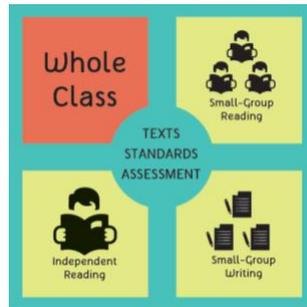


The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>1</sup> In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts<sup>2</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **HMH Collections**

Grade: **6-8**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2017**

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

**Tier I, Tier II, Tier III** Elements of this review:

<b>STRONG</b>	<b>WEAK</b>
1. Quality of Texts (Non-Negotiable)	2. Range and Volume of Texts
4. Coherence of Tasks (Non-Negotiable)	8. Scaffolding and Support
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	

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 1-8.

**Tier 2 ratings** received a “Yes” for all non-negotiable criteria, 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 6 \(Tier 2\)](#)

[Grade 7 \(Tier 2\)](#)

[Grade 8 \(Tier 2\)](#)

<sup>1</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>2</sup> A range of texts are texts written at different reading levels.

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>3</sup> In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts<sup>4</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **HMH Collections**

Grade: **6**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2017**

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

**Tier I, Tier II, Tier III** Elements of this review:

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	2. Range and Volume of Texts
4. Coherence of Tasks (Non-Negotiable)	8. Scaffolding and Support
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	

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 – 8 may not apply.)

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 8.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, 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.

<sup>3</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>4</sup> A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, 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. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.<sup>5</sup> Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for this grade level. The Lexile of texts in this curriculum range from 430L to 1450L. The majority of texts do not fall within the Lexile band for this grade band; only 50% (18 of 36) meet Lexile measures. Qualitatively, these materials meet the criteria for the grade level. For example, “The First Day of School,” a short story that only measures 610L is still a challenging text qualitatively. The language demands for this text are exceedingly complex with rich figurative language with abstract meaning. The text structure is very complex with a range of character types and a narrative that relies on memories of the characters to explain a historical occurrence, even though the span of the narrative only takes place during breakfast. The knowledge demands and meaning are also very complex, as students will need to understand racism, segregation, and the Civil Rights Movement as well as the impact of these ideas on characters to determine theme. Students will need to make inferences and contextualize the material to do so.</p>
	<p><b>REQUIRED</b>  <b>1b)</b> At least 90% of texts are authentic<sup>6</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p><b>Yes</b></p>	<p>At least 90% of texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. Excerpts from memoirs and fiction pieces by Hughes, Bradbury, and Frost are included in the curriculum. However, the majority of selections in the Performance Assessment, the materials used to teach writing tasks, are not authentic. These materials include selections written by the publisher for the sole purpose of addressing skills, including articles about zoos and how animals communicate, articles about</p>

<sup>5</sup> The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

<sup>6</sup> Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p>	Yes	<p>organizational structure, and articles about natural disasters.</p> <p>Materials do provide a coherent sequence or collection of connected texts and within this collection, quality texts of grade-level complexity are selected for multiple, careful readings. Thematically and topically related selections per Collection enable students to focus on one major theme or topic and make connections more easily between texts. For example, the Collection 5 materials are named “Decisions that Matter” and deal with how and why people make decisions. This unit includes two paired texts, an autobiography of Colin Powell, “It Worked for Me: In Life and Leadership,” and a biography, “Colin Powell: Military Leader.” Students are directed to read the two selections, setting the purpose, “As you read each text, pay attention to the examples that are used to portray Colin Powell’s life.” After reading each text, students are directed back to specific sections of the text to answer questions and to carefully read sections of text again. Students are also asked to analyze both texts together in writing with questions such as, “What is Powell’s purpose for writing his memoir? Explain how it is similar to or different from Warren Brown’s purpose for writing the biography,” and speaking and listening with questions such as, “With a partner, discuss which parts of Colin Powell’s life you found most interesting. Point out examples in both texts that support your ideas, and tell what they indicate about Powell as an individual.” These paired texts, along with the remainder of the texts in the unit, specifically focus on purpose and structure while discussing theme.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>1d)</b> Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p><b>Yes</b></p>	<p>Texts generally increase in complexity as demonstrated through an increased Lexile and a decrease in the use of below-level texts. While the quantitative measures tend to remain the same - within the grades 6-8 stretch Lexile band - the qualitative measures gradually increase, as measured by measured by levels of meaning, structure, language conventionality and clarity, and knowledge demands. For example, in the grade 6 materials, the quantitative measurements range mostly from moderately to very complex, while the grade 8 materials are mostly very complex with some texts in the exceedingly complex range.</p>
<p><b>2. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p><b>Yes</b></p>	<p>In grades K - 12, ELA materials seek a balance in instructional time between literature and informational texts. For example, the materials have 30 literary texts (including “The Banana Tree” by James Berry and “There Will Come Soft Rains” by Ray Bradbury) and 28 informational texts (including “A Night to Remember” by Walter Lord and “Mammoth Shakes and Monster Waves” by Brenda Gulberson), with an appropriate balance within each unit. Collection 6 is the only exception to this, with 9 literary texts and 1 informational, but the literary texts deal with canonical myths and many have an informational text structure.</p>
	<p><b>REQUIRED</b> <b>2b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	<p><b>No</b></p>	<p>Materials include limited texts of different formats. The materials include texts of different lengths, such as book excerpts and informational articles. For example, the Collection 2 materials include an excerpt from the book How Smart are Animals and an article, “Can Animals Think and Feel?” The materials also include films, such as a newscast, “Memorial is Unveiled for the Heroes of Flight 93,” and graphic novel selections, such as the comic, from “The Prince and the Pauper.” However, each Collection unit does not include non-print materials; only units 1, 3, 5, and 6 include these.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Resources include History/A&E Videos for each collection, but these are used as background information and not to address standards. The non-print materials are limited to documentary-style film selections and graphic novel choices. Although three novels are included with the program, additional novels for this program are not included and need to be purchased separately. Teachers also need to develop plans for the extension activities as the plans are not included with the program.
	<p><b>2c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Yes	Materials do include many informational texts with an informational text structure rather than a narrative structure. For example, the Collection 2 materials include science texts, such as from "How Smart are Animals" and "Bats!" but also include a speech, "Tribute to the Dog." Materials also include biographies, such as the biographies of Colin Powell and Chief Wilma Mankiller.
	<p><b>2d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	No	Additional materials do not increase the opportunity for regular, accountable independent reading of texts that appeal to students interests and connect to classroom concepts or topics to develop knowledge. Although instructional support for teaching and summaries are available that can be used to address students' varying reading levels and interests when choosing a book for independent reading, the materials do not build in the amount of time for independent reading as part of the curriculum. Over 300 titles are listed and can be sorted by title, author, genre, or reading level. For example, the list includes titles such as "A Christmas Carol" at L1080, and "Jane Eyre" at L840.
<b>Section II. Foundational Skills (grades K-5 only)</b>			
<p>Tier 1 and 2 Non-Negotiable*</p> <p><b>3. FOUNDATIONAL SKILLS:</b></p>	<p><b>REQUIRED *Indicator for grades K-2 only</b></p> <p><b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>abundant opportunities for every student to become proficient in each of the foundational skills.</p>		
	<p><b>REQUIRED</b>  <b>3b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A	
	<p><b>REQUIRED</b>  <b>3c)</b> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	N/A	
	<p><b>REQUIRED</b>  <b>3d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A	
	<p><b>REQUIRED</b>  <b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>		
	<p><b>REQUIRED</b>  <b>3f)</b> Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	N/A	
	<p><b>3g) *Indicator for grades K-2 only</b>  Materials provide opportunities for teachers to assess students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	N/A	
	<p><b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	N/A	
<b>Section III. Questions and Tasks</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>4. COHERENCE OF TASKS:</b>  Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include</p>	<p><b>REQUIRED</b>  <b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	Yes	<p>Coherent sequences of questions and tasks focus students on understanding the texts and its illustrations, making connections among the texts in the collection, and expressing understanding of the topics; however, teachers should note that the sequences of questions do not build to a culminating writing task or other performance task. Students address themes by comparing texts and ideas. For example, in Unit 3, “Dealing with Disaster,” students compare poems, from After the Hurricane and “Watcher: After Katrina, 2005.” Students are asked guided questions while reading each poem to determine meaning through structure, then the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			<p>students compare the poems with questions such as, "Review how After the Hurricane and "Watcher" are structured. How are their structures and general use of rhythm alike? How are they different?" These questions are scaffolded by first asking questions about central idea, such as, "How does the speaker describe what happens after the hurricane?" organization, such as, "Describe the variations in line lengths...How does the form support...ideas?" and finally to compare sections of the poem to determine, "Explain which words show [how] the hurricane affected the friends' roles and changed the speaker's feelings." The performance task for this unit, however, does not ask students to express these ideas in a formal writing structure, it only asks students to research one of the disasters they read about during the unit. None of the units in the materials build up to a cumulative writing task that connects the unit theme and ideas.</p>
	<p><b>REQUIRED</b>  <b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p><b>Yes</b></p>	<p>In Unit 3, "Dealing with Disaster," the unit focuses on expository essays and includes three sections. First students analyze the model with an informational text, then look at two text exemplar student model essays; next practice the task by using graphic organizers to organize thoughts and ideas from three articles and a map; and finally perform the task without supports using two informational texts. However, the materials include a "Performance Assessment" feature with selections and tasks that relate to the Collections unit topics, but do not address the texts that students are using for reading, speaking, listening, and language.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>REQUIRED</b>  <b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p><b>Yes</b></p>	<p>The materials include a “Language Workshop Assessment Handbook” that provides language lessons which correlate to the selections in the materials. For example, with the poem, “Paul Revere’s Ride,” the language workshop includes understanding technical and academic vocabulary in addition to understanding connectives and transitions. Academic Vocabulary gives words, definitions, and related forms at the beginning of each Collection so that students immediately begin practice with the words in their text-based discussion and written work. Students are also given charts and organizers to fill out to ensure they understand words in context and using roots. For example, following the short story “Fine,” students are given a graphic organizer to fill out with a Greek root at the center and word bubbles using that root. A complete page of instruction and practice following each selection includes Critical Vocabulary for practice with key selection vocabulary and Vocabulary Strategy, a mini-lesson and practice for learning word structures, patterns, and forms—skills and strategies particularly critical for English language learners and students performing below level. Academic Vocabulary notes in the Collection Performance Tasks remind students to use the academic vocabulary during their completion of tasks for writing, speaking, and listening.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>5. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p>	<p><b>REQUIRED</b>  <b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are) text dependent and text specific. Student ideas are expressed through both written and spoken responses. The majority of the questions in the materials require students to return to the text to answer the questions. For example, questions for a poem, “Life Doesn’t Frighten Me,” directs students to return to specific sections of the text to answer questions in writing, such as, “Review lines 1-9 and 37-40. What conclusions can you draw about the speaker’s age and personality?” and in discussion, such as, “With a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>partner, discuss what the poem’s main message might be, based on the images, words, and phrases in it. Why do you think the poet wrote this poem?” Teachers will need to review questions in advance to determine whether students should be writing or discussing questions.</p>
	<p><b>REQUIRED</b>  <b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p><b>Yes</b></p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards; however, assessments within the curriculum do not address the rigor of the standards. Questions imbedded in the curriculum to be addressed during content lessons by students and teachers use the language of the standards, but questions on assessments do not. For example, with the text, from A Night to Remember, students are asked, “Describe the tone of this passage. Which words help convey the tone?” and “How does this section contribute to the development of events?” However, a test practice item asks students, “First, read the dictionary definition. Then...click on the word that most closely matches the definition provided.” This type of question does not include the grade 6 standards because students are not asked to determine words in context or using prior knowledge. Teachers should note that while the curriculum addresses the grade level standards, the assessments do not.</p>
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b>          The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help</p>	<p><b>REQUIRED</b>  <b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students</p>	<p><b>Yes</b></p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. For example, opportunities for speaking and listening include, “As a class, view and discuss at least one of these videos. Then have students pair up to do an independent close read of an additional passage on the shortcomings of the Pacific Ocean warning system (lines 340–351).” Opportunities for shorter writing opportunities include, “Have students write summary</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>to engage effectively, as determined by the grade-level standards.</p>		<p>sentences to tell what the author explains in lines 238–253 and in lines 254–260. Guide them to put together these two ideas to create a larger one,” and longer writing opportunities include, “You have read three texts about animals’ ability to learn and use language. Analyze the strengths of the arguments made in at least two of the texts. Cite textual evidence to support your ideas.” Modeled discussions are found in units. For example, with “The Ravine,” readers discuss and annotate lines 1-7, a key passage that introduces the setting and a central issue of the story. Then the class views and discusses a video before pairing up to do an independent close read of an additional passage. Collaborative Discussion prompts are also found at the end of texts.</p>
	<p><b>REQUIRED *Indicator for grades 3-12 only</b>  <b>6b)</b> A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<p><b>Yes</b></p>	<p>A vast majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts. The curriculum offers many opportunities for students to demonstrate knowledge in written and oral forms, such as, “Have students work independently. Direct them to prepare for the discussion by creating a chart to list causes and effects [and] take turns contributing ideas during the discussion. Have groups integrate their ideas in one chart that shows the cause-and-effect relationships they discussed.” However, the students rarely compare texts through writing and discussion. Of the six units in the materials, students compare texts four times. In addition, the “Performance Task” materials asks students to compare texts through writing and discussion, but this is not a majority of the tasks and the prompts are not built into the Collections.</p>
	<p><b>REQUIRED *Indicator for grades K-2 only</b>  <b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<p><b>N/A</b></p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>REQUIRED</b></p> <p><b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	<p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. For example, students are exposed to research prompts, “You have read three texts about animals’ ability to learn and use language. Analyze the strengths of the arguments made in at least two of the texts. Cite textual evidence to support your ideas,” literary analysis, “How are the reactions of the blind men in “Six Men and an Elephant” and of the boys in “The Red and Blue Coat” similar? Cite evidence from the folk tales in your answer,” and narrative, “In ‘A Night to Remember,’ Walter Lord uses real people’s experiences along with facts to give a moment-by-moment account of the events that happened the night the Titanic hit an iceberg. Using the same style and tone as Lord, you will write a narrative nonfiction account of the events that happened after the ship hit the iceberg.”</p>
	<p><b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	Yes	<p>Each of the Performance Assessments units contains at least one student exemplar to model student writing with annotations made by a teacher. For example, the Unit 1 materials, which focus on argumentative writing, provides a student exemplar called “Have You Ever Seen an Elephant?” that argues that zoos should not be closed. While the student writing is creative and persuasive, the exemplar does not cite evidence to support claims, and neither the student notes nor the teacher notes direct students to understand this. The students are asked to evaluate the model for effectiveness, but are not given scoring or analysis criteria.</p>
	<p><b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the</p>	Yes	<p>The materials include “GrammarNotes” and “WordSharp Vocabulary Tutor” lessons for remediation on language conventions and vocabulary building for ELL and struggling learners as well as “Language Workbook” lessons that specifically</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.		correlate to unit texts so that students can build grammar and language skills in context.
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	Performance assessments in the “Performance Assessment” materials are structured so that students first “analyze the model,” then “practice the task,” where they can receive feedback, and finally “perform the task.” Similarly, performance task materials within the collection provide similar graphic organizers and review checklists within each unit.
	<p><b>REQUIRED</b> <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. which include scoring areas for “Development of Ideas,” “Organization,” “Clarity of Language,” and “Language and Conventions.” The teacher’s edition also provides sample responses for guided questions while reading and discussing the texts.
	<p><b>REQUIRED</b> <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. The materials include “Collection and Selection Tests” which assess students’ comprehension and vocabulary skills based on the passage they read in each unit; “Performance Assessments,” which assesses the students’ ability to analyze sources, gather text evidence, and use that information to respond to a prompt; a “TOSCRF,” which measures reading level; and “ELA Practice Summative Tests and Performance “ prepare students for standardized testing. The materials do not include any diagnostic or self-assessment opportunities for state standards.
	<p><b>7d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Yes	Materials assess student proficiency using methods that are unbiased and accessible to all students. The materials include a “Language Workshop Assessment Handbook” that assesses English learners’ mastery of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			standards, measures progress across language proficiency levels, and monitors progress of students receiving intensive English language development instruction. Additionally, other materials do not assume that students understand technical terms and glosses words and ideas with which students may need help.
<b>Section IV. Scaffolding and Support</b>			
<p><b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>8a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	Pre-reading activities and suggested approaches to teacher scaffolding are focused on understanding the text. Focused, brief pre-reading with background helps to fill in students' gaps in historical and/or cultural knowledge while the "Setting a Purpose" section gives direction for purposeful reading. "Stream to Start Videos" and "Background information" History/A&E Videos are also available.
	<p><b>REQUIRED</b> <b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Materials have the goal of students gaining full comprehension of complex text.
	<p><b>REQUIRED</b> <b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the information in the text. For example, the teacher notes for "The Banana Tree" asks teachers to "Have students reread lines 5-12 and identify two examples of personification," and then, "Ask students how this language helps readers understand the setting." The Close Reader also includes opportunities for re-reading sections of text. For example, in "Medusa's Head," students are asked, "Re-read lines 14-27. In what ways are the gods similar to humans?"

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>REQUIRED</b> <b>8d)</b> The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously, the center of focus.	<b>No</b>	The materials are not easy to use. The reading selections are not centrally located within the materials. In addition, in order to incorporate all of the grade-level standards, teachers need to manage 4 different workbooks/textbooks. For example, the Collections textbook focuses on Reading Literature/Informational standards, the “Performance Assessment” workbook focuses on Writing standards, and the “Language Workshop” and “English Workshop” focus on Language standards.
	<b>8e)</b> 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, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	<b>Yes</b>	Appropriate suggestions and materials are provided for supporting varying student needs. The teacher’s edition of the materials includes sections “When Students Struggle” and “Scaffolding for ELL Students” to aid students during reading, discussion, and analysis of texts. “Extend and Reteach” lessons follow each selection and provide specific suggestions and mini-lessons for both reteaching and extending the concepts.
	<b>8f)</b> 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.	<b>Yes</b>	The content can be reasonably completed within a regular school year. The materials include a pacing guide that accounts for 180 days of instruction. However, it is important to note that while the textbook itself may account for 180 days of instruction, the supporting materials necessary to address the standards may not allow a reasonable completion date.

**FINAL EVALUATION**  
*Tier 1 ratings* receive a “Yes” in Column 1 for Criteria 1 – 8.  
*Tier 2 ratings* receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, 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.

**Compile the results for Sections I-VII to make a final decision for the material under review.**

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts ( <b>Non-Negotiable</b> )	<b>Yes</b>	The texts are complex enough to address the Louisiana grade level standards.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	2. Range and Volume of Texts	<b>No</b>	Materials include limited texts of different formats and do not include independent reading opportunities.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills <b>(Non-Negotiable*)</b>	<b>N/A</b>	
III: Questions and Tasks	4. Coherence of Tasks <b>(Non-Negotiable)</b>	<b>Yes</b>	While the imbedded questions within a lesson create a coherence of tasks, student writing is composed through a separate section of the curriculum and is not taught in correlation with the unit texts.
	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	<b>Yes</b>	The majority of questions within the units of study require students to return to the text to answer the questions.
	6. Writing to Sources, Speaking and Listening, and Language	<b>Yes</b>	The materials include the three types of writing and tasks directed towards speaking and listening and language, but these tasks are not integrated and are taught through separate sections of the curriculum.
	7. Assessments	<b>Yes</b>	The materials include a variety of assessment options, but diagnostics and self-assessments are not included.
IV: Scaffolding and Support	8. Scaffolding and Support	<b>No</b>	While the materials include many different types of supports and scaffolds, the curriculum is segmented and disjointed by only addressing different needs through workbooks added to the curriculum and not embedded within.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier II, Approaching quality</u></b>			

\*As applicable

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>7</sup> In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts<sup>8</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **HMH Collections**

Grade: **7**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2017**

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

**Tier I, Tier II, Tier III** Elements of this review:

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	2. Range and Volume of Texts
4. Coherence of Tasks (Non-Negotiable)	8. Scaffolding and Support
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	

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 – 8 may not apply.)

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 8.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, 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.

<sup>7</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>8</sup> A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, 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. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.<sup>9</sup> Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>The materials are appropriately complex according to the requirements outlined in the standards. For example, in the Collection 4 materials, the anchor text measures 1380L, while supporting materials measure 1360L and 1200L. Qualitatively, these materials meet the criteria for the grade level. For example, “The People Could Fly” a folk tale that only measures 430L is still a challenging text qualitatively. The language demands for this text are exceedingly complex with rich figurative language with abstract meaning. The text structure is very complex with predictable character types, but a narrative that relies on a hypothetical situation, the reality of which is up to the reader to determine. The knowledge demands and meaning are also very complex, as students will need to understand slavery and indentured servitude as well as the impact of these ideas on characters to determine theme. Students will need to make</p>
	<p><b>REQUIRED</b></p> <p><b>1b)</b> At least 90% of texts are authentic<sup>10</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>At least 90% of texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. Speeches, informational articles, and poetry make up some of the authentic texts in the seventh-grade curriculum. The majority of selections in the Performance Assessment, the materials used to teach writing tasks, are not authentic. These materials include selections written by the publisher for the sole purpose of addressing skills, including articles about zoos and how animals communicate, articles about organizational structure, and articles about natural disasters.</p>

<sup>9</sup> The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

<sup>10</sup> Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p>	Yes	<p>Materials do provide a coherent sequence or collection of connected texts and within this collection, quality texts of grade-level complexity are selected for multiple, careful readings. Thematically and topically related selections per Collection enable students to focus on one major theme or topic and make connections more easily between texts. For example, the Collection 5 materials are named “The Stuff of Consumer Culture” and deal with how and why people make purchases and considers what could be excess. This unit includes two paired texts, a poem by X.J. Kennedy, “Dump,” and a poem by Gary Soto, “How Things Work.” Students are directed to read the two selections, setting the purpose, “As you read each poem, think about what each poet is saying about our consumer society and how that society works.” After reading each text, students are directed back to specific sections of the text to answer questions and to carefully read sections of text again. Students are also asked to analyze both texts together by comparing the forms of both poems and the effects of form on meaning. These paired texts, along with the remainder of the texts in the unit, specifically focus on purpose and structure while discussing theme.</p>
	<p><b>1d)</b> Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	<p>Texts generally increase in complexity as demonstrated through an increased Lexile and a decrease in the use of below-level texts. While the quantitative measures tend to remain the same - within the grades 6-8 stretch Lexile band - the qualitative measures gradually increase, as measured by measured by levels of meaning, structure, language conventionality and clarity, and knowledge demands. For example, in the grade 6 materials, the quantitative measurements range mostly from moderately to very complex, while the grade 8 materials are mostly very complex with some texts in the exceedingly complex range.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>2. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p><b>Yes</b></p>	<p>In grades K - 12, ELA materials seek a balance in instructional time between literature and informational texts. For example, the materials have 30 literary texts (including “The People Could Fly” and “Earth”) and 28 informational texts (including “Magic and the Brain” and “Life at Home in the 21st Century”), with an appropriate balance within each unit. Collections 2 and 4 are the only exception to this, with 9 literary texts and 2 informational, but the literary texts deal with canonical literature and folk tales and many have an informational text structure.</p>
	<p><b>REQUIRED</b> <b>2b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	<p><b>No</b></p>	<p>Materials include limited texts of different formats. The materials include texts of different lengths, such as book excerpts and informational articles. For example, the Collection 3 materials include excerpts from memoirs, such as, “Mississippi Solo” and “Polar Dream” and a soliloquy from The Tempest. The materials also include a TV news interview, a section on pavement chalk art, and a documentary; however, each Collection unit does not include non-print materials; only units 1, 2, and 6 include these. Resources include History/A&amp;E Videos for each collection, but these are used as background information and not to address standards. The non-print materials are limited to documentary-style film selections and one section of street art. Although three novels are included with the program, additional novels for this program are not included and need to be purchased separately. Teachers also need to develop plans for the extension activities as the plans are not included with the program.</p>
	<p><b>2c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p><b>Yes</b></p>	<p>Materials do include many informational texts with an informational text structure rather than a narrative structure. For example, the Collection 2 materials include historical texts, from “The Story of the Triangle Factory Fire” and a newspaper article, “Difference Maker: John Bergmann and Popcorn Park” but also</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			include a personal essay, "Craig Kielburger Reflects on Working Toward Peace." Materials also include a speech From the Democratic National Convention and a magazine article, "Teenagers and New Technology."
	<b>2d)</b> 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.	<b>No</b>	Additional materials do not increase the opportunity for regular, accountable independent reading of texts that appeal to students interests and connect to classroom concepts or topics to develop knowledge. Although instructional support for teaching and summaries are available that can be used to address students' varying reading levels and interests when choosing a book for independent reading, the materials do not build in the amount of time for independent reading as part of the curriculum. Over 300 titles are listed and can be sorted by title, author, genre, or reading level. For example, the list includes titles such as "A Christmas Carol" at L1080, and "Jane Eyre" at L840.
<b>Section II. Foundational Skills (grades K-5 only)</b>			
<b>Tier 1 and 2 Non-Negotiable*</b> <b>3. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, 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.	<b>REQUIRED *Indicator for grades K-2 only</b> <b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	<b>N/A</b>	
	<b>REQUIRED</b> <b>3b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.  In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	<b>N/A</b>	
	<b>REQUIRED</b> <b>3c)</b> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes	<b>N/A</b>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No  *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	<p>and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		
	<p><b>REQUIRED</b>  <b>3d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A	
	<p><b>REQUIRED</b>  <b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	N/A	
	<p><b>REQUIRED</b>  <b>3f)</b> Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	N/A	
	<p><b>3g) *Indicator for grades K-2 only</b></p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.		
	<b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	<b>N/A</b>	
<b>Section III. Questions and Tasks</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>4. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<b>Yes</b>	<p>Coherent sequences of questions and tasks focus students on understanding the texts and its illustrations, making connections among the texts in the collection, and expressing understanding of the topics; however, teachers should note that the sequences of questions do not build to a culminating writing task or other performance task. Students address themes by comparing texts and ideas. For example, in Collection 2, students compare different presentations of a text, a graphic version, a drama version, and the novel excerpt from A Christmas Carol. Students are asked guided questions while reading each selection to determine meaning through structure, then the students compare the selections with discussion prompts such as, "Ask students to cite the text evidence that led to their decision about the most effective presentation of the scene from [Stave] I." These questions are scaffolded by first asking questions about characterization, such as, "Which details show that the spirit is affected by what Scrooge says?" plot elements, such as, "In a small group, discuss why Future stops pointing," and finally to compare structure of different types of narratives, such as, "...Consider which stage directions require special effects. What do the special effects add to the drama?" These questions do not build to the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			performance task for the unit, however, which asks students to consider how the “ways we perceive our world.” The students are not asked to consider this idea throughout the unit, however. Most of the unit revolves around determining character motivation and conflict, but does not prepare students for the prompt. None of the units in the materials build up to a cumulative writing task that connects the unit theme and ideas.
	<p><b>REQUIRED</b>  <b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	Yes	In Unit 3, "Nature at Work," the unit focuses on informative essays. It has three sections, with students first analyzing the model with an informational text, then looking at two text exemplar student model essays; next practicing the task by using graphic organizers to organize thoughts and ideas from three articles and an advertisement; and finally performing the task without supports using three informational texts. However, the materials include a “Performance Assessment” feature with selections and tasks that relate to the Collections unit topics, but do not address the texts that students are using for reading, speaking, listening, and language.
	<p><b>REQUIRED</b>  <b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	Yes	Questions and tasks support students in examining language. The materials include a “Language Workshop Assessment Handbook” that provides language lessons which correlate to the selections in the materials. For example, with the story, “Legend of Icarus,” the language workshop includes understanding technical and academic vocabulary in addition to using key words and phrases to understand tone. Academic Vocabulary gives words, definitions, and related forms at the beginning of each Collection so that students immediately begin practice with the words in their text-based discussion and written work. Students are also given charts and organizers to fill out to ensure they understand words in context and using roots. For example, following the informational text,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>"Women in Aviation," students are given a graphic organizer to fill out with vocabulary words with bubbles that connect to synonyms, antonyms, and phrases. A complete page of instruction and practice following each selection includes Critical Vocabulary for practice with key selection vocabulary and Vocabulary Strategy, a mini-lesson and practice for learning word structures, patterns, and forms—skills and strategies particularly critical for English language learners and students performing below level. Academic Vocabulary notes in the Collection Performance Tasks remind students to use the academic vocabulary during their completion of tasks for writing, speaking, and listening. For example, with the excerpt from The Tempest, the language workshop includes understanding technical and academic vocabulary in addition to understanding connectives and transitions.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>5. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific. Student ideas are expressed through both written and spoken responses. The majority of the questions in the materials require students to return to the text to answer the questions. For example, questions for an excerpt from Uprising, directs students to return to specific sections of the text to answer questions by citing evidence, such as, "...Reread lines 31-44 of Flesh &amp; Blood So Cheap and then reread lines 63-68 of Uprising....Cite evidence of the similarities between the two accounts and how the author's description of the scene in Uprising reveals it to be historical fiction," and in discussion, such as, "Ask students why Jennie's dance might be considered mischievous?" Teachers will need to review questions in advance to determine whether students should be writing or discussing varying questions.</p>
	<p><b>REQUIRED</b></p>	<p><b>Yes</b></p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>		<p>at the depth and complexity required by the grade-level standards; however, assessments within the curriculum do not address the rigor of the standards. Questions imbedded in the curriculum to be addressed during content lessons by students and teachers use the language of the standards, but questions on assessments do not. For example, with the text, from Sorry, Wrong Number, students are asked, “What do [the character’s] actions reveal about her physical condition” and “How does [a character’s reaction] affect [another character]?” However, a test item asks students, “Why did Bessie Coleman go to France to learn to fly?” This type of question does not include the grade level standards because students are not asked to connect this decision with another element of the story. Teachers should note that while the curriculum addresses the grade level standards, the assessments do not.</p>
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	<p><b>Yes</b></p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. For example, opportunities for speaking and listening include, “Have students work in small groups to view and discuss the director’s use of the different onscreen techniques and how they affect the viewer. Then have them compare the information with the other news pieces and discuss what is accomplished in the news report that cannot be done in the two print texts. Students may want to make a three-column chart to help them compare the information and insights they gathered from each news piece.” Opportunities for shorter writing opportunities include, “What overall impression of the Sunderland family does the interview create? Cite specific examples from the interview to support your response,” and longer writing opportunities include, “Write a literary analysis that answers the question: How does Saki develop the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			characters of Nuttel and Vera in ‘The Open Window?’” Modeled discussions are also found in units and Collaborative Discussion prompts are found at the end of texts.
	<p><b>REQUIRED *Indicator for grades 3-12 only</b></p> <p><b>6b)</b> A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	Yes	A vast majority of oral and written tasks do require students to demonstrate the knowledge they built through the analysis and synthesis of texts. While the curriculum offers many opportunities for students to demonstrate knowledge in written and oral forms, such as, “To guide students’ understanding of the information presented in the news piece, have pairs of students work together to make a two-column chart to list reasons given in the text that explain why Abby should and should not have been allowed to make the solo sailboat trip. Students can then look at their chart and discuss their own opinions,” the students rarely compare texts through writing and discussion. Of the six units in the materials, students compare texts four times. The “Performance Task” materials, which are separate from the regular curriculum asks students to do this, but this is not a majority of the tasks and the prompts are not built into the Collections.
	<p><b>REQUIRED *Indicator for grades K-2 only</b></p> <p><b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many</p>	Yes	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. For example, students are exposed to research prompts. In Collection 6, students “research and write an informative essay about a dramatic and deadly fire.” There are literary analysis tasks, “Write a literary analysis that answers the question: How does Saki develop the characters of Nuttel and Vera in ‘The Open Window?’” There are also narrative tasks. For example, students write a Fictional Narrative in Collection 1 using the mentor text, “Rogue.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.		
	<b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.	<b>Yes</b>	Each of the Performance Assessments units contains at least one student exemplar to model student writing with annotations made by a teacher. For example, the Unit 2 materials, which focus on informational writing, provide two student exemplars, “A Universe of Knowledge” and “Planet X or Dwarf Planet?” which both discuss astronomy. While the student writing is creative and explanatory, the exemplar does not cite evidence to support claims, and neither the student notes nor the teacher notes direct students to understand this. The students are asked to evaluate the model for effectiveness, but are not given scoring or analysis criteria.
	<b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.	<b>Yes</b>	Materials address the grammar and language conventions specified by the language standards at each grade level and build on these standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. The materials include “GrammarNotes” and “WordSharp Vocabulary Tutor” lessons for remediation on language conventions and vocabulary building for ELL and struggling learners as well as “Language Workbook” lessons that specifically correlate to unit texts so that students can build grammar and language skills in context.
<b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the	<b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	<b>Yes</b>	Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. Performance assessments in the “Performance Assessment” materials are structured so that students first “analyze the model,” then “practice the task,” where they can receive feedback, and finally “perform the task.” Similarly, performance task materials within the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			collection provide similar graphic organizers and review checklists within each unit.
	<p><b>REQUIRED</b>  <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. which include scoring areas for “Development of Ideas,” “Organization,” “Clarity of Language,” and “Language and Conventions.” The teacher’s edition also provides sample responses for guided questions while reading and discussing the texts.
	<p><b>REQUIRED</b>  <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	Materials use varied of modes of assessment, including a range of pre-, formative, summative and self-assessment measures. The materials include “Collection and Selection Tests” which assess students’ comprehension and vocabulary skills based on the passage they read in each unit; “Performance Assessments,” which assesses the students’ ability to analyze sources, gather text evidence, and use that information to respond to a prompt; a “TOSCRF,” which measures reading level; and “ELA Practice Summative Tests and Performance “ prepare students for standardized testing. The materials do not include any diagnostic or self-assessment opportunities for state standards.
	<p><b>7d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Yes	Materials assess student proficiency using methods that are unbiased and accessible to all students. The materials include a “Language Workshop Assessment Handbook” that assesses English learners’ mastery of standards, measures progress across language proficiency levels, and monitors progress of students receiving intensive English language development instruction. Additionally, other materials do not assume that students understand technical terms and glosses words and ideas with which students may need help.

**Section IV. Scaffolding and Support**

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>8a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	Pre-reading activities and suggested approaches to teacher scaffolding are focused on understanding the text. Focused, brief pre-reading with background helps to fill in students' gaps in historical and/or cultural knowledge while the "Setting a Purpose" section gives direction for purposeful reading. "Stream to Start Videos" and "Background information" History/A&E Videos are also available.
	<p><b>REQUIRED</b> <b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Materials have the goal of students gaining full comprehension of complex text.
	<p><b>REQUIRED</b> <b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the information in the text. For example, the teacher notes for Sorry, Wrong Number asks teachers to "Have students to reread the conversation between Mrs. Stevenson and the Woman at Henschley Hospital," and then, "tell how the dialogue builds suspense." The Close Reader also includes opportunities for re-reading sections of text.
	<p><b>REQUIRED</b> <b>8d)</b> The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	No	The materials are not easy to use. The reading selections are not centrally located within the materials. In addition, in order to incorporate all of the grade-level standards, teachers need to manage 4 different workbooks/textbooks. For example, the Collections textbook focuses on Reading Literature/Informational standards, the "Performance Assessment" workbook focuses on Writing standards, and the "Language Workshop" and "English Workshop" focus on Language standards.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>8e)</b> 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, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	<b>Yes</b>	Appropriate suggestions and materials are provided for supporting varying student needs. The teacher’s edition of the materials includes sections “When Students Struggle” and “Scaffolding for ELL Students” to aid students during reading, discussion, and analysis of texts. “Extend and Reteach” lessons follow each selection and provide specific suggestions and mini-lessons for both reteaching and extending the concepts.
	<b>8f)</b> 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.	<b>Yes</b>	The content can be reasonably completed within a regular school year. The materials include a pacing guide that accounts for 180 days of instruction. However, it is important to note that while the textbook itself may account for 180 days of instruction, the supporting materials necessary to address the standards may not allow a reasonable completion date.

**FINAL EVALUATION**

*Tier 1 ratings* receive a “Yes” in Column 1 for Criteria 1 – 8.

*Tier 2 ratings* receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, 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.

**Compile the results for Sections I-VII to make a final decision for the material under review.**

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts ( <b>Non-Negotiable</b> )	<b>Yes</b>	The texts are complex enough to address the Louisiana grade level standards.
	2. Range and Volume of Texts	<b>No</b>	Materials include limited texts of different formats and do not include independent reading opportunities.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills ( <b>Non-Negotiable*</b> )	<b>N/A</b>	
III: Questions and Tasks	4. Coherence of Tasks ( <b>Non-Negotiable</b> )	<b>Yes</b>	While the embedded questions within a lesson create a coherence of tasks, student writing is composed through a separate section of the curriculum and is not taught in correlation with the unit texts.
	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	<b>Yes</b>	The majority of questions within the units of study require students to return to the text to answer the questions.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	6. Writing to Sources, Speaking and Listening, and Language	<b>Yes</b>	The materials include the three types of writing and tasks directed towards speaking and listening and language, but these tasks are not integrated and are taught through separate sections of the curriculum.
	7. Assessments	<b>Yes</b>	The materials include a variety of assessment options, but diagnostics and self-assessments are not included.
IV: Scaffolding and Support	8. Scaffolding and Support	<b>No</b>	While the materials include many different types of supports and scaffolds, the curriculum is segmented and disjointed by only addressing different needs through workbooks added to the curriculum and not embedded within.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier II, Approaching quality</u></b>			

\*As applicable

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>11</sup> In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts<sup>12</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **HMH Collections**

Grade: **8**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2017**

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

**Tier I, Tier II, Tier III** Elements of this review:

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	2. Range and Volume of Texts
4. Coherence of Tasks (Non-Negotiable)	8. Scaffolding and Support
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	

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 – 8 may not apply.)

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 8.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, 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.

<sup>11</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>12</sup> A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, 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. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.<sup>13</sup> Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Materials provide texts that are appropriately complex for this grade. The Lexile of texts in this curriculum range from 700L to 1410L. The majority of texts do not fall within the Lexile band for this grade band; only 56% (18 of 32) meet Lexile measures. Qualitatively, these materials meet the criteria for the grade level. For example, “The Drummer Boy of Shiloh” a short story by Ray Bradbury is a challenging text qualitatively. The language demands for this text are exceedingly complex with rich figurative language that allows for connotative and denotative decoding. The text structure is very complex with a range of character types and a narrative that relies on dialogue to explain exposition and rising action. The knowledge demands and meaning are also very complex, as students will need to understand historical fiction, roles in war, and the impact of these ideas on characters to determine theme. Students will need to make inferences and contextualize the material to do so.</p>
	<p><b>REQUIRED</b>  <b>1b)</b> At least 90% of texts are authentic<sup>14</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>At least 90% of texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. Autobiographies and biographies make up some of the authentic texts in the 8<sup>th</sup> grade curriculum. The majority of selections in the Performance Assessment, the materials used to teach writing tasks, are not authentic. These materials include selections written by the publisher for the sole purpose of addressing skills, including articles about controversial issues, such as language acquisition, articles about organizational structure, and articles about natural disasters.</p>

<sup>13</sup> The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

<sup>14</sup> Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p>	Yes	<p>Thematically and topically related selections per Collection enable students to focus on one major theme or topic and make connections more easily between texts. For example, the Collection 2 materials are named “The Thrill of Horror” and deal with how the horror genre both terrifies and fascinates. For example, with the text, “The Tell-Tale Heart,” students participate in discussion and reading activities to decipher meaning and make inferences about the text, an activity analyzing word choice in tone, and language tasks, in addition to answering multiple questions that require students to return to the text for written or spoken responses.</p>
	<p><b>1d)</b> Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	<p>Texts generally increase in complexity as demonstrated through an increased Lexile and a decrease in the use of below-level texts. While the quantitative measures tend to remain the same - within the grades 6-8 stretch Lexile band - the qualitative measures gradually increase, as measured by measured by levels of meaning, structure, language conventionality and clarity, and knowledge demands. For example, in the grade 6 materials, the quantitative measurements range mostly from moderately to very complex, while the grade 8 materials are mostly very complex with some texts in the exceedingly complex range.</p>
<p><b>2. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g.</a></p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between</p>	Yes	<p>In grades K - 12, ELA materials seek a balance in instructional time between literature and informational texts. For example, the materials have 28 literary texts (including “The Monkey’s Paw”, “The Drummer Boy of Shiloh,” and “The Tell-Tale Heart”)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><a href="#">RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.</a></p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p>literature/informational texts to help determine the appropriate balance.)</p>		<p>and 23 informational texts (including an essay and a literary analysis on horror as a theme, an autobiography, "The Life of Frederick Douglass," and a biography of Harriet Tubman), with an appropriate balance within each unit.</p>
	<p><b>REQUIRED</b></p> <p><b>2b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	<b>No</b>	<p>Materials include limited texts of different formats. The materials include texts of different lengths, such as book excerpts and informational articles. For example, the Collection 6 materials include an excerpt from "The Adventures of Tom Sawyer," an argumentative article from "The Record-Journal," and a poem by Carl Sandburg. The materials also include films, such as a clip from The Monkey's Paw, a documentary, "New Immigrants Share Their Stories," and a public service announcement film and poster about the dangers of texting and driving; however, each Collection unit does not include non-print materials; only Units 1, 2, and 4 include these. Resources include History/A&amp;E Videos for each collection, but these are used as background information and not to address standards. The non-print materials are limited to a documentary, a film clip, and a poster. Although three novels are included with the program, additional novels for this program are not included and need to be purchased separately. Teachers also need to develop plans for the extension activities as the plans are not included with the program.</p>
	<p><b>2c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	<b>Yes</b>	<p>Materials do include many informational texts with an informational text structure rather than a narrative structure. For example, the Collection 2 materials include historical texts, from "Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis," an autobiography, from "Narrative of the Life of Frederick Douglass, an American Slave," and journal entries, "Civil War Journal" by Louisa May Alcott" Materials also include "After Auschwitz" by Elie</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Wiesel in Collection 5 and an essay, "Scary Tales" in Collection 2.
	<b>2d)</b> 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.	<b>No</b>	Additional materials do not increase the opportunity for regular, accountable independent reading of texts that appeal to students interests and connect to classroom concepts or topics to develop knowledge. Although instructional support for teaching and summaries are available that can be used to address students' varying reading levels and interests when choosing a book for independent reading, the materials do not build in the amount of time for independent reading as part of the curriculum. Over 300 titles are listed and can be sorted by title, author, genre, or reading level. For example, the list includes titles such as "A Christmas Carol" at L1080, and "Jane Eyre" at L840.
<b>Section II. Foundational Skills (grades K-5 only)</b>			
<b>Tier 1 and 2 Non-Negotiable*</b> <b>3. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, 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	<b>REQUIRED *Indicator for grades K-2 only</b> <b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	<b>N/A</b>	
	<b>REQUIRED</b> <b>3b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.  In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	<b>N/A</b>	
	<b>REQUIRED</b>	<b>N/A</b>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p><b>3c)</b> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		
	<p><b>REQUIRED</b></p> <p><b>3d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>3f)</b> Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>3g) *Indicator for grades K-2 only</b> Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	N/A	
	<p><b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	N/A	
<b>Section III. Questions and Tasks</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>4. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	Yes	<p>Coherent sequences of questions and tasks focus students on understanding the texts and its illustrations, making connections among the texts in the collection, and expressing understanding of the topics; however, teachers should note that the sequences of questions do not build to a culminating writing task or other performance task. Students address themes by comparing texts and ideas. For example, in Unit 4, "Approaching Adulthood," students compare opposing arguments about the driving age, "Is 16 Too Young to Drive a Car?" and "Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens." Students are asked guided questions while reading each selection to infer meaning through inductive and deductive reasoning, then students use reasoning to complete a graphic organizer about the two articles, and finally the students compare the selections with discussion prompts such as, "What conclusions can you draw about why there are fewer laws designed to restrict 18-year-old drivers or force them to take driver's education?" These questions are scaffolded by first asking questions about central idea and details as they relate to author purpose, such as, "[Ask students to] identify the comparison the author makes [between the legal drinking age and the legal driving</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			age],” and then asks students to compare details in each article so that they are able to delineate each argument and determine the stronger of the two. The performance task for this unit, however, does not ask students to express these ideas in a formal writing structure, such as argumentative writing, it only asks students to have a collaborative discussion about the best age to begin driving.
	<p><b>REQUIRED</b>  <b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	Yes	In Collections Unit 4, “Approaching Adulthood,” students learn about writing argumentative essays. It has three sections, with students first analyzing the model with two informational texts, then looking at a text exemplar student model essay; next practicing the task by using graphic organizers to organize thoughts and ideas from an article, a letter, an interview, and a data graphic; and finally performing the task without supports using an informational text, an interview, and a fact sheet. The materials include a “Performance Assessment” feature with selections and tasks that relate to the Collections unit topics, but do not address the texts that students are using for reading, speaking, listening, and language.
	<p><b>REQUIRED</b>  <b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	Yes	The materials include a “Language Workshop Assessment Handbook” that provides language lessons which correlate to the selections in the materials. For example, with the short story, “ the language workshop includes understanding technical and academic vocabulary in addition to understanding connectives and transitions. Academic Vocabulary gives words, definitions, and related forms at the beginning of each Collection so that students immediately begin practice with the words in their text-based discussion and written work. Students are also given charts and organizers to fill out to ensure they understand words in context and using roots. For example, following the selection, from “The Monkey’s Paw,” students are given a graphic organizer to fill out with vocabulary

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>words with bubbles that connect to synonyms, antonyms, and phrases. A complete page of instruction and practice following each selection includes Critical Vocabulary for practice with key selection vocabulary and Vocabulary Strategy, a mini-lesson and practice for learning word structures, patterns, and forms—skills and strategies particularly critical for English language learners and students performing below level. Academic Vocabulary notes in the Collection Performance Tasks remind students to use the academic vocabulary during their completion of tasks for writing, speaking, and listening.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>5. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are) text dependent and text specific. Student ideas are expressed through both written and spoken responses. The majority of the questions in the materials require students to return to the text to answer the questions. For example, questions for a short story, “Marigolds,” directs teachers to instruct students to return to specific sections of the text to answer questions in writing, such as, “Have students reread lines 15–26 to identify details that may relate to the author’s lesson or message,” and in discussion, such as, “With a partner, discuss which aspects of Lizabeth’s life contributed to her reaction to Miss Lottie’s flowers.” Teachers will need to review questions in advance to determine whether students should be writing or discussing varying questions.</p>
	<p><b>REQUIRED</b>  <b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p><b>Yes</b></p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards; however, assessments within the curriculum do not address the rigor of the standards. Questions imbedded in the curriculum to be addressed during content lessons by students and teachers use the language of the standards, but questions on assessments do not. For example, with the text, from A</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Night to Remember, students are asked, “Describe the tone of this passage. Which words help convey the tone?” and “How does this section contribute to the development of events?” However, a test practice item asks students, “Why do the children hate the marigolds at Miss Lottie’s house?” This type of comprehension question does not include the grade level standards because students are not asked to draw conclusions about the story based on elements used by the author. Teachers should note that while the curriculum addresses the grade level standards, the assessments do not.</p>
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b>  The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	<p><b>Yes</b></p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. For example, opportunities for speaking and listening include, “Have students work with a partner to find examples of repetition in lines 27–44 [of ‘The Tell-Tale Heart’]. Then have pairs take turns reading their examples aloud to the class.” and “Act out a scene from ‘The Tell-Tale Heart’ that you consider especially suspenseful. Be prepared to identify the techniques that create suspense in the scene.” Opportunities for shorter writing opportunities include, “Summarize the first paragraph of ‘What is the Horror Genre?’” and longer writing opportunities include, “In this activity you will write a literary analysis of one or both of the fictional horror stories in this collection.” Modeled discussions are also found in units and Collaborative Discussion prompts are found at the end of texts.</p>
	<p><b>REQUIRED *Indicator for grades 3-12 only</b>  <b>6b)</b> A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<p><b>Yes</b></p>	<p>A vast majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts. While the curriculum offers many opportunities for students to demonstrate knowledge in written and oral forms, such as, “With a partner discuss how Russell’s ideas about horror stories compare with your own</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			knowledge of this genre,” the students rarely compare texts through writing and discussion. Of the six units in the materials, students compare texts four times. The “Performance Task” materials, which are separate from the regular curriculum asks students to do this, but this is not a majority of the tasks and the prompts are not built into the Collections.
	<p><b>REQUIRED *Indicator for grades K-2 only</b></p> <p><b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. For example, students are exposed to research prompts. In Collection 5, students research and write about the experiences of Jews during the Holocaust and the experiences of those who hid them. There are literary analysis tasks, such as the Collection 2 task that asks students to write a literary analysis based on selections in the horror genre. There are also narrative tasks. For example, students write a personal narrative in Collection 1 with the mentor texts, "My Favorite Chaperone" and "The Latehomecomer."
	<p><b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	Yes	Each of the Performance Assessments units contains at least one student exemplar to model student writing with annotations made by a teacher. For example, the Unit 3 materials, which focus on literary analysis, provide a student exemplar, “Nikki Giovanni’s Unusual Style,” which discusses a literary criticism and a poem by Nikki Giovanni. This student exemplar provides textual evidence, but while the student writing is for the informative and argumentative prompts are creative and explanatory, the exemplars do not cite evidence to support claims, and neither the student notes nor the teacher notes direct students to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			understand this. The students are asked to evaluate the model for effectiveness, but are not given scoring or analysis criteria.
	<b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.	Yes	Materials address the grammar and language conventions specified by the language standards at each grade level and build on these standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. The materials include “GrammarNotes” and “WordSharp Vocabulary Tutor” lessons for remediation on language conventions and vocabulary building for ELL and struggling learners as well as “Language Workbook” lessons that specifically correlate to unit texts so that students can build grammar and language skills in context.
<b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Yes	Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. Performance assessments in the “Performance Assessment” materials are structured so that students first “analyze the model,” then “practice the task,” where they can receive feedback, and finally “perform the task.” Similarly, performance task materials within the collection provide similar graphic organizers and review checklists within each unit.
<b>REQUIRED</b> <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. which include scoring areas for “Development of Ideas,” “Organization,” “Clarity of Language,” and “Language and Conventions.” The teacher’s edition also provides sample responses for guided questions while reading and discussing the texts.	
<b>REQUIRED</b> <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	Materials use varied of modes of assessment, including a range of pre-, formative, summative and self-assessment measures. The materials include “Collection and Selection Tests” which assess students’	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			comprehension and vocabulary skills based on the passage they read in each unit; “Performance Assessments,” which assesses the students’ ability to analyze sources, gather text evidence, and use that information to respond to a prompt; a “TOSCRF,” which measures reading level; and “ELA Practice Summative Tests and Performance “ prepare students for standardized testing. The materials do not include any diagnostic or self-assessment opportunities for state standards.
	<b>7d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>Yes</b>	Materials assess student proficiency using methods that are unbiased and accessible to all students. The materials include a “Language Workshop Assessment Handbook” that assesses English learners’ mastery of standards, measures progress across language proficiency levels, and monitors progress of students receiving intensive English language development instruction. Additionally, other materials do not assume that students understand technical terms and glosses words and ideas with which students may need help.
<b>Section IV. Scaffolding and Support</b>			
<b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>8a)</b> 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.	<b>Yes</b>	Pre-reading activities and suggested approaches to teacher scaffolding are focused on understanding the text. Focused, brief pre-reading with background helps to fill in students’ gaps in historical and/or cultural knowledge while the “Setting a Purpose” section gives direction for purposeful reading. "Stream to Start Videos" and "Background information" History/A&E Videos are also available.
	<b>REQUIRED</b> <b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building	<b>Yes</b>	Materials have the goal of students gaining full comprehension of complex text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	knowledge and insight. Texts must not serve as platforms to practice discrete strategies.		
	<b>REQUIRED</b> <b>8c)</b> 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.	<b>Yes</b>	Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the information in the text. For example, the teacher notes for “Marigolds” tells teachers to “Ask students to reread lines 365–386,” and then ask, “What is a theme of this story?” The Close Reader also includes opportunities for rereading sections of text.
	<b>REQUIRED</b> <b>8d)</b> The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	<b>No</b>	The materials are not easy to use. The reading selections are not centrally located within the materials. In addition, in order to incorporate all of the grade-level standards, teachers need to manage 4 different workbooks/textbooks. For example, the Collections textbook focuses on Reading Literature/Informational standards, the “Performance Assessment” workbook focuses on Writing standards, and the “Language Workshop” and “English Workshop” focus on Language standards.
	<b>8e)</b> 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, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	<b>Yes</b>	Appropriate suggestions and materials are provided for supporting varying student needs. The teacher’s edition of the materials includes sections “When Students Struggle” and “Scaffolding for ELL Students” to aid students during reading, discussion, and analysis of texts. “Extend and Reteach” lessons follow each selection and provide specific suggestions and mini-lessons for both reteaching and extending the concepts.
	<b>8f)</b> 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.	<b>Yes</b>	The content can be reasonably completed within a regular school year. The materials include a pacing guide that accounts for 180 days of instruction. However, it is important to note that while the textbook itself may account for 180 days of instruction, the supporting materials necessary to address the standards may not allow a reasonable completion date.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>FINAL EVALUATION</b>			
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8.			
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.			
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	The texts are complex enough to address the Louisiana grade level standards.
	2. Range and Volume of Texts	<b>No</b>	Materials include limited texts of different formats and do not include independent reading opportunities.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills <b>(Non-Negotiable*)</b>	<b>N/A</b>	
III: Questions and Tasks	4. Coherence of Tasks <b>(Non-Negotiable)</b>	<b>Yes</b>	While the embedded questions within a lesson create a coherence of tasks, student writing is composed through a separate section of the curriculum and is not taught in correlation with the unit texts.
	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	<b>Yes</b>	The majority of questions within the units of study require students to return to the text to answer the questions.
	6. Writing to Sources, Speaking and Listening, and Language	<b>Yes</b>	The materials include the three types of writing and tasks directed towards speaking and listening and language, but these tasks are not integrated and are taught through separate sections of the curriculum.
	7. Assessments	<b>Yes</b>	The materials include a variety of assessment options, but diagnostics and self-assessments are not included.
IV: Scaffolding and Support	8. Scaffolding and Support	<b>No</b>	While the materials include many different types of supports and scaffolds, the curriculum is segmented and disjointed by only addressing different needs through workbooks added to the curriculum and not embedded within.
FINAL DECISION FOR THIS MATERIAL: <b>Tier II, Approaching quality</b>			

\*As applicable