

demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



Title: HMH Collections

Grade: 9-12

Publisher: Houghton Mifflin Harcourt

Copyright: 2015

Overall Rating: Tier I, Exemplifying Quality

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

STRONG	WEAK
<u>Complexity of Texts</u> (Non-Negotiable)	
<u>Quality of Texts</u> (Non-Negotiable)	
<u>Text-Dependent Questions</u> (Non-Negotiable)	
<u>Foundational Skills</u> (Non-Negotiable*)	
<u>Assessment</u>	
<u>Writing to Sources</u>	
<u>Speaking and Listening</u>	
<u>Range and Volume of Texts</u>	
<u>Scaffolding and Support</u>	
<u>Language</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 9 \(Tier 1\)](#)

[Grade 10 \(Tier 1\)](#)

[Grade 11 \(Tier 1\)](#)

[Grade 12 \(Tier 1\)](#)

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: HMH Collections (ELA)

Grade: 9

Publisher: Houghton Mifflin Harcourt

Copyright: 2015

Overall Rating: Tier I, Exemplifying Quality

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

STRONG	WEAK
Complexity of Texts (Non-negotiable)	
Quality of Texts (Non-negotiable)	
Text-Dependent Questions (Non-negotiable)	
Scaffolding and Support	
Writing to Sources	
Assessment	
Range and Volume of Texts	
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			
<p>Tier 1 and 2 Non-Negotiable 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 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>	Yes	The materials provide texts that fall within grade-level complexity bands. Qualitative measures (Lexile scores) and quantitative measures (reader and task) are used in selection. A text complexity rubric is provided for selected pieces and teachers' input is encouraged. The Lexile score for each selection is provided in the teacher's edition of the text.
	<p>REQUIRED 1b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	Yes	Texts align with complexity requirements of Common Core Grade Bands 9 th and 10 th and include Appendix B exemplars. For example, <i>Quilt of a Country</i> , <i>The Gettysburg Address</i> , and <i>I Have a Dream</i> .
	<p>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.</p>	Yes	The texts increase in complexity across the grade band. The knowledge demands for <i>I Have a Dream</i> in unit two are not as challenging as <i>Pyramus and Thisbe</i> from <i>The Metamorphoses</i> in unit four or <i>Truth at all Cost</i> in unit five. The texts vary in Lexile range.
<p>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,</p>	<p>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.</p>	Yes	All of the texts are content rich and include various topics. For example, there is a photo essay <i>View of the Wall</i> in unit one, a memoir by Azar Nafis, <i>Reading Lolita in Tehran</i> in unit two and a media analysis, <i>Count On Us</i> in unit three. There are also history essays.
	<p>REQUIRED 2b) Materials provide a sequence or collection of texts that</p>	Yes	The collection of texts builds knowledge systematically by establishing a common theme and concept for each unit (e.g., In unit one the

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			
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. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.		topic is, <i>Finding Common Ground</i> and explores similarity between; it includes <i>Rituals of Memory</i> . In unit four it is <i>Sweet Sorrow</i> ; it includes <i>The Tragedy of Romeo and Juliet</i> .
	REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	Yes	Within the sequence, the specific texts are selected for careful readings. These texts are marked in the unit overviews and table of contents. There are digital resources for the students that provide practice in annotation and close reading.
	2d) Nearly all texts are previously published rather than “commissioned.”	Yes	Nearly all texts are previously published rather than commissioned.
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). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	Yes	At least 50% of the texts in each unit are informational.
	REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	Yes	Many different formats of texts are included. Such as: an editorial cartoon, a photo essay, and a painting, a documentary. Non-print and print texts are also paired for comparison. Novel Wise guides are offered in teacher resources, the texts must be purchased separately and there are novels that complement the Student Edition and Close Reader.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	Yes	At least half the texts are informational texts. These texts range from speeches to research essays to arguments. There are some non-fiction texts that are narrative in structure (biographies and narrative essays).
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	Within each unit, there are online-text resources designed for independent readings. There are also extended text recommendations (i.e., literary and informational) for each unit in the text. [Note: these texts were not accessible at time of this review].

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	At least 80% of all questions are text-dependent questions and students are required to express their responds in both verbal and written format.
	<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 sequences of questions elicit sustained attention to the text by driving the student back to the text itself.
	<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 refer to specifics of the text to require students to reference specific parts of the text and include language such as <i>cite specific details</i> .
	<p>5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	Yes	Questions move through the required levels of thinking and are explicitly identified as <i>analyze, infer, evaluate, and cite evidence</i> .
	<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	There are text-dependent questions that require students to analyze the vocabulary in the context of the text. There are specific activities that drive the student back to the text with line references, etc.
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently</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	The texts within the units move through three phases <i>Teach, Practice and Apply, and Performance Tasks</i> . These sections are explicitly identified in the texts. There are culminating tasks at the end of each unit (identified in the unit overview) that are designed to measure students' abilities.
	<p>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.</p>	Yes	There are aligned rubrics and assessment guides in the <i>performance tasks</i> portions of each unit in the text. There are suggested answers on the pages that ask the students to practice and apply skills.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
demonstrate the assessed grade-specific standards with appropriately complex text(s). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	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. There are benchmark assessments and varied modes of assessment. However, the teacher will have to make any self- assessments.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	The assessments that are available are unbiased and accessible.

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 included with each text in each unit. These activities fall within the 10% of time. Instructions for these activities are found in the margins of the teacher’s edition.
	<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	The strategies employed focus on close-reading and full comprehension of the text. The skills addressed are focused on enhancing the comprehension of the text. There are strategic suggestions for the teacher including stopping points for guided analysis and scaffolding suggestions for struggling students/advanced learners in the margins of the teacher’s edition.
	<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	There is ample guidance for the teacher to refer students back to the text and foster a discussion. There are multiple opportunities for students to write about the ideas, events, and information found in the text. Frequently, the digital resources are referenced to further these activities and strategies.
	<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	The materials are cleanly laid out and center on student learning. The table of contents is more than adequate for ease of navigation. The lesson planning pages (in each unit) make it easy for the teacher to plan and cater instruction to the students; these pages include a list of all materials available for each of the text selections.
	<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>	Yes	There is differentiation suggestions focused on struggling learners, English Language Learners, and advanced students provided in the margins of the teacher edition. [Note: The materials alluded to, were not available for review.]
	<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>	Yes	It is reasonable that the teacher could complete the six units within the course of the year. There is a <i>lesson-pacing guide</i> in the teacher’s edition for the text set selections.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	Yes	Most of the written tasks require students to analyze and synthesize sources, as well as to present claims. Text-based writings are used throughout the units. Textual evidence is required in each of the writing assignments. The performance tasks at the end of the units ask students to synthesize the texts that have been covered in the unit.
	<p>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.</p>	Yes	Multiple writing tasks are required. Argument, analytical writing, and fictional narrative, are just a few of the examples of the writing tasks. Exemplars of these tasks are in the Interactive <i>Writing Lesson</i> .
	<p>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.).</p>	Yes	There are timed writings and non-timed writings. Constructed short responses and text-based short answers are also in the units. There are formal essays throughout the units. The writing assignments vary in length and style.
	<p>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.</p>	Yes	Materials build opportunities for connections and alignment between the standards. There are modeled discussions throughout the unit and students are instructed to collaboratively plan for analysis and review one another's work. There are ample suggestions provided in the teacher's editions for modeling and guiding these activities.
	<p>8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	There are short research projects within each unit. They vary in mode and length. A group multimedia presentation is provided in unit 3.

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	Texts meet the criteria for complexity and quality. Short stories, drama, poetry, and literary nonfiction are all included. The program includes an emphasis on content-area reading.
	<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	Collaborative discussion opportunities permeate the units. They are offered frequently throughout the unit and teaching suggestions are provided in the teacher's edition. They vary in length and structure and are accessible to all students.
	<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	In each unit, there is a focus on using the anchor text, gathering additional evidence, organizing the arguments/claims, and the oral presentation of those findings through activities such as debates, speeches, and collaborative discussions. Students are instructed to consider their language and word choices in each activity.
	<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	In the beginning of the group discussion students are instructed to ask relevant questions and build on one another's ideas. They are frequently required to document the content of the discussion with the use of graphic organizers. There are discussion models available to the teacher in the teacher's edition.

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 checked="" type="checkbox"/> Yes <input 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>	Yes	There are embedded language/style activities in each unit. The activities and skills focus progress throughout the units and build on the standards of previous grades These skills build on the previous grade-level. Unit one begins with instruction on noun clauses and parallel structure, a skill that requires prior knowledge of the parts of speech (previous grades).
	<p>REQUIRED 10b) Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>	Yes	Editing activities are specific to each writing task and ask students to revise based on both content and language (i.e. transitions, formal English usage, parallelism, varied sentence length). Student Edition provides grammar and language conventions lessons with some complex text selections. Full integration of curriculum requires performance tasks to be completed in myWriteSmart, which allows teacher and student to insert comments and collaborate on compositions.
	<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>	Yes	The vocabulary and language/style practices use examples from the texts and ask students to go back to the text and find examples of usage patterns and sentence structure. For example, Practice and Apply on page 122 directs students to “Review the letters you created in response to this selection’s Performance Task. In both letters, find two places where you can incorporate adverbial clauses into your writing.”
	<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 instructed in the <i>performance tasks</i> to use grade-appropriate language standards in their own writing and discussions.
	<p>10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews,</p>	Yes	Students use activities such as debates and speeches to practice appropriate language and style.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	presentations).		

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	The texts meet the complexity requirements of the state standards.
	2. Quality of Texts (Non-Negotiable)	Yes	The texts are not commissioned and represent quality and Appendix B exemplars.
	3. Range and Volume of Texts	Yes	The texts are varied in genre.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	90% or more of the questions are text-dependent and drive the student back to the texts.
	6. Assessment	Yes	There are varied modes of assessment, but no self-assessments.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	The materials provide text sets and activities that are progressively independent.
V: Writing to Sources and Research	8. Writing to Sources	Yes	The writing assignments vary in length and mode, but remain constant in the requirement of supporting evidence.
VI: Speaking and Listening	9. Speaking and Listening	Yes	Texts used during classroom discussions do not always meet range and volume requirements.
VII: Language	10. Language	Yes	Students confront their own errors in a digital writing platform and collaborate with the instructor to improve writing.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifying Quality</u>			

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

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: HMH Collections (ELA)

Grade: 10

Publisher: Houghton Mifflin Harcourt

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Overall Rating: Tier I, Exemplifies Quality

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

STRONG	WEAK
Complexity of Texts (Non-negotiable)	
Quality of Texts (Non-negotiable)	
Text-Dependent Questions (Non-negotiable)	
Assessment	
Scaffolding and Support	
Writing to Sources	
Range and Volume of Texts	
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.

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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10³.</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>	<p>REQUIRED 1a) Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis⁴ were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	Yes	The materials provide texts that fall within grade-level complexity bands. Qualitative measures (Lexile scores) and quantitative measures (reader and task) are used in selection. A text complexity rubric is provided for selected pieces and teachers' input is encouraged. The Lexile score for each selection is provided in the teacher's edition of the text.
	<p>REQUIRED 1b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	Yes	Texts align with complexity requirements of Common Core Grade Bands 9 th and 10 th and include Appendix B exemplars (e.g., <i>The Metamorphosis</i> , <i>Macbeth</i> , and <i>Musee des Beaux Arts</i>).
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is</p>	<p>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.</p>	Yes	All of the texts are content rich and include various topics. For example, there is a supreme court opinion and an editorial on freedom of speech. There are also science and math essays.
	<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	The collection of texts builds knowledge systematically by establishing a common theme and concept for each unit. The anchor serves as the starting point for the topics of exploration (e.g., In unit one the topic is <i>Ourselves and Others</i> and

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

⁴ 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>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</p> <p>2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.</p> <p>2d) Nearly all texts are previously published rather than “commissioned.”</p>	<p></p> <p>Yes</p> <p>Yes</p>	<p>explores point-of-view and relationships; it includes <i>The Lottery</i>. In unit six, the topic is <i>Hard Fought Liberty</i>; it includes <i>Letter From Birmingham Jail</i>.</p> <p>Within the sequence, the specific texts are selected for careful readings. These texts are marked in the unit overviews and table of contents. There are digital resources for the students that provide practice in annotation and close reading.</p> <p>Nearly all texts are previously published rather than commissioned.</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</p> <p>3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p> <p>REQUIRED</p> <p>3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</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> <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>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>At least 50% of the texts in each unit are informational.</p> <p>Many different formats of texts are included. Such as: an editorial cartoon, a photo essay, and a painting, a documentary. Non-print and print texts are also paired for comparison. Novel Wise guides are offered in teacher resources, the texts must be purchased separately and there are novels that complement the Student Edition and Close Reader.</p> <p>At least half the texts are informational texts. These texts range from speeches to research essays to arguments. These texts are clearly marked in the table of contents. There are some non-fiction texts that are narrative in structure (biographies and narrative essays), but predominately the structure is informational.</p> <p>Within each unit, there are online-text resources designed for independent readings. There are also extended text recommendations (i.e., literary and informational) for each unit in the text. [Note: These texts were not assessable at time of this review.]</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</p> <p>4a) Materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A	
	<p>REQUIRED</p> <p>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</p> <p>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</p> <p>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</p> <p>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	Approximately 90% of all questions are text-dependent questions and students are required to express their responds in both verbal and written format.
	<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 sequences of questions elicit sustained attention to the text by driving the student back to the text itself.
	<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 refer to specifics of the text to require students back to specific parts of the text and include language such as <i>cite specific details</i> .
	<p>5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	Yes	Questions move through the required levels of thinking and are explicitly identified as <i>analyze, infer, evaluate, and cite evidence</i> .
	<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	There are text-dependent questions that require students to analyze the vocabulary in the context of the text. There are specific activities that drive the student back to the text with line references, etc.
<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	The texts within the units move through three phases <i>Teach, Practice and Apply, and Performance Tasks</i> . These sections are explicitly identified in the texts. There are culminating tasks at the end of each unit (identified in the unit overview) that are designed to measure students' abilities.
	<p>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.</p>	Yes	There are aligned rubrics and assessment guides in the <i>performance tasks</i> portions of each unit in the text. There are suggested answers on the pages that ask the students to practice and apply skills.
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range</p>	Yes	There are formative and summative assessments. There are benchmark assessments and varied

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
	of pre-, formative, summative and self-assessment measures.		modes of assessment. However, the teacher will have to make any self- assessments.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	The assessments that are available are unbiased and accessible.

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. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Yes	Pre-reading activities are included with each text in each unit. These activities fall within the 10% of time. Instructions for these activities are found in the margins of the teacher’s edition.
	REQUIRED 7b) Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Yes	The strategies employed focus on close-reading and full comprehension of the text. The skills addressed are focused on enhancing the comprehension of the text. There are strategic suggestions for the teacher including stopping points for guided analysis and scaffolding suggestions for struggling students/advanced learners in the margins of the teacher’s edition.
	REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Yes	There is ample guidance for the teacher to refer students back to the text and foster a discussion. There are multiple opportunities for students to write about the ideas, events, and information found in the text. Frequently, the digital resources are referenced to further these activities and strategies.
	REQUIRED 7d) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.	Yes	The materials are cleanly laid out and center on student learning. The table of contents is more than adequate for ease of navigation. The lesson planning pages (in each unit) make it easy for the teacher to plan and cater instruction to the students; these pages include a list of all materials available for each of the text selections.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	<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>	<p>Yes</p>	<p>There are differentiation suggestions focused on struggling learners, English Language Learners, and advanced students provided in the margins of the teacher edition. [Note: The materials are alluded to, were not available for review.]</p>
	<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>Yes</p>	<p>It is reasonable that the teacher could complete the six units within the course of the year. There is a <i>lesson-pacing guide</i> in the teacher’s edition for the text set selections.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	Yes	Most of the written tasks require students to analyze and synthesize sources, as well as to present claims. Text-based writings are used throughout the units. Textual evidence is required in each of the writing assignments. The performance tasks at the end of the units ask students to synthesize the texts that have been covered in the unit.
	<p>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.</p>	Yes	Multiple writing tasks are included. Argument, analytical writing, and fictional narrative, are just a few of the examples of the writing tasks. There are fewer narrative tasks than argumentative/analytical tasks. In unit one, the culminating tasks are an analytical/synthesis essay and a speech. Exemplars of these tasks are in the Interactive <i>Writing Lesson</i> .
	<p>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.).</p>	Yes	There are timed writings and non-timed writings. Constructed short responses and text-based short answers are also in the units. There are formal essays throughout the units. The writing assignments vary in length and style.
	<p>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.</p>	Yes	Materials build opportunities for connections and alignment between the standards. There are modeled discussions throughout the unit and students are instructed to collaboratively plan for analysis and review one another's work. There are ample suggestions provided in the teacher's editions for modeling and guiding these activities.
	<p>8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	There are short research projects within each unit. They vary in mode and length. In unit six, there is a debate associated with a documentary film about Mahatma Gandhi.

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	Texts meet the criteria for complexity and quality. Short stories, drama, poetry, and literary nonfiction are all included. The program includes an emphasis on content-area reading.
	<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	Collaborative discussion opportunities permeate the units. They are offered frequently throughout the unit and teaching suggestions are provided in the teacher's edition. They vary in length and structure and are accessible to all students.
	<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	In each unit, there is a focus on using the anchor text, gathering additional evidence, organizing the arguments/claims, and the oral presentation of those findings through activities such as debates, speeches, and collaborative discussions. Students are instructed to consider their language and word choices in each activity.
	<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	In the beginning of the group discussion students are instructed to ask relevant questions and build on one another's ideas. They are frequently required to document the content of the discussion with the use of graphic organizers. There are discussion models available to the teacher in the teacher's edition.

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 checked="" type="checkbox"/> Yes <input 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>	Yes	There are embedded language/style activities in each unit. The activities and skills focus progress throughout the units. These skills build on the previous grade-level. Unit one begins with instruction on adverbial clauses and colloquialisms, a skill that requires prior knowledge of the parts of speech (previous grades).
	<p>REQUIRED 10b) Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>	Yes	Editing activities are specific to each writing task and ask students to revise based on both content and language (i.e. transitions, formal English usage, parallelism, varied sentence length). Student Edition provides grammar and language conventions lessons with some complex text selections. Full integration of curriculum requires performance tasks to be completed in myWriteSmart, which allows teacher and student to insert comments and collaborate on compositions.
	<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>	Yes	<p>The vocabulary and language/style practices use examples from the texts and ask students to go back to the text and find examples of usage patterns and sentence structure.</p> <p>For example, Practice and Apply on page 70 directs students to “Look back at the paragraphs you wrote for this selection’s Performance Task. Find two places to add relative clauses to more clearly express your ideas.”</p>
	<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 instructed in the <i>performance tasks</i> to use grade-appropriate language standards in their own writing and discussions.
	<p>10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Yes	Students use activities such as debates and speeches to practice appropriate language and style.

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	The texts meet the complexity requirements of the state standards.
	2. Quality of Texts (Non-Negotiable)	Yes	The texts are not commissioned and represent quality and Appendix B exemplars.
	3. Range and Volume of Texts	Yes	The texts are varied in genres.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	90% or more of the questions are text-dependent and drive the student back to the texts.
	6. Assessment	Yes	There are varied modes of assessment, but no self-assessments.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	The materials provide text sets and activities that are progressively independent.
V: Writing to Sources and Research	8. Writing to Sources	Yes	The writing assignments vary in length and mode, but remain constant in the requirement of supporting evidence.
VI: Speaking and Listening	9. Speaking and Listening	Yes	Texts used during classroom discussion meet range and volume requirements.
VII: Language	10. Language	Yes	Students confront their own errors in a digital writing platform and collaborate with the instructor to improve writing.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies Quality</u>			

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

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: HMH Collections (ELA)

Grade: 11

Publisher: Houghton Mifflin Harcourt

Copyright: 2015

Overall Rating: Tier I, Exemplifies Quality

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

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	
Quality of Texts (Non-Negotiable)	
Text-Dependent Questions (Non-Negotiable)	
Assessment	
Scaffolding and Support	
Writing to Sources	
Range and Volume of Texts	
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			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. COMPLEXITY OF TEXTS:</p> <p>Materials present a progression of complex texts as stated by Reading Standard 10⁵.</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 analysis⁶ were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	Yes	<p>There is a text complexity rubric for each literary/literary-informational text selection that includes researched-based quantitative and qualitative measures; however, there is no explanation of how the rating scale is applied (i.e. no indication for what the difference between the first and last dot mean on the line), but reasoning is provided about each qualitative measure. When applicable, the Lexile score for the text is provided. Additionally, a rubric, which describes reader and task suggestions, is provided.</p>
	<p>REQUIRED</p> <p>1b) Texts for each grade band align with the complexity requirements outlined in the standards and with the complexity of exemplars provided in Appendices A and B.</p>	Yes	<p>Texts align with the complexity requirements of the standards. Exemplars from Appendix B are included; however, excerpts from the selection may differ from the excerpt provided in Appendix B (e.g., Instead of using the Bill of Rights from the United States Constitution, the text cites Article 2, Sections 1 and 2, describing the function of the office of the President).</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>	Yes	<p>Arrangement of texts increase in complexity across grade bands. Complexity also increases across units as the qualitative measures and demands on the reader increase (i.e. texts that have more complex language conventionality and knowledge demands).</p>

⁵ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendices A and B

⁶ 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>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 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</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>	Yes	90% of the texts are worth reading, representing traditional American literature and covering seminal U.S. documents
	<p>REQUIRED</p> <p>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	Each unit builds knowledge of the evolution of American society over time (e.g., <i>Coming to America</i> , <i>Building a Democracy</i> , <i>Individual and Society</i> , <i>A new birth of freedom</i> , <i>Age of Realism</i> , <i>The Modern World</i>). Each unit contains guided practice for reading, writing, speaking, and listening as it relates to the theme.
	<p>REQUIRED</p> <p>2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.</p>	Yes	Selections for Close Reads are provided in a student Close Reader and directly link to the thematic unit of study (e.g., In the Age of Realism, close reads are provided in a short story by Stephen Crane).
	<p>2d) Nearly all texts are previously published rather than “commissioned.”</p>	Yes	More than 95% of texts are previously published and not commissioned.
<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</p> <p>3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	Yes	There are approximately 47% literature (35) and 53% informational texts (40) across the textbook. Overall ratios within units are much closer to the 50/50 balance.
	<p>REQUIRED</p> <p>3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	Yes	Materials include audio, film, music, and charts. Allowing students to gain knowledge from multiple forms of media. Novels are excerpted within the collections. Novel Wise guides are offered in teacher resources, and most package collections offer novel options.
	<p>3c) Materials include many informational texts with an informational text structure rather than a narrative structure;</p>	Yes	Nonfiction materials are predominately literary nonfiction (literary criticisms, speeches, and essays)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
	grades 6-12 include literary nonfiction.		with a strong focus on seminal U.S. documents
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	Each unit offers suggested independent readings and provides links to the suggested texts via the <i>Teacher Resources Collection</i> . Additional readings are related to the unit topics. Many texts have audio feature to allow students to hear the text being read aloud as they read.

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>Tier 1 and 2 Non-Negotiable</p> <p>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</p> <p>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>	<p>Yes</p>	<p>Questions are nearly 100% text dependent. Many of the provided question sets either require the student to revisit the text to answer and most of the questions ask the student to cite specific evidence from the text. Of the questions provided in the teacher and student editions at least 90% are text dependent; questions break text into smaller chunks and require students to justify answers with citations (e.g., <i>Ask students to read lines 1-11. Ask them to analyze how Whitman uses figurative language in this passage. What figures of speech does he employ and how do they contribute to his theme?</i>).</p> <p>Questions require both written and spoken response (e.g., <i>then have students share their findings and discuss why Whitman might have taken the positions that he did.</i>)</p>
	<p>REQUIRED</p> <p>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>	<p>Yes</p>	<p>Performance tasks, and the questions that lead up to them, direct students to make connections between texts and respond through writing or verbal discourse. (e.g., <i>write an informative essay in which you cite evidence from all three texts to support your topic.</i>)</p>
	<p>REQUIRED</p> <p>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: <i>not every standard must be assessed with every text.</i>)</p>	<p>Yes</p>	<p>Questions in the teacher and student editions use language of the standards and deepen student learning through questioning (e.g., <i>At end of close read texts, there are scaffolded questions that use the language of the standards in unlocking the text.</i>)</p>
	<p>5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	<p>Yes</p>	<p>Question sets within the student and teacher editions are designed to guide students through comprehension before they begin a deep analysis (e.g., <i>At the end of close read texts, there are scaffolded questions that ask students to interpret before comparing or making inferences.</i>)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
			Due to the design of the Exam View test generator, questions might need to be re-ordered by the teacher when building out test items.
	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.	No	Although there are sections labeled, <i>critical vocabulary</i> , that asks students to demonstrate understanding, in the text itself, there are no guiding questions provided to allow students to unlock meaning from the text while reading.
<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	Opportunities within the Close Reader allow students to grow their skills of reading analysis through guided practice and then individual demonstration. Note-taking guides included in the Close Reader would allow the teacher to informally assess the student’s grasp of analytical reading. Performance tasks at the end of each unit allow students to demonstrate their independent abilities through discussion and/or writing.
	<p>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.</p>	Yes	Rubrics are provided for unit performance tasks, whether oral or written and provide clear guidance to assess student performance. Rubrics are linked to indicators rather than point values (i.e., <i>Emerging, Limited, Competent, and Advanced</i>).
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	There are opportunities for formative and summative assessment in each unit, but no clear direction on pre-assessment or self-assessment. These items would need to be created at the teacher/classroom level.
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Yes	Materials assess student proficiency of the standards through formative and summative assessment; however, pre-assessment opportunities would better equip the teacher to tailor instruction for the students.

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 strategies include biographical information provided to the teacher in the Teacher Edition, as well as links to supporting video clips produced by the History Channel.
	<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 arranged within units to build knowledge across the unit.as it relates to the thematic development. Supporting strategies are provided, but they do not serve as the focus of the text.
	<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	Guiding questions in the Teacher Edition point out areas of text that need close readings. Specific texts in the Close Reader guide students through the process of analyzing the text using the close reading strategy.
	<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	Both teacher and student editions provide clear access to the text, while the teacher edition also includes planning tips and assistance with embedding vocabulary and language instruction within the chosen text.
	<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	Supports are provided for ELL or struggling students, but few suggestions are made for meeting the needs of advanced students. Most supports for ELL students would require these students to be in a self-contained classroom rather than an immersion classroom.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The content is appropriate for the typical school year. The digital overview of each unit provides clear guidance on what the teaching focus should be within each text and how the texts relate to each other over the course of the unit. There is no specific guidance about the length of time that should be spent on each text, however, the focus on key texts, rather than a random distribution of texts, will allow the teacher to spend more time with each text and fully meet the level of rigor expected with the standards.

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	Writing prompts are included throughout each unit, and many unit performance tasks conclude with writing opportunities related to the unit thematic focus. Students are directed to make connections between texts and to use textual evidence to further support claims.
	REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.	Yes	Multiple modes of writing are addressed throughout units and appear to be linked to types of writing that will be assessed on PARCC (i.e., writing satire, analytical essay, and argumentative essay).
	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	Each selection concludes with a performance task, either writing or discussion. Extended performance tasks at the end of each unit direct students to longer writing pieces that focus on deeper understanding across the text. Additional

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
			writing workshops are included in the text for extended learning.
	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	Each text includes opportunities for students to make connections between speaking and listening and writing. Language standards are also embedded within each unit using specific examples from the selected texts.
	8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.	No	Research activities are not embedded in the unit structure; however, there is a separate unit dedicated to research and evaluating sources.

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. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	Speaking and listening tasks are linked directly to the selections in each unit and meet the complexity requirements. There is an emphasis on content area reading.
	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	Speaking and Listening standards are used to further student understanding of each text. Performance tasks for each text and at the end of each unit allow students to draw connections between texts and build on each other's ideas and analysis.
	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	Yes	Speaking and Listening standards are embedded throughout the resource for opportunity to engage in reading, writing, and discussion of the text. Students are required to use textual evidence in discussions about text and provided rubrics help teachers to assess student achievement of standards.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	students to gather and use evidence to orally present findings from research.		
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.	Yes	Teacher directed questions throughout literary selections are included, and active listening skills are addressed. Materials are provided to assist instruction of student discussions and note taking.

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. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards .	Yes	Language standards are included in each unit and are aligned to the text being studied. Examples of language usage are pulled from the text and students are given opportunity to practice with the language standards by using the language of the selected text.
	REQUIRED 10b) Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.	Yes	Editing activities are specific to each writing task and ask students to revise based on both content and language (i.e. transitions, formal English usage, parallelism, varied sentence length). Student Edition provides grammar and language conventions lessons with some complex text selections. Full integration of curriculum requires performance tasks to be completed in myWriteSmart, which allows teacher and student to insert comments and collaborate on compositions.
	REQUIRED 10c) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.	Yes	The language of literary text is used as a teaching tool. Particular attention is given to an author's complex sentence structure and how that structure can drive the text. Students are directed to examine the vocabulary structure used in the text and incorporate them into their own writing. For example, students examine a series of academic vocabulary words and parallel structure used in the Declaration of Independence, then

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
			write their own essay, modeling correct use of parallel structure.
	REQUIRED 10d) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.	Yes	Reading, Writing, Speaking and Listening are embedded in each unit using the anchor text and supporting text. Students model their own writing after the examples provided in the text and are given opportunity to share and discuss those writings with classmates.
	10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	Yes	Writing within the units is used to further analysis and to practice real-world activities, such as writing arguments, editorials, and scientific claims.

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 are appropriately complex for 11 th grade study, and complexity rubrics explain the rationale for each text’s selection.
	2. Quality of Texts (Non-Negotiable)	Yes	Texts are rich in content and arranged around important thematic concepts.
	3. Range and Volume of Texts	Yes	There is a 47% to 53% balance between literature and informational text. While full-length novels are not included, there are opportunities for students to engage with excerpts as well as novels that are purchased with the text collection.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	Guiding questions within the teacher edition as well as <i>After Reading</i> questions require students to cite evidence from the text.
	6. Assessment	Yes	The assessment materials provided were aligned; however, the instructor would need to create pre-assessment and self-assessment materials.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	Guiding questions were designed to scaffold instruction. Support for ELL was a focal point, but limited support for advanced learners was provided.
V: Writing to Sources and Research	8. Writing to Sources	Yes	Writing activities addressed the modes of writing with a focus on argumentative and analytical writing.
VI: Speaking and Listening	9. Speaking and Listening	Yes	Speaking and Listening standards were embedded within each unit of instruction with appropriate supporting rubrics.
VII: Language	10. Language	Yes	Students confront their own errors in a digital writing platform and collaborate with the instructor to improve writing.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies Quality</u>			

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

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: HMH Collections (ELA)

Grade: 12

Publisher: Houghton Mifflin Harcourt

Copyright: 2015

Overall Rating: Tier I, Exemplifies Quality

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10 ⁷ . <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 1a) Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis ⁸ were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.	Yes	There is a text complexity rubric for each literary/literary-informational text selection that includes researched-based quantitative and qualitative measures; ratings for qualitative measures are explained after each rating.
	REQUIRED 1b) Texts for each grade band align with the complexity requirements outlined in the standards and with the complexity of exemplars provided in Appendices A and B.	Yes	Texts align with the complexity requirements of the standards. Exemplars from Appendix B are included; however, excerpts from the selection may differ from the excerpt provided in Appendix B (e.g., Instead of using the Prologue to <i>The Canterbury Tales</i> , <i>The Wife of Bath's Tale</i> is used.)
	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	Arrangement of texts increase in complexity across grade bands. Complexity also increases across units as the qualitative measures and demands on the reader increase. (i.e., texts that have more complex language conventionality and knowledge demands)
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	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	Selected texts are worth reading and are rich in content. Units are designed to include texts of various genres that relate to different disciplines (i.e., a unit might contain poetry, drama, scientific essay, or political speech all centered around the main unit theme)

⁷ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendices A and B

⁸ The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
<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	Units are designed to build knowledge around thematic concepts (e.g., <i>Chasing Success</i> , <i>Gender Roles</i> , <i>Voices of Protest</i> , <i>Seeking Justice Seeking Peace</i> , <i>Taking Risks</i> , and <i>Finding Ourselves in Nature</i>). Each unit contains guided practice for reading, writing, speaking, and listening as it relates to the theme.
	<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	Selections for Close Reads are provided in a student Close Reader and directly link to the thematic unit of study (e.g., The Seeking Justice Seeking Peace unit focuses on full anchor text of <i>Hamlet</i> and includes Close Reader text excerpt from <i>Hamlet</i> and from a Nobel Peace Prize Speech)
	<p>2d) Nearly all texts are previously published rather than “commissioned.”</p>	Yes	More than 95% of texts are previously published and not commissioned.
<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	There are approximately 42% literature (20) and 58% informational texts (27) across the textbook. However, ratios within units are much closer to the 50/50 balance.
	<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	Materials include audio, film, music, and charts. Allowing students to gain knowledge from multiple forms of media. Novels are excerpted within the collections. Novel Wise guides are offered in teacher resources, and most package collections offer novel options.
	<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	Nonfiction materials are predominately literary nonfiction (literary criticisms, speeches, and essays)
	<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</p>	Yes	Each unit offers suggested independent readings and provides links to the suggested texts via the Teacher Resources Collection. Additional readings are related to the unit topics.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
	concepts or topics to develop knowledge.		

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>Tier 1 and 2 Non-Negotiable</p> <p>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</p> <p>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>	<p>Yes</p>	<p>Questions provided in the Teacher Edition are text-dependent and require students to use specific evidence from the text to support each answer. Specific guidance is given to vary student answers through written or spoken responses. Ancillary materials, such as the Exam View Test Builder contain passages of text and text dependent questions for assisting teachers in their own test creation.</p>
	<p>REQUIRED</p> <p>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>	<p>Yes</p>	<p>Performance tasks, and the questions that lead up to them, direct students to make connections between texts and respond through writing or verbal discourse (e.g., in <i>The Wife of Bath's Tale</i> students make connections, draw conclusions, analyze, evaluate and critique across the course of the selection).</p>
	<p>REQUIRED</p> <p>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>	<p>Yes</p>	<p>The language of the standards is used within the teacher and student edition question sets and guide students through understanding the complexity of the text structure as well as thematic ideas. Some of the Exam View questions may not exhibit the full rigor of the standards (e.g., <i>What literary device is the author using?</i> rather than <i>How does the author's use of _____ literary device affect the tone used by the author?</i>)</p>
	<p>5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	<p>Yes</p>	<p>Question sets within the student and teacher editions are designed to guide students through comprehension before they begin a deep analysis. Due to the design of the Exam View test generator, questions might need to be re-ordered by the teacher when building out test items.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
	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.	No	Although there are indicated academic vocabulary words at the onset of each unit, the guiding questions within the text selections do not support unpacking of those terms. Some Exam View test items do focus on those vocabulary words, but not all items are constructed in a way that leads to unpacking of the terms.
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). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Yes	Opportunities within the Close Reader allow students to grow their skills of reading analysis through guided practice and then individual demonstration. Note-taking guides included in the Close Reader would allow the teacher to informally assess the student’s grasp of analytical reading. Performance tasks at the end of each unit allow students to demonstrate their independent abilities through discussion and/or writing.
	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	Rubrics are provided for unit performance tasks, whether oral or written and provide clear guidance to assess student performance. Rubrics are linked to indicators rather than point values (i.e., <i>Emerging, Limited, Competent, and Advanced</i>).
	REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	There are opportunities for formative and summative assessment throughout the units, but no clear direction on pre-assessment or self-assessment. These tools would need to be created at the teacher/classroom level.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Materials assess student proficiency of the standards through formative and summative assessment; however, pre-assessment opportunities would better equip the teacher to tailor instruction for the students.

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 strategies include biographical information provided to the teacher in the Teacher Edition, as well as links to supporting video clips produced by the History Channel.
	<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 arranged within units to build knowledge across the unit.as it relates to the thematic development. Supporting strategies are provided, but they do not serve as the focus of the text.
	<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	Guiding questions in the Teacher Edition point out areas of text that need close readings. Specific texts in the Close Reader guide students through the process of analyzing the text using the close reading strategy.
	<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	Both teacher and student editions provide clear access to the text, while the teacher edition also includes planning tips and assistance with embedding vocabulary and language instruction within the chosen text.
	<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</p>	No	Supports are provided for ELL or struggling students, but few suggestions are made for meeting the needs of advanced students. Most supports for ELL students would require these students to be in a self-contained classroom

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		rather than an immersion classroom.
	7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The content is appropriate for the typical school year. The digital overview of each unit provides clear guidance on what the teaching focus should be within each text and how the texts relate to each other over the course of the unit. There is no specific guidance about the length of time that should be spent on each text, however, the focus on key texts, rather than a random distribution of texts, will allow the teacher to spend more time with each text and fully meet the level of rigor expected with the standards.
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	Writing prompts are included throughout each unit, and many unit performance tasks conclude with writing opportunities related to the unit thematic focus. Students are directed to make connections between texts and to use textual evidence to further support claims.
	REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.	Yes	Multiple modes of writing are addressed throughout units and appear to be linked to types of writing that will be assessed on PARCC (i.e., writing satire, analytical essay, and argumentative essay).

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	<p>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.).</p>	Yes	Each selection concludes with a performance task, either writing or discussion. Extended performance tasks at the end of each unit direct students to longer writing pieces that focus on deeper understanding across the text. Additional writing workshops are included in the text for extended learning.
	<p>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.</p>	Yes	Each text includes opportunities for students to make connections between speaking and listening and writing. Language standards are also embedded within each unit using specific examples from the selected texts.
	<p>8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>	No	Research activities are not embedded in the unit structure; however, there is a separate unit dedicated to research and evaluating sources.

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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. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	Speaking and listening tasks are linked directly to the selections in each unit and meet the complexity requirements. There is an emphasis on content area reading.
	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	Speaking and Listening standards are used to further student understanding of each text. Performance tasks for each text and at the end of each unit allow students to draw connections between texts and build on each other's ideas and analysis.
	REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.	Yes	Speaking and Listening standards are embedded throughout the resource for opportunity to engage in reading, writing, and discussion of the text. Students are required to use textual evidence in discussions about text and provided rubrics help teachers to assess student achievement of standards.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.	Yes	Teacher directed questions throughout literary selections are included, and active listening skills are addressed. Materials are provided to assist instruction of student discussions and note taking.

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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 checked="" type="checkbox"/> Yes <input 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>	Yes	Language standards are included in each unit and are aligned to the text being studied. Examples of language usage are pulled from the text and students are given opportunity to practice with the language standards by using the language of the selected text.
	<p>REQUIRED 10b) Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>	Yes	Editing activities are specific to each writing task and ask students to revise based on both content and language (i.e. transitions, formal English usage, parallelism, varied sentence length). Student Edition provides grammar and language conventions lessons with some complex text selections. Full integration of curriculum requires performance tasks to be completed in myWriteSmart, which allows teacher and student to insert comments and collaborate on compositions.
	<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>	Yes	The language of literary text is used as a teaching tool. Particular attention is given to an author’s complex sentence structure and how that structure can drive the text. Students are directed to examine the vocabulary structure used in the text and incorporate them into their own writing. For example, students examine syntax in <i>The Men We Carry in Our Minds</i> and then write a response essay that utilizes the three examples of syntax found in the text.
	<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	Reading, Writing, Speaking and Listening are embedded in each unit using the anchor text and supporting text. Students model their own writing after the examples provided in the text and are given opportunity to share and discuss those writings with classmates.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	Yes	Writing within the units is used to further analysis and to practice real-world activities, such as writing arguments, editorials, and scientific claims.

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 are appropriately complex for 12 th grade study, and complexity rubrics explain the rationale for each text’s selection.
	2. Quality of Texts (Non-Negotiable)	Yes	Texts are rich in content and arranged around important thematic concepts.
	3. Range and Volume of Texts	Yes	There is a 42% to 58% balance between literature and informational text with a predominant amount of literary nonfiction. While full-length novels are not included, there are opportunities for students to engage with excerpts as well as novels that are purchased with the text collection.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	Guiding questions within the teacher edition as well as <i>After Reading</i> questions require students to cite evidence from the text.
	6. Assessment	Yes	The assessment materials provided were aligned; however, the instructor would need to create pre-assessment and self-assessment tools.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	Guiding questions were designed to scaffold instruction. Support for ELL was a focal point, but limited support for advanced learners was provided.
V: Writing to Sources and Research	8. Writing to Sources	Yes	Writing activities addressed the modes of writing with a focus on argumentative and analytical writing.
VI: Speaking and Listening	9. Speaking and Listening	Yes	Speaking and Listening standards were embedded within each unit of instruction with appropriate supporting rubrics.
VII: Language	10. Language	Yes	Students confront their own errors in a digital writing platform and collaborate with the instructor to improve writing.
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)