qualitative and reader and task considerations.</p>
	<p>REQUIRED</p> <p>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.</p>	<p>Yes</p>	<p>The texts do increase in complexity as materials progress across modules – less than 30% of the texts are below the grade level band.</p>
<p>Tier 1 and 2 Non-Negotiable</p> <p>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</p>	<p>REQUIRED</p> <p>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.</p>	<p>Yes</p>	<p>The texts are certainly content rich – further, the texts represent multiple disciplines/topics (including, but not limited to the Vietnam War and Genetically Modified Foods).</p> <p>While it may be difficult to engage students in some of the selected texts, the pieces are worth reading, serve an instructional purpose, and were likely chosen so that students learn to persevere through and construct meaning from tough text.</p>

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

² The process for determining quantitative and qualitative measures is 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			
<p>independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	Yes	<p>The texts are organized so that they speak to one another (and so that students can build knowledge).</p> <p>There are themes inherent in these text sets/collections of texts, such as “taking a stand” (Module 2A) or “finding home” (Module 1).</p>
	<p>REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.</p>	Yes	<p>There are close reads associated with each anchor texts.</p>
	<p>2d) Nearly all texts are previously published rather than “commissioned.”</p>	Yes	<p>Texts are authentic.</p>
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	Yes	<p>A balance is met throughout the grade level. Some modules contain more informational texts than literature and vice versa (Module 4 is 100% informational, while literature dominates earlier modules).</p>
	<p>REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	Yes	<p>There are both print and non-print texts in different formats and lengths (TED Talks, videos, artifacts, NPR scripts, interviews, comparing text to film, magazine articles, poems, speeches, web-based pieces, interactive museum exhibits, etc.)</p>
	<p>3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.</p>	Yes	<p>The modules include many information texts with an informational text structure.</p>
	<p>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	Yes	<p>There are opportunities for regular, accountable independent reading. Specifically, Accountable Independent Reading is formally launched during Module 2A/B. The materials even include a stand-alone document on Accountable Independent Reading for teachers.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED 4a) Materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A	
	<p>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.</p>	N/A	
	<p>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.</p>	N/A	
	<p>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.</p>	N/A	
	<p>REQUIRED 4e) Materials guide students to read grade-level text with purpose and understanding.</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	Yes	The majority of questions are text-dependent.
	<p>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.</p>	Yes	The students have to reread and find textual evidence to support their answers. Each module requires students to support their interpretations with what they read and to make connections to other readings.
	<p>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. (<i>Note: not every standard must be assessed with every text.</i>)</p>	Yes	Questions and tasks require students to use the language of the standards.
	<p>5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	Yes	While the questions are initially heavy on comprehension, this is acceptable as the questions are scaffolded and are used to lead students to evaluate and interpret.
	<p>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.</p>	Yes	This indicator is met.
<p>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).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	Assessments are varied and measure progress through a gradual release of support scaffolds. Each module contains seven assessments – they are almost all on-demand. Each module also contains a final performance task that is a more supported project, often involving research. This project allows students to hone and analyze their independent abilities. Further, performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
	REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	Each module provides writing rubrics to guide teachers in interpreting student performance.
	REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	There are formative and summative assessments built in, including peer assessment, self-assessment.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	This is met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	Yes	Pre-reading activities are in place in order to engage students.
	<p>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.</p>	Yes	Texts are the central focus and reading strategies support comprehension.
	<p>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.</p>	Yes	Each module regularly directs teachers to focus on the text by guiding students to rereading, discussion, and writing about the content they are studying. In fact, the entire focus of Module 1 is “Reading Closely and Writing to Learn.”
	<p>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.</p>	Yes	Once printed, the modules become easy to follow.
	<p>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.).</p>	No	While some activities allow for differentiated instruction (Kagan structures, suggestions for language learners, graphic organizers, and “structured notes”), this was not consistent or explicit through the entire grade level. For example, in Module 4, a “meeting student needs” section only notes that “If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.” It does not appear that there are appropriate (or specific) suggestions and materials for providing support to below-level learners. While there were accommodating materials such as graphic organizers and pictorial organizers, the reading level was not accommodated for below grade-level readers.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	<p>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.</p>	<p>No</p>	<p>As far as 7f), pacing is a major concern. It is unlikely that a teacher will be able to complete all modules in on school year.</p>

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. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	Each module contains a writing assessment at the end of individual units – these are typically writing from sources.
	REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.	Yes	Across the four modules, students compose everything from a narrative poem about the refugee experience, a research-based narrative from the perspective of a main character from one of their anchor texts, a cause/effect piece, and finally, a position paper.
	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.).	Yes	There are writing assignments consistent throughout the modules, including research papers toward the end of the year.
	REQUIRED 8d) Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	Yes	A diversity of writing tasks (from exit slips that are text-dependent to literacy analysis papers, etc.) spans the grade level.
	8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.	Yes	This indicator is met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
<p>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.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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).</p>	Yes	There are multiple opportunities for students to participate in small and whole group discussions across all modules.
	<p>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.</p>	Yes	Communication skills are integrated throughout each module, with oral tasks demanding that they engage effectively in a range of conversations.
	<p>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.</p>	Yes	Each module provides opportunities for students to immerse themselves in speaking and listening, reading, writing and the language standards. There are frequent opportunities for students to participate in discussions about text with a partner, small group, and whole class. In particular, Module 4 requires students to gather and use evidence to not only create a claim, but defend their claim and advocate persuasively for their selected claim.
	<p>9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.</p>	Yes	This is evident, particularly during Fishbowl discussions.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
<p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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.</p>	No	Some modules contain “Language Mini Lessons,” but there does not appear to be a formal or consistent structure in place re: grammar and language conventions. For instance, Module 2A has no direct grammar and/or language instruction, other than a Mini Lesson that the teacher is expected to craft based on common errors found in a previous essay.
	<p>REQUIRED 10b) Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>	No	In Module 4’s “Position Paper Rubric,” the teacher evaluates Control of Conventions – however, it is unclear if this rubric is also provided to students.
	<p>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.</p>	No	The use of literature as models for writing is inherent, but there is no formal or consistent structure in place re: grammar and language conventions.
	<p>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.</p>	Yes	Students are encouraged to use grade-appropriate language conventions when speaking and writing about texts. However, as previous indicators are weak, students may not be supported enough to truly demonstrate command of language conventions.
	<p>10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Yes	Students frequently engage in real-world activities that require them to use natural language (presentation, small group/whole group/partner discussions).

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 fall within the recommended grade-level band for grades 6—8 (925L—1185L), with many aligned with Appendix B exemplars.
	2. Quality of Texts (Non-Negotiable)	Yes	The texts are content rich and prompt students to have conversations that construct meaning and build knowledge.
	3. Range and Volume of Texts	Yes	Materials reflect the distribution of text types and genres. There is a balance between literature and informational text.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	Materials require that students reread and find textual evidence to support their answers, as well as make connections to other readings.
	6. Assessment	Yes	Assessments are varied and measure progress through a gradual release of support scaffolds.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	The scaffolding and support needed for ALL students to be successful is not extensive or explicit enough.
V: Writing to Sources and Research	8. Writing to Sources	Yes	The written tasks are text-dependent and reflect the variety or writing genres.
VI: Speaking and Listening	9. Speaking and Listening	Yes	Frequent opportunities engage students in text-centered conversations.
VII: Language	10. Language	No	There is no formal or consistent structure for using literature as models for writing.
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)