Instructional Materials Evaluation - Student Standards Review

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

Title: **HMD Literature** Grade: **9-12**

Publisher: **Houghton Mifflin Harcourt** Copyright: **2012**

Overall Rating: **Tier III, Not representing quality**

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

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

This review remains a Tier 3 rating. As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when using these instructional materials.

Criteria	Currently in the Rubric	Next Steps for Educators
Quality of Texts (Non-Negotiable)	This program currently is reviewed as "No" for this criteria because the texts are selected on timeline structures rather than meeting standards. Little attention is given to the depth of topics, and there are no anchor texts.	Since these materials received a "No" for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.
Text-Dependent Questions (Non-Negotiable)	This program currently is reviewed as "No" for this criteria because the questions are focused on comprehension and are not sequenced to deepen understanding. Questions do not engage students with more difficult passages of texts.	Since these materials received a "No" for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.
Speaking and Listening	This program currently is reviewed as a "No" for this criteria because speaking and listening opportunities are very limited.	Since these materials received a "No" for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.

Instructional Materials Review for CCSS Alignment in ELA Grades 9-12

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: **HMD Literature** **Grade:** **9-12**

Publisher: **Houghton Mifflin Harcourt** **Copyright:** **2012**

Overall Rating: **Tier III, Not representing quality**

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

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

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

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

Click below for complete grade-level reviews:

Grade 9 (Tier 3) Grade 10 (Tier 3)
Grade 11 (Tier 3) Grade 12 (Tier 3)

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: **HMD Literature** **Grade:** **9**

Publisher: **Houghton Mifflin Harcourt** **Copyright:** **2012**

Overall Rating: **Tier III, Not representing quality**

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
Tier 1 and 2 Non-Negotiable **1. COMPLEXITY OF TEXTS:** Materials present a progression of complex texts as stated by Reading Standard 10[1]. ☐ Yes ☐ No	**REQUIRED** **1a)** Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis[2] were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.	**No**	The quantitative scores are provided in the ECOS (Essential Course of Study). There is no insight provided into the qualitative measures used. Many texts appear to fall well below the complexity band. This occurs throughout the units, not simply at the beginning of the course of study. There is no justification for these selections.
	REQUIRED **1b)** Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.	**Yes**	There are Appendix B exemplars such as *The Necklace* and *Romeo and Juliet*. Some of the non-fiction pieces (magazine articles, etc.) have a questionable complexity.
	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.	**No**	There is no evidence that the materials progress across the units and the grade bands.
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	**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.	**No**	Many texts seem to be superficially selected for their link to other texts, rather than for instructional purpose or rigor. The units don't present a clear focus or guiding question. Text selection seems, at best, random.
	REQUIRED **2b)** Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and	**No**	There is no coherent sequence of the texts or units. The units seem to be built around skills and literary devices rather than

[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			
(ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ■ No	speaking about topics or ideas under study.		thematic concepts and guiding questions.
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	**No**	There are no anchor texts specifically identified. There do not appear to be any texts selected for multiple readings. There is an interactive reader with questions embedded in the text, however no explicit instructions are given for multiple readings.
	2d) Nearly all texts are previously published rather than "commissioned."	**Yes**	Most of the texts are previously published.
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9). ☐ Yes ■ No	**REQUIRED** **3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	**No**	Fiction and narrative non-fiction seem to dominate the texts. There are only two identified- informational texts in unit one. There is some question as to how the texts are categorized in the teacher's edition. It is important to note that there is a difference between *narrative* non-fiction such as memoirs and *informational* non-fiction such as legislative reports or scientific journals. The ratio of 76 literary texts to 50 non-fiction / informational text is noted.
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**Yes**	There are print, non-print, film, art, and music in each unit. There are varied lengths and genres (i.e. biographies, poems, drama, short stories) in each unit.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	**No**	There is lack of informational texts in this series. There are only two (on average) per unit.
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	**Yes**	There are suggestions for independent reading with each unit.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
Tier 1 and 2 Non-Negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ☐ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**REQUIRED** **4a)** Materials demand knowledge of grade-level phonic patterns and word analysis skills.		Not applicable.
	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.		Not applicable.
	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.		Not applicable.
	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.		Not applicable.
	REQUIRED **4e)** Materials guide students to read grade-level text with purpose and understanding.		Not applicable.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
Non-Negotiable 5. TEXT--DEPENDENT QUESTIONS: Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. ☐ Yes ☒ No	**REQUIRED** **5a)** At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	**Yes**	Many of the questions ask students to "cite specific evidence." However, the questions lack in rigor. There are no spoken response requirements.
	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.	**No**	Although the questions do elicit sustained attention to the text, they do not build on knowledge. They are not sequenced to deepen student understanding. They are randomized and superficial.
	REQUIRED **5c)** Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. ***(Note:*** *not every standard must be assessed with every text.)*	**No**	Questions rarely use the language of the standards.
	5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.	**Yes**	Questions begin with comprehension and move into analysis; this is identified for the students.
	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**	There are very few, if any, questions that support unpacking academic language.
6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☐ Yes ☒ No	**REQUIRED** **6a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**No**	There is no evidence that assessments become less scaffolded. Furthermore, assessment questions appear to be mostly comprehension. Vocabulary is assessed in isolation, and constructed response tasks are not rigorous enough.
	REQUIRED **6b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**No**	Scoring guides are provided, but are weak and vague. They do not provide sufficient guidance for interpreting student performance.
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of	**Yes**	While this lacks within the textbook itself, the teacher can access varied modes of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
	pre-, formative, summative and self-assessment measures.		assessment online through 'Teacher Resources.' There are both formative and summative assessments available, as well as extension activities provided in the 'Teacher Resources' where students are given a variety of options for demonstrating understanding of lesson concepts.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.		Not reviewed non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. ☒ Yes ☐ No	**REQUIRED** **7a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**Yes**	Pre-reading activities are easily accessible and take no more than 10% of instructional time.
	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**	Overall, the materials support comprehension of the text. The questions move from comprehension to analysis.
	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 are targeted passages and dialogue boxes for scaffolding and support for struggling readers as well as enrichment for advanced learners. Mastery indicators are the same for all students.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	REQUIRED **7d)** The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.	**Yes**	The materials are easy to use and the website is extremely easy to navigate.
	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.).	**Yes**	There are abundant suggestions within the teacher edition for supporting varying student needs. There are leveled readers included in the student resources. There are scaffolding worksheets to accompany the end-of-selection questions.
	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.	**No**	There are twelve units; although there is an identified ECOS, it's almost too much material to manage and navigate.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards. ☐ Yes ☒ No	**REQUIRED** **8a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.	**No**	There is little opportunity for students to analyze and synthesize sources. Most of the "writing workshops" focus on texts not in the unit, or random texts the students "may have read." The constructed and extended responses for the texts in the unit are not analysis based. They focus on "making predictions, etc."
	REQUIRED **8b)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.	**No**	There are far too many narrative prompts. Unit one is a narrative essay and unit two is a short story. There is a literary criticism, but no opinion and argumentative tasks are visible.
	REQUIRED **8c)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).	**No**	There are constructed responses, timed-writings, formal essays, and summaries. However, these opportunities are limited to assessment practice and selection assessments, not integrated with the study of text.
	REQUIRED **8d)** Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	**No**	There is little, if any, alignment of the skills.
	8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.	**No**	There is not an emphasis, in the text, on research.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. ☐ Yes ■ No	**REQUIRED** **9a)** Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).	**No**	The original assessment of the quality and complexity of texts holds true for the speaking and listening "workshops" included in the text.
	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.	**No**	The opportunities for speaking and listening are limited to the "speaking and listening workshops" within the units.
	REQUIRED **9c)** Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.	**No**	There is little connection between speaking and listening and language standards.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.	**No**	There are online resources to assist in note-taking but no evidence that this is tied to speaking and listening.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use. ☐ Yes ■ No	**REQUIRED** **10a)** Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.	**No**	While grammar skills are found at the end of some selections, they are not embedded in the text. Teacher Resources such as GrammarNotes are available for use, but they do not address the grammar and language conventions specified by the Language standards at each grade level. For example, GrammarNotes Lesson 18 addresses using end marks and Lesson 19 addresses using commas to separate items in a series, both of which are clearly not indicated for this grade level on pages 30 and 56 of the standards.
	REQUIRED **10b)** Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.	**No**	Within the writing workshops, students edit and revise their work. This is not, however, present within the actual units of study.
	REQUIRED **10c)** Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.	**No**	Language is taught in isolation (at the end of each selection) and not embedded in the texts. Activities within the unit are focused on style and writing workshops are focused on grammar/mechanics.
	REQUIRED **10d)** Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.	**No**	There is very little connection between the standards.
	10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	**Yes**	Extension tasks do provide students with opportunities to practice natural language.

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)**	**No**	There is no indication of qualitative analysis; the texts do not progress in complexity.
	2. Quality of Texts **(Non-Negotiable)**	**No**	The texts are superficially selected; there are no anchor texts.
	3. Range and Volume of Texts	**No**	There is too large an emphasis on narrative fiction.
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	**N/A**	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**No**	The questions are too focused on comprehension and are not sequenced to deepen understanding.
	6. Assessment	**No**	Assessments are not varied.
IV: Scaffolding and Support	7. Scaffolding and Support	**Yes**	There are appropriate and obvious scaffold and support for all learners.
V: Writing to Sources and Research	8. Writing to Sources	**No**	There is little opportunity for synthesis.
VI: Speaking and Listening	9. Speaking and Listening	**No**	Speaking and listening opportunities are very limited.
VII: Language	10. Language	**No**	Language instruction is not embedded in the text.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

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

Instructional Materials Evaluation Tool for Alignment in ELA Grades 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: **HMD Literature** **Grade:** **10**

Publisher: **Houghton Mifflin Harcourt** **Copyright:** **2012**

Overall Rating: **Tier III, Not representing quality**

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
Tier 1 and 2 Non-Negotiable **1. COMPLEXITY OF TEXTS:** Materials present a progression of complex texts as stated by Reading Standard 10[1]. ☐ Yes ■ No	**REQUIRED** **1a)** Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis[2] were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.	**No**	The quantitative scores are provided in the ECOS (Essential Course of Study). There is no insight provided into the qualitative measures used. Many texts appear to fall well below the complexity band. This occurs throughout the units, not simply at the beginning of the course of study. There is no justification for these selections.
	REQUIRED **1b)** Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.	**Yes**	There are Appendix B exemplars such as "Oedipus Rex" and "The Canterbury Tales". "To Build a Fire" and "Ethan Frome" are examples of complex exemplars. Some of the non-fiction pieces (magazine articles, etc.) lack the necessary complexity.
	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.	**No**	There is no evidence that the materials progress across the units and the grade bands.
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	**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.	**No**	Many texts seem to be superficially selected for their link to other texts, rather than for instructional purpose or rigor. The units don't present a clear focus or guiding question. Text selection seems, at best, random.

[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			
advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ☒ No	**REQUIRED** **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.	**No**	There is no coherent sequence of the texts or units. The units seem to be built around skills and literary devices rather than thematic concepts and guiding questions.
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	**No**	There are no anchor texts specifically identified. There does not appear to be any texts selected for multiple readings. There is an interactive reader with questions embedded in the text; however, no explicit instructions are given for multiple readings.
	2d) Nearly all texts are previously published rather than "commissioned."	**Yes**	Most of the texts are previously published.
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9). ☐ Yes ☒ No	**REQUIRED** **3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	**No**	Fiction and narrative non-fiction seem to dominate the texts. There are only four identified- informational texts in unit one. There is some question as to how the texts are categorized in the teacher's edition. It is important to note that there is a difference between *narrative* non-fiction such as memoirs and *informational* non-fiction such as legislative reports or scientific journals. The ratio of 81 literary texts to 54 non-fiction / informational text is noted.
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**Yes**	There are print, non-print, film, art, and music in each unit. There are varied lengths and genres (i.e. biographies, poems, drama, short stories) in each unit.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	**No**	There is lack of informational texts in this series. There are only two (on average) per unit.
	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	**Yes**	There are suggestions for independent reading with each unit.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
Tier 1 and 2 Non-Negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ☐ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**REQUIRED** **4a)** Materials demand knowledge of grade-level phonic patterns and word analysis skills.		Not applicable.
	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.		Not applicable.
	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.		Not applicable.
	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.		Not applicable.
	REQUIRED **4e)** Materials guide students to read grade-level text with purpose and understanding.		Not applicable.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
Non-Negotiable 5. TEXT--DEPENDENT QUESTIONS: Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. ☐ Yes ☒ No	**REQUIRED** **5a)** At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	**Yes**	Many of the questions ask students to "cite specific evidence." However, the questions lack in rigor. There are no spoken response requirements.
	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.	**No**	Although the questions do elicit sustained attention to the text, they do not build on knowledge. They are not sequenced to deepen student understanding. They are superficial.
	REQUIRED **5c)** Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. ***(Note:*** *not every standard must be assessed with every text.)*	**No**	Questions rarely use the language of the standards.
	5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.	**Yes**	Questions begin with comprehension and move into analysis; this is identified for the students.
	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**	There are very few, if any, questions that support unpacking academic language.
6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☐ Yes ☒ No	**REQUIRED** **6a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**No**	There is no evidence that assessments become less scaffolded. Furthermore, assessment questions appear to be mostly comprehension. Vocabulary is assessed in isolation, and constructed response tasks are not rigorous enough.
	REQUIRED **6b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**No**	Scoring guides are provided, but are weak and vague. They do not provide sufficient guidance for interpreting student performance.
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of	**Yes**	While this lacks within the textbook itself, the teacher can access varied modes of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
	pre-, formative, summative and self-assessment measures.		assessment online through 'Teacher Resources.' There are both formative and summative assessments available, as well as extension activities provided in the 'Teacher Resources' where students are given a variety of options for demonstrating understanding of lesson concepts.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.		Not reviewed non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. ■ Yes ☐ No	**REQUIRED** **7a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**Yes**	Pre-reading activities are easily accessible and take no more than 10% of instructional time.
	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**	Overall, the materials support comprehension of the text. The questions move from comprehension to analysis.
	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 are targeted passages and dialogue boxes for scaffolding and support for struggling readers as well as enrichment for advanced learners. Mastery indicators are the same for all students.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	REQUIRED **7d)** The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.	**Yes**	The materials are easy to use and the website is extremely easy to navigate.
	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.).	**Yes**	There are abundant suggestions within the teacher edition for supporting varying student needs. There are leveled readers included in the student resources. There are scaffolding worksheets to accompany the end-of-selection questions.
	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.	**No**	There are twelve units; although there is an identified ECOS, it's almost too much material to manage and navigate.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards. ☐ Yes ☒ No	**REQUIRED** **8a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.	**No**	There is little opportunity for students to analyze and synthesize sources. Most of the "writing workshops" focus on texts not in the unit, or random texts the students "may have read." The constructed and extended responses for the texts in the unit are not analysis based. They focus on "making predictions, etc."
	REQUIRED **8b)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.	**No**	There are far too many narrative prompts. Unit one is a narrative essay and unit two is a short story. There is a literary criticism, but no opinion and argumentative tasks are visible.
	REQUIRED **8c)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).	**No**	There are constructed responses, timed-writings, formal essays, and summaries. However, these opportunities are limited to assessment practice and selection assessments, not integrated with the study of text.
	REQUIRED **8d)** Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	**No**	There is little, if any, alignment of the skills.
	8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.	**No**	There is not an emphasis, in the text, on research.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. ☐ Yes ■ No	**REQUIRED** **9a)** Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).	**No**	The original assessment of the quality and complexity of texts holds true for the speaking and listening "workshops" included in the text.
	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.	**No**	The opportunities for speaking and listening are limited to the "speaking and listening workshops" within the units.
	REQUIRED **9c)** Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.	**No**	There is little connection between speaking and listening and language standards.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.	**No**	There are online resources to assist in note-taking but no evidence that this is tied to speaking and listening.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use. ☐ Yes ■ No	**REQUIRED** **10a)** Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.	**No**	While grammar skills are found at the end of some selections, they are not embedded in the text. Teacher Resources such as GrammarNotes are available for use, but they do not address the grammar and language conventions specified by the Language standards at each grade level. For example, GrammarNotes Lesson 18 addresses using end marks and Lesson 19 addresses using commas to separate items in a series, both of which are clearly not indicated for this grade level on pages 30 and 56 of the standards.
	REQUIRED **10b)** Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.	**No**	Within the writing workshops, students edit and revise their work. This is not, however, present within the actual units of study.
	REQUIRED **10c)** Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.	**No**	Language is taught in isolation (at the end of each selection) and not embedded in the texts. Activities within the unit are focused on style and writing workshops are focused on grammar/mechanics.
	REQUIRED **10d)** Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.	**No**	There is very little connection between the standards.
	10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	**Yes**	Extension tasks do provide students with opportunities to practice natural language.

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)**	**No**	There is no indication of qualitative analysis; the texts do not progress in complexity.
	2. Quality of Texts **(Non-Negotiable)**	**No**	The texts are superficially selected; there are no anchor texts.
	3. Range and Volume of Texts	**No**	There is too large an emphasis on narrative fiction.
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	**N/A**	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**No**	The questions are too focused on comprehension and are not sequenced to deepen understanding.
	6. Assessment	**No**	Assessments are not varied.
IV: Scaffolding and Support	7. Scaffolding and Support	**Yes**	There are appropriate and obvious scaffold and support for all learners.
V: Writing to Sources and Research	8. Writing to Sources	**No**	There is little opportunity for synthesis.
VI: Speaking and Listening	9. Speaking and Listening	**No**	Speaking and listening opportunities are very limited.
VII: Language	10. Language	**No**	Language instruction is not embedded in the text.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

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

Instructional Materials Evaluation Tool for Alignment in ELA Grades 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: **HMD American Literature** **Grade:** **11**

Publisher: **Houghton Mifflin Harcourt** **Copyright:** **2012**

Overall Rating: **Tier III, Not representing quality**

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
Tier 1 and 2 Non-Negotiable **1. COMPLEXITY OF TEXTS:** Materials present a progression of complex texts as stated by Reading Standard 10[1]. ☐ Yes ■ No	**REQUIRED** **1a)** Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis[2] were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.	**No**	Selected materials often fall below Lexile levels required for the grade band. No quantitative measures for texts provided.
	REQUIRED **1b)** Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.	**Yes**	While texts are comparable to exemplars in Appendix B, there appears to be little thought for choosing text for their ability to reach the standards. Texts do not meet expectations as measured by Lexile ranges for the grade band.
	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.	**No**	Texts do not show an increase of complexity from one grade band to another, rather text complexity remains consistent from 10th to American and American to European. Read-alouds are reserved for only portions of passages and are only used for *struggling readers.*
Tier 1 and 2 Non-Negotiable **2. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered	**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	**No**	Although texts are worth reading, most do not all fit proper quality level expected for the grade band. Texts in the area of history/social studies, science, etc., are limited. References to other media

[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			
and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ☐ No	the discipline and include texts from history/social studies, science, technical subjects, and the arts.		(photographs, art) are present, but few texts by non-literary sources present.
	REQUIRED **2b)** Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.	**Yes**	Materials build knowledge systematically following the chronology of historical literature (i.e., Unit 1: Early American Writing, Unit 2: American Romanticism, Unit 3: From Romanticism to Realism, etc.).
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	**No**	Texts identified as Essential Course of Study are identified, but targeted, careful readings are not built into instruction
	2d) Nearly all texts are previously published rather than "commissioned."		Not reviewed non-negotiable criteria were not met.
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9). ☐ Yes ☐ No	**REQUIRED** **3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	**No**	Selected texts do not seek a balance between literature and informational texts. There is a ratio of 103 literature to 72 informational texts. Materials heavily favor literature. Primary accounts such as narratives and memoirs are present, but few informational texts are offered
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**Yes**	There are print, non-print, film, art, and music in each unit. There are varied lengths and genres. While each unit does contain one form of media, the balance between different formats is limited throughout the text.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.		Not reviewed non-negotiable criteria were not met.
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students'		Not reviewed non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
	interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
Tier 1 and 2 Non-Negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ☐ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**REQUIRED** **4a)** Materials demand knowledge of grade-level phonic patterns and word analysis skills.		Not applicable.
	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.		Not applicable.
	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.		Not applicable.
	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.		Not applicable.
	REQUIRED **4e)** Materials guide students to read grade-level text with purpose and understanding.		Not applicable.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
Non-Negotiable 5. TEXT--DEPENDENT QUESTIONS: Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. ☐ Yes ☒ No	**REQUIRED** **5a)** At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	**Yes**	While questions do direct students to respond using the text, the level of questions tend to remain at the surface of what the text is saying, and students are not challenged to dig deeper into the text. Materials contain questions in the teacher edition and student text that are text-dependent over 80% of the time through both written and spoken response. Tiered discussion prompts are offered in materials for instructors to lead discussions.
	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.	**No**	Sequences of questions are not arranged to guide the student through deeper analysis of the text. Many are surface level questions. Although text-dependent question elicit attention to the text, the questions rarely link passages to one another (unless they are within the same unit and section of text).
	REQUIRED **5c)** Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. *(**Note:** not every standard must be assessed with every text.)*	**No**	Questions rarely use the language of the standards. The language of the standards is not addressed in questions.
	5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.		Not reviewed non-negotiable criteria were not met.
	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.		Not reviewed non-negotiable criteria were not met.
6. ASSESSMENT: Materials offer assessment opportunities that genuinely	**REQUIRED** **6a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure	**No**	There is no evidence that assessments become less scaffolded. Furthermore, assessment questions appear to be mostly comprehension. Vocabulary is assessed in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☐ Yes ■ No	their independent abilities.		isolation, and constructed response tasks are not rigorous enough.
	REQUIRED **6b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**No**	Extended response and short answer guidelines provide points that should be made rather than a rubric for either student or instructor. However, no rubrics or exemplars are provided for other modes of assessment.
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Yes**	Pre-Assessments are not offered, however, the text resources do offer formative and summative assessments.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.		Not reviewed non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. ■ Yes ☐ No	**REQUIRED** **7a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**Yes**	Pre-reading activities and suggested approaches to scaffolding are focused on engaging students with an understanding of the text itself. Each section of a unit provides the instructor with *tiered discussion prompts.*
	REQUIRED **7b)** Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	**Yes**	Reading strategies support comprehension of specific texts.
	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	**Yes**	The teacher edition does provide instructors to activities for both *struggling readers and advanced learners.* The materials provide targeted passages to direct instructor to have

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	information found there.		students reread text.
	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**	Materials are easy to use and laid out cleanly for student and teacher. Student learning is enhanced and a focus through the layout.
	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.).	**Yes**	Appropriate supports are provided for both lower level and advanced level student with suggestions for further extension tasks for advanced learners.
	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.	**No**	There is too much content within the text to complete within one year. The teacher would have to select appropriate texts for the class.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards. ☐ Yes ☒ No	**REQUIRED** **8a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.	**No**	There are limited opportunities for expanded writing to sources. Most questions at the end of units could be adapted for short writings, but there is limited guidance to suggest this.
	REQUIRED **8b)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.	**No**	Additional writing prompts using both literature and graphic text are available through the Write Smart program, but these materials are not provided within the actual student/teacher text.
	REQUIRED **8c)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).	**No**	Writing opportunities are not prominent within the text.
	REQUIRED **8d)** Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	**No**	There is little linking of skills (reading, writing, speaking) to the text.
	8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.		Not reviewed required criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. ☐ Yes ■ No	**REQUIRED** **9a)** Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).	**No**	While speaking and listening questions are included, they do not address the complexity and rigor of the standards.
	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.	**No**	Through extension tasks, students have opportunity to engage in conversations and collaborations. However, within the student/teacher edition of the text, this appears to be more limited.
	REQUIRED **9c)** Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.	**No**	There are limited opportunities for connections between speaking/listening and language standards.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.		Not reviewed required criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use. ☐ Yes ■ No	**REQUIRED** **10a)** Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.	**No**	While grammar skills are found at the end of some selections, they are not embedded in the text. Teacher Resources such as GrammarNotes are available for use, but they do not address the grammar and language conventions specified by the Language standards at each grade level. For example, GrammarNotes Lesson 18 addresses using end marks and Lesson 19 addresses using commas to separate items in a series, both of which are clearly not indicated for this grade level on pages 30 and 56 of the standards.
	REQUIRED **10b)** Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.	**No**	There is limited guidance for students correcting their own errors within writing.
	REQUIRED **10c)** Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.	**No**	When analyzing informational texts, students are directed to model the arrangement and structure of argument. However, there is little attention paid to the sentence structure and/or vocabulary.
	REQUIRED **10d)** Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.	**No**	There are few connections made between language, writing, reading, and speaking/listening.
	10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).		Not reviewed required criteria were not met.

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)**	**No**	While texts may align with exemplars from Appendix B, there is no recognition of quantitative or qualitative measures that were used to evaluate the text.
	2. Quality of Texts **(Non-Negotiable)**	**No**	Texts are selected based on timeline structures rather than meeting standards. Little attention is given to the depth of topics.
	3. Range and Volume of Texts	**No**	There is no balance between literary and informational texts. Texts are arranged to meet timelines and lack opportunity for teaching big ideas.
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	**NA**	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**No**	Questions appear to fall at surface understanding of texts and do not engage students with more difficult passages of text.
	6. Assessment	**No**	Assessments tend to focus on comprehension of selections rather than analysis. Vocabulary focus is stand-alone word assessment rather than using the supporting text to gain meaning.
IV: Scaffolding and Support	7. Scaffolding and Support	**Yes**	Extensive scaffolding for ELL students is provided, and these would work well with lower-level students as well. Enrichment activities are provided for most selections. Targeted passages prompt teachers to have students reread text.
V: Writing to Sources and Research	8. Writing to Sources	**No**	Little guidance is given for writing to sources. The textbook would have to be supplemented with ancillary materials such as WriteSmart.
VI: Speaking and Listening	9. Speaking and Listening	**No**	While included in some texts, the tasks do not exhibit the rigor of the standards.
VII: Language	10. Language	**No**	Language standards are not embedded within the text instruction, and there is little connection between language standards and speaking/listening, reading, writing components.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

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

Instructional Materials Evaluation Tool for Alignment in ELA Grades 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: **HMD British Literature** **Grade:** **12**

Publisher: **Houghton Mifflin Harcourt** **Copyright:** **2012**

Overall Rating: **Tier III, Not representing quality**

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
Tier 1 and 2 Non-Negotiable **1. COMPLEXITY OF TEXTS:** Materials present a progression of complex texts as stated by Reading Standard 10[1]. ☐ Yes ■ No	**REQUIRED** **1a)** Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis[2] were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.	**No**	While many texts do fall within the text complexity band, there is no analysis or indication of the publisher's use of quantitative or qualitative measures used in selection of text.
	REQUIRED **1b)** Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.	**Yes**	While texts are comparable to exemplars in Appendix B, there appears to be little thought for choosing text for their ability to reach the standards.
	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.	**No**	Texts are only arranged by date of publication, and complexity does not increase within or across units. There is no guidance on text complexity measures for teachers to use in selecting texts for instruction.
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	**REQUIRED** **2a)** 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.	**Yes**	Texts are worth reading for the particular grade and are written by leading British authors.
	REQUIRED **2b)** Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and	**No**	While the ECOS symbol for Essential Course of Study suggests which texts best support the standards, many other texts are

[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			
(ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. ☐ Yes ☐ No	speaking about topics or ideas under study.		included simply because of the time line and not because of text quality or alignment to big ideas under study. The arrangement of texts only around timelines limits the possibility of arranging texts around big ideas.
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	**No**	Texts identified as Essential Course of Study are identified, but targeted, careful readings are not built into instruction
	2d) Nearly all texts are previously published rather than "commissioned."	**Yes**	More than 90% of texts are previously published
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9). ☐ Yes ☐ No	**REQUIRED** **3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	**No**	Selected texts do not seek a balance between literature and informational texts. There is a ratio of 142 literature to 45 informational texts.
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	**Yes**	There are print, non-print, film, art, and music in each unit. There are varied lengths and genres. While each unit does contain one form of media, the balance between different formats is limited throughout the text.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	**Yes**	Informational texts are literary in structure; however, narrative informational text is included at the beginning of each unit.
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	**No**	Additional materials, such as PowerPoints and audio summaries, limit independent reading, and encourage front loading of information that weakens the impact of the student's engagement with the text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
Tier 1 and 2 Non-Negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ☐ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**REQUIRED** **4a)** Materials demand knowledge of grade-level phonic patterns and word analysis skills.		Not applicable.
	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.		Not applicable.
	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.		Not applicable.
	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.		Not applicable.
	REQUIRED **4e)** Materials guide students to read grade-level text with purpose and understanding.		Not applicable.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
Non-Negotiable 5. TEXT--DEPENDENT QUESTIONS: Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. ☐ Yes ☒ No	**REQUIRED** **5a)** At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	**Yes**	While questions do direct students to respond using the text, the level of questions tend to remain at the surface of what the text is saying, and students are not challenged to dig deeper into the text.
	REQUIRED **5b)** Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.	**No**	Sequences of questions are not arranged to guide the student through deeper analysis of the text. Many are surface level questions.
	REQUIRED **5c)** Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. *(**Note:** not every standard must be assessed with every text.)*	**No**	Questions rarely use the language of the standards.
	5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.	**Yes**	This indicator is met as after each text, 'After Reading' questions are scaffolded and explicitly identified as *comprehension, text analysis, extension and challenge.* However, it should be noted that these questions do not always assess and depth and complexity required by the standards.
	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**	Little attention is given to academic language. Most terms are simply defined for the students at the bottom of the page, even terms that could be defined by the student through textual analysis.
6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can	**REQUIRED** **6a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**No**	There is no evidence that assessments become less scaffolded. Vocabulary is assessed through stand-alone words rather than allowing students to engage with the text to find meaning. Many questions on assessments are at the comprehension level rather than textual analysis.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☐ Yes ■ No	**REQUIRED** **6b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**No**	Assessment keys provide student exemplar responses for traditional assessment pieces. However, no rubrics or exemplars are provided for other modes of assessment.
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Yes**	Options for extension tasks are provided with some anchor texts (i.e. artistic interpretations, transformation of literary text into another mode, etc.); however there are no rubrics or exemplars for these.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.		Not reviewed non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. ■ Yes ☐ No	**REQUIRED** **7a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**Yes**	Prereading strategies offer appropriate supports for ELL learners and do not summarize the content of the upcoming text.
	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**	While strategies are used as supports for below-level students, the mastery of the text is the same for these students as other students.
	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**	In dialogue boxes for ELL support, guidance is given to direct teachers back to key lines while providing the appropriate strategy for supporting ELL learners. These learners tend to focus on more complex sections of the text

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
			than the guidance given for average learners.
	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 supportive and useful for both teacher and student.
	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.).	**Yes**	Appropriate supports are provided for both lower level and advanced level student with suggestions for further extension tasks for advanced learners.
	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.	**No**	There is too much content within the text to complete within one year. The teacher would have to select appropriate texts for the class.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards. ☐ Yes ☒ No	**REQUIRED** **8a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.	**No**	There are limited opportunities for expanded writing to sources. Most questions at the end of units could be adapted for short writings, but there is limited guidance to suggest this.
	REQUIRED **8b)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.	**No**	Additional writing prompts using both literature and graphic text are available through the Write Smart program, but these materials are not provided within the actual student/teacher text.
	REQUIRED **8c)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).	**No**	Writing opportunities are not prominent within the text.
	REQUIRED **8d)** Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	**No**	There is little linking of skills (reading, writing, speaking) to the text.
	8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.	**No**	Research opportunities are limited within the student/teacher addition of the text. Some research prompts are provided in ancillary 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. ☐ Yes ■ No	**REQUIRED** **9a)** Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).	**No**	While speaking and listening questions are included, they do not address the complexity and rigor of the standards.
	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.	**No**	Through extension tasks, students have opportunity to engage in conversations and collaborations. However, within the student/teacher edition of the text, this appears to be more limited.
	REQUIRED **9c)** Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.	**No**	There are limited opportunities for connections between speaking/listening and language standards.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.	**No**	While some ancillary materials do provide resources to assist with note-taking and questioning, these do not encourage speaking/listening components.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use. ☐ Yes ■ No	**REQUIRED** **10a)** Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.	**No**	While grammar skills are found at the end of some selections, they are not embedded in the text. Teacher Resources such as GrammarNotes are available for use, but they do not address the grammar and language conventions specified by the Language standards at each grade level. For example, GrammarNotes Lesson 18 addresses using end marks and Lesson 19 addresses using commas to separate items in a series, both of which are clearly not indicated for this grade level on pages 30 and 56 of the standards.
	REQUIRED **10b)** Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.	**No**	There is limited guidance for students correcting their own errors within writing.
	REQUIRED **10c)** Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.	**No**	When analyzing informational texts, students are directed to model the arrangement and structure of argument. However, there is little attention paid to the sentence structure and/or vocabulary.
	REQUIRED **10d)** Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.	**No**	There are few connections made between language, writing, reading, and speaking/listening.
	10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	**Yes**	Extension tasks do provide students with opportunities to practice natural language.

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)**	**No**	While texts may align with exemplars from Appendix B, there is not recognition of quantitative or qualitative measures used to evaluate text.
	2. Quality of Texts **(Non-Negotiable)**	**No**	Texts seem to be chosen due to timeline structures rather than ability to meet certain standards. Little attention seems to have been given to what begs to be taught in each selection.
	3. Range and Volume of Texts	**No**	There is not a balance between literary and informational texts. Texts are arranged around timelines and offer little possibilities for teaching around big ideas.
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	**NA**	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**No**	Questions appear to fall at surface understanding of texts and do not provide students opportunity to engage with the more difficult passages of text.
	6. Assessment	**No**	Assessments tend to focus on comprehension of selections rather than analysis, and vocabulary focus is stand-alone word assessment rather than using the supporting text to gain meaning.
IV: Scaffolding and Support	7. Scaffolding and Support	**Yes**	Extensive scaffolding for ELL students is provided, and these would work well with lower-level students as well. Enrichment activities are provided for most selections.
V: Writing to Sources and Research	8. Writing to Sources	**No**	Little guidance is given for writing to sources. The textbook would have to be supplemented with ancillary materials such as WriteSmart.
VI: Speaking and Listening	9. Speaking and Listening	**No**	While included in some texts, the tasks do not exhibit the rigor of the standards.
VII: Language	10. Language	**No**	Language standards are not embedded within the text instruction, and there is little connection between language standards and speaking/listening, reading, writing components.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

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