

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

Title: **Paths to College and Career in English Language Arts**

Grade: **6-8**

Publisher: **John Wiley & Sons, Inc.**

Copyright: **2015**

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

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

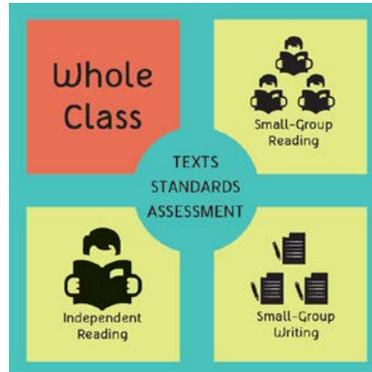
- Materials do not contain references to specific authors and texts
- Include citing *relevant* textual evidence beginning in grade 6
- Include an *awareness of audience* when making speeches and delivering presentations

**This review remains a Tier 2 rating.** As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when using these instructional materials.

Criteria	Currently in the Rubric	Next Steps for Educators
Quality of Texts (Non-Negotiable)	This program currently is reviewed as “Yes” for this criterion because each module is coherent with a collection of connected texts that builds vocabulary, concept knowledge, themes, and topics. Students complete close reads throughout each module.	Make sure to review texts in these materials for quality since references to specific text and Appendix B are no longer included in the standards.
Text-Dependent Questions (Non-Negotiable)	This program currently is reviewed as “Yes” for this criterion because the text dependent questions are coherently sequenced and at the end of each module there are performance tasks that require students to synthesize information to prove they have comprehended the concepts, themes, and ideas presented in each module.	Make sure to revise questions and tasks to require students to cite relevant textual evidence to support their ideas beginning in grade 6.
Speaking and Listening	This program currently is reviewed as “Yes” for this criterion because throughout all of the modules, students participate in class discussions and small group discussions based off of the texts and materials provided.	Make sure to revise speaking and presentation tasks and rubrics to include adapting speech to various audiences.



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



Title: [Paths to College and Career in English Language Arts](#)

Grade: [6-8](#)

Publisher: [John Wiley & Sons, Inc.](#)

Copyright: [2015](#)

Overall Rating: [Tier II, Approaching quality](#)

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

STRONG	WEAK
1. Complexity of Texts (Non-Negotiable) *	10. Language
2. Quality of Texts (Non-Negotiable)	
3. Range and Volume of Texts	
5. Text-Dependent Questions (Non-Negotiable)	
6. Assessment	
7. Scaffolding and Support	
8. Writing to Sources	
9. Speaking and Listening	

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

**Tier 1 ratings** received a “Yes” for all Criteria 1-10.

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

**Tier 3 ratings** received a “No” for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

[Grade 6 \(Tier 2\)](#)

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

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



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: Paths to College and Career in English Language Arts

Grade: 6

Publisher: John Wiley & Sons, Inc.

Copyright: 2015

Overall Rating: Tier II, Approaching quality

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

STRONG	WEAK
1. Complexity of Texts (Non-Negotiable)	10. Language
2. Quality of Texts (Non-Negotiable)	
3. Range and Volume of Texts	
5. Text-Dependent Questions (Non-Negotiable)	
6. Assessment	
7. Scaffolding and Support	
8. Writing to Sources	
9. Speaking and Listening	

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

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

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

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

<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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. COMPLEXITY OF TEXTS:</b> Materials present a progression of complex texts as stated by Reading Standard 10.<sup>3</sup></p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. 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>4</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>The range of Lexiles in this curriculum spans from the 600s to 1500s. There are approximately 7 texts that fall below the Lexile range for 6th grade; however, these texts are deemed appropriate when using qualitative measures. The texts that extend beyond the band are informational texts that connect to the module topics</p> <p>The central texts, "The Hero's Journey"(865L), Bud, Not Buddy (950L and Dragonwings (870L) are appropriate for the grade band. However, the novel, The Lightning Thief has a below level Lexile for sixth grade (740L) but the reader and task considerations associated with the text make it appropriate for 6th grade in this unit.</p>
	<p><b>REQUIRED</b></p> <p><b>1b)</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>The central texts for each module gradually increase in complexity as the course progresses (Module 1: The Lightning Thief and The Hero's Journey, Module 2: Bud, Not Buddy and "Stanford University Commencement Address, Module 3: Dragonwings and The Lost Garden, Module 4: Frightful's Mountain and the Exterminator); however, it is important to note that when reviewing the Lexiles and quantitative measures of supporting texts in the units, Modules 2 and 3 contain informational texts that extend well beyond the 6-8 "stretch" band more so than Modules 1 and 4. Supporting texts do not show an increase in complexity as materials progress throughout the grade level. In these cases, the qualitative analysis and reader and task considerations align the texts with the complexity of exemplars provided in Appendix B of the CCSS.</p>

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

<sup>4</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> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>2. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	<p><b>Yes</b></p>	<p>Although the scaffolded structure of the modules limits the rich opportunities for students to engage with tasks early in the curriculum, the texts are used to meet the grade-level standards.</p> <p>Module 1, which is centered on mythology, addresses 0 speaking and listening standards throughout the entire module. There were lost opportunities for meaningful tasks here to address the standards because of the structure of the modules.</p> <p>Additionally, throughout the 6th grade curriculum, approximately 96% of the texts are the same format - print. There are 2 pieces of non-print, which are located in the 4th module (not submitted as part of this J. Wiley review). The are only 2 poems and 1 play throughout the entire curriculum.</p>
	<p><b>REQUIRED</b></p> <p><b>2b)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</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 concepts, themes, and topics through reading, writing, listening and speaking.</p>	<p><b>Yes</b></p>	<p>The texts are organized so that they speak to one another (and so that students can build knowledge). For example, in Module 1, "Myths and Legends" and "Shrouded in Myth" provide the background knowledge needed to dig deeper into The Lightning Thief, The Story of Medusa and Athena, and The Fates. In Module 2, the reader examines rules to live by using texts integrating rules and about making rules. Module 3 analyzes multiple accounts of events to understand perspective.</p>

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	<p><b>REQUIRED</b>  <b>2c)</b> Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.</p>	Yes	<p>There are multiple, careful readings included in each module where students complete close reads related to anchor text.</p> <p>For Example, Module 1, Unit one -begins with the novel, The Lightning Thief and then introducing the informational article, "The Hero's Journey", Mid-Unit as well as the End of the Unit has the students going back and drawing inferences about the novel and the article.</p>
	<p><b>2d)</b> 90% of texts are previously published rather than "commissioned."</p>	Yes	<p>The majority of texts are previously published.</p>
<p><b>3. RANGE AND VOLUME OF TEXTS:</b>  Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.K.9</a>, <a href="#">RI.1.9</a>, <a href="#">RI.2.3</a>, <a href="#">RL.2.9</a>, <a href="#">RL.9-10.6</a>, <a href="#">RI.7.7</a>, or <a href="#">RI.11-12.9</a>).</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>3a)</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>	Yes	<p>A balance is met throughout the grade level. Some modules contain more informational texts than literature and vice versa (Module 4 is 100% informational, while literature dominates earlier modules).</p>
	<p><b>REQUIRED</b>  <b>3b)</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>	Yes	<p>There are both print and non-print texts in different formats and lengths (videos, artifacts, NPR scripts, interviews, comparing text to film, magazine articles, poems, speeches, web-based pieces, interactive museum exhibits, etc.)</p>
	<p><b>3c)</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	<p>The modules include many information texts with an informational text structure.</p>
	<p><b>3d)</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>	Yes	<p>In the teacher module, each of the four modules contain recommended texts (categorized by Lexile levels) and a variety of related or extension-type activities that are geared to increasing student interest, to build reading stamina, motivation, or to allow students to extend their knowledge. For example, The teacher's guide module 1 page 16 and 17</p>

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			provide options for teachers to engage students.
<b>II. Foundational Skills (grades K-5 only)</b>			
<p><b>Tier 1 and 2 Non-Negotiable*</b></p> <p><b>4. FOUNDATIONAL SKILLS:</b></p> <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><b>REQUIRED *Indicator for grades K-2 only</b></p> <p><b>4a)</b> Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of <a href="#">Appendix A</a>, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>4b)</b> In grades K-2, materials include student texts that allow for systematic, regular 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></p> <p><b>4c)</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 by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. <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></p> <p><b>4d)</b> Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A	

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	<b>REQUIRED</b> <b>4e)</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 prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.	N/A	
	<b>REQUIRED</b> <b>4f)</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.	N/A	
	<b>4g) *Indicator for grades K-2 only</b> Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	N/A	
	<b>4h)</b> Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	N/A	
<b>III. Questions and Tasks</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>5. TEXT-DEPENDENT QUESTIONS:</b> Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	Yes	The majority of questions are text-dependent.  One concern is that Module 1 features mostly "right there" questions.  There are non text-dependent questions scattered throughout, mostly in homework or exit tickets. An example is: "Why do people have rules to live by?"
	<b>REQUIRED</b> <b>5b)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and	Yes	Texts dependent questions are coherently sequenced and at the end of each module there are performance tasks that require students to synthesize information they have ascertained to prove that they have comprehended the concepts, themes, and ideas

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	making connections among the texts in the collection.		<p>presented in each module.</p> <p>Although there are opportunities for discussion within the modules, there are no assessment tasks in module 1 that allow for students to express understanding of texts through speaking and listening. 4 out of 6 Speaking and Listening standards are not addressed until module 4 according to the John Wiley 6th grade Teacher's Guide; however, module 4 was not submitted as a part of this review.</p>
	<p><b>REQUIRED</b></p> <p><b>5c)</b> Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i></p>	Yes	<p>Questions and tasks do include the language of the standards (e.g., graphic organizers and note catchers actually use these words and phrases in the directions or the headings: make inferences, find the central idea; analyze the text structure).</p> <p>For example, Module 1, unit 1, lesson 4 page 17 in the Teacher Resource Book uses words in the directions that reference (RL 6.1 - citing text-based evidence to support an analysis and asks the student to infer.)</p> <p>Because of the scaffolded organization of the modules, students do not reach a deep level of understanding until Module 3.</p> <p>In Module 1 and Module 2, students are provided with clues for text evidence to respond to questions, instead of students having to dig into the text to find evidence themselves. For example, in the student journal of Module 1, students are provided with excerpts from the texts to respond to, instead of the students having to work to find the evidence. In Module 2, students are asked questions, such as "What are the dots that Steve Jobs connected between his post-college experiences and his designing of the first Mac computer?" The quote from the text referencing this question is provided. This lessens the critical thinking and thought process behind answering</p>

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	<p><b>REQUIRED</b>  <b>5d)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	Yes	<p>the question.</p> <p>Another example of a question that does not assess the depth and complexity of the standards is:</p> <p>In paragraph 14, Steve Jobs said: "Sometimes life hits you in the head with a brick." What does he mean here? Does he mean that life literally hits you in the head with a brick?</p> <p>There are opportunities for using context clues to determine the meaning of vocabulary throughout the curriculum.</p> <p>A "word-catcher" is used throughout the Modules to document new words; however, there is no clear direction as to how to use the "word catcher" with instruction or application of the words.</p> <p>Several lessons in Module 2 are focused on Figurative Language using Bud, Not Buddy. No evidence of Figurative Language was found again until an assessment in Module 3.</p> <p>There is evidence of grammar lessons in Module 1. Sentence Structure lessons appear in Module 3, Lesson 11. Sentences and structure tasks are not consistent throughout.</p> <p>Speaking and Listening occurs in discussions surrounding texts; however, it is not assessed until Module 3.</p>
<p><b>6. ASSESSMENTS:</b>  Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can</p>	<p><b>REQUIRED</b>  <b>6a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	<p>Assessments are varied and measure progress through a gradual release of support scaffolds. Each module contains seven assessments – they are almost all on-demand. Each module also contains a final performance task that is a more supported project, often involving research. This project allows students to hone and analyze their independent abilities.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>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>Further, performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision.</p> <p>For Example: Module 1, weeks 1 -3 the instructional focus is making inferences about characters in the central novel and analyzing the stages of the corresponding articles. The Mid term assessment is based on RL 6.1 /6.3 and references the central novel and the End of unit assessment goes back to RL 6.1/6.3 and adds a written analysis of the central novel and the corresponding articles. As well as daily formative assessment-student self -assessment.</p>
	<p><b>REQUIRED</b> <b>6b)</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>	<p><b>Yes</b></p>	<p>In each module there are several rubrics and checklists that explain the criteria students should consider for writing smaller and extended writings.</p> <p>For example - Module 1 page 34 and page 63 and Module 1 unit 2 page 120 - expository writing Evaluation Rubric.</p>
	<p><b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p><b>Yes</b></p>	<p>There are a number of formative, summative, and self-assessments included throughout each module in different modes.</p> <p>Some assessments are Fist-to- five chart, Peer Feedback, quick write, Entrance/ Exit ticket, Mid unit assessment and end of unit assessment, objective-type questions, a smaller and sometimes an extended writing component. Each unit contains writing tasks graded using a rubric. There are little-to-no pre-assessments included.</p>
	<p><b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p><b>Yes</b></p>	<p>Assessment methods are unbiased and accessible to all students throughout the modules.</p> <p>There are ongoing assessments such as annotating texts, and think-pair-share and writing rubrics.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>IV. Scaffolding and Support</b>			
<p><b>7. 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 checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</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>	<p><b>Yes</b></p>	<p>In all modules, the pre-reading activities are built to scaffold and help the students engage and understand the text. Each lesson opens with activities that build on the prior lesson. Lesson and suggestions are provided to the teacher to meet all students' needs.</p> <p>For example: Teacher Guide, page 39 box labeled Meeting Student's Needs. In addition, the Instructional time spent on pre-reading is less than 10% of the activities and task. For example: Student Journal and Teacher Resource Book , Module 1, Unit 1 page 1 and 2 provides quick Write - Responding to a quote and picture is part of the pre-reading process.</p>
	<p><b>REQUIRED</b> <b>7b)</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>	<p><b>Yes</b></p>	<p>The materials provide sequencing and comprehension of complex text that are setup to build knowledge not just platforms to practice strategies. Although , a few of the lessons are labeled and linked to a specific strategy</p> <p>For example- Teacher's Guide - Module 1, Unit 1 lesson 4 and 5 Inferring about Characters, Unit 2 lesson 3 Using details to determine Theme.</p>
	<p><b>REQUIRED</b> <b>7c)</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>	<p><b>Yes</b></p>	<p>Materials regularly provide opportunities for teachers and students to return to and focus on parts of the text to guide students in re- reading, discussion and writing task.</p> <p>For example - Teacher Guide Module 1 page 40, part B - reading for Gist, Teacher's Resource Book, Module 1, unit 1 lesson 10, page 50 - partner writing strategy that incorporates going back into the text to participate in group discussion and writings and in the Students Journal Module 1 unit 1 lesson 3 page 9 - Homework; purpose for reading, has the students use evidence flags to mark specific passages to discuss in groups.</p>

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	<p><b>REQUIRED</b></p> <p><b>7d)</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>	<p><b>Yes</b></p>	<p>The materials are well organized; hence, easy to use for both teachers and students with all texts, graphic organizers, and text dependent questions being located sequentially in what they refer to as journals.</p> <p>For example, the Teacher's Guide, which contains explicit instructions per lesson is included, as well as a Teacher Resource Journal, which contains the same content as the Student Journal, but also includes some sample answers to graphic organizers and/or writings.</p>
	<p><b>7e)</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, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	<p><b>No</b></p>	<p>While there are several reminders to teachers to allow extended time or additional resources ( cue card, question stems, or additional graphic organizers) for ELL students or struggling readers, there are no explicit instructions that thoroughly explain how to assist students who fall into the above-mentioned categories.</p> <p>For example - Teacher Guide, Module 1, unit 2, lesson 9, page 192 discusses grouping ELL students and 193 discusses adding visuals or graphics to the learning target.</p>
	<p><b>7f)</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.</p>	<p><b>Yes</b></p>	<p>The content can be completed by the end of a regular school year. The lessons scaffold to allow revisiting of prior lessons and skills to further strengthen student understanding. Approximate times are provided for lessons and task.</p> <p>For example - Teacher Guide, Module 1 Unit 2, lesson 9, page 192, the opening time suggestion for The Lightning Thief Routine: Sharing Evidence Flags is 3 minutes, and the work time suggestion for close Reading Part 2; Identifying Details of Elements of Myth and Theme in Prometheus is 15 minutes. The suggestion times are suggested throughout all of the Modules.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>V. Writing to Sources and Research</b>			
<p><b>8. WRITING TO SOURCES:</b> The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED *Indicator for grades 3-12 only</b> <b>8a)</b> A vast majority of 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, drawing on textual evidence to support valid inferences from text.</p>	Yes	<p>The writing assignments are scaffolded to help develop skills in evidence-based writing, that includes all types of writing such as argument, explanation and narrative. Throughout the lessons there are consistent writing that incorporates the writing process.</p> <p>For Example - Student Journal and Teacher Resource Book, Unit 2, Lesson 15 has a Theme Graphic Organizer that helps the students make a claim that is evidence based text writing and lesson 16 writing process for an essay.</p>
	<p><b>REQUIRED</b> <b>8b)</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.</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>	Yes	<p>The materials include multiple writing task that are aligned to the three modes of writing; opinion/argumentative, informative and narrative.</p> <p>For example, the writing task in Module 1 focuses on informative /explanatory (W.6.2) and Narrative writing (W.6.3, Module 2 focuses on argument writing to support claims (W.6.1) and informative/explanatory writing, Module 3 focuses on informative/explanatory writing and Module 4 focuses on arguments writing to support claims with clear reasons and relevant evidence.</p>
	<p><b>REQUIRED</b> <b>8c)</b> Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Yes	<p>Students get ample writing opportunities that are varied in length and time demands</p> <p>For example, the writing opportunities involve Quickwrites, small constructed responses, short-answer responses, extended constructed responses, and 4- to 5-paragraph essays.</p>
	<p><b>REQUIRED</b> <b>8d)</b> Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, students listen to a text being read, work collaboratively to develop a plan for writing,</p>	Yes	<p>Each module presents opportunities for connections between writing, speaking and listening, reading, and the language standards.</p> <p>For example, for each of the major writing tasks,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly. 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>students are encouraged to write some type of writing and read and comprehend the criteria for which he/she will be graded via a rubric that explains the vocabulary for each criterion. Then each student is expected to share their writing with a peer, who peer reviews the writing using the rubric. Since each student will have read and comprehend the rubric, peer reviewing should be strong and meaningful.</p>
	<p><b>REQUIRED *Indicator for grades K-2 only</b>  <b>8e)</b> Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<p>N/A</p>	
	<p><b>8f) *Indicator for grades K-2 only</b>  Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	<p>N/A</p>	
	<p><b>8g)</b> Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	<p>Yes</p>	<p>Students are presented with short research projects to develop the expertise needed to conduct research independently.</p> <p>For example Mid Unit 3 Part 1 focused on researching and interpreting information and Part 2 explaining how the new information connects to the topic. Module 4 focus is Reading for Research and writing an argument and the Performance task is a research paper.</p>
<p><b>VI. Speaking and Listening</b></p>			
<p><b>9. SPEAKING AND LISTENING:</b>  Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career</p>	<p><b>REQUIRED</b>  <b>9a)</b> Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.</p>	<p>Yes</p>	<p>Throughout all of the modules students participate in class discussions and small group discussions based off of the texts and materials provided.</p> <p>For example, students are given the opportunity to engage in evidence-based conversations of the text.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>readiness.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>9b)</b> Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.</p>	<p><b>Yes</b></p>	<p>Students frequently participate in small and whole group discussions throughout each module about current texts being read.</p> <p>For example, module one, lesson 1, the students are instructed to respond to a quote and picture based off of the text, then the students are asked to share with a peer.</p>
	<p><b>REQUIRED</b>  <b>9c)</b> Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.</p>	<p><b>Yes</b></p>	<p>Because students are encouraged to participate in small and whole group sharing on almost a daily basis, this criteria is met. Additionally, materials demand that students use the academic language (requiring them to share inferences, examples of symbolism) as well as sharing textual evidence that helped them arrive at their answers.</p>
	<p><b>9d)</b> Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.</p>	<p><b>Yes</b></p>	<p>The material provides writing tools and graphic organizers to develop note taking, writing and listening strategies. The handouts are text based and task-specific to provide discussions and oral presentations.</p> <p>For example, the strategy Quick write encourages specific discussions based off of the text, and this strategy is ongoing throughout all of the modules.</p>
<p><b>VII. Language</b></p>			
<p><b>10. LANGUAGE:</b>  Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p>	<p><b>REQUIRED</b>  <b>10a)</b> Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the <a href="#">standards</a>.</p>	<p><b>No</b></p>	<p>The lessons meet language and grammar standards through the writing and speaking strategies and materials provided throughout the lessons. The lessons are not in depth but more of a reminder of what the paper needs. The writing activities progress towards a more formative assessments.</p> <p>For example - The mid term and the end of the units have rubrics that address complete sentence, errors</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			and readability.
<b>REQUIRED</b> <b>10b)</b> Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.	No	The materials and lessons do not provide students with samples of grammar and language sections for them to compare their own papers to.	
<b>REQUIRED</b> <b>10c)</b> Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.	Yes	<p>Lessons definitely focus on words critical to the meaning of the texts. Students are encouraged to model their own writing after the texts.</p> <p>For example, in the Teacher Resource Book, Module 1, unit 2, lesson 2, page 75, The graphic organizer helps the students to think deeply about the vocabulary used in the text and page 76 provides a prompt that encourages the students to further analyzes words in the text that helped provide the answer to the prompt.</p>	
<b>REQUIRED</b> <b>10d)</b> Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).	Yes	<p>The lessons do focus on determining word meaning and relationships among words and text. There are no memorizing word meanings and the vocabulary words are text-based and skill based.</p> <p>For example, in the Teacher Resource book, module 1, unit 2, lesson 1, page 66, the hand out helps the students to organize and review unfamiliar words from the text and page 24 -25 provides a handout that uses prefixes to determine the meaning of unfamiliar words.</p>	
<b>REQUIRED</b> <b>10e)</b> Materials build in frequent opportunities for connections between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use	No	While materials build in frequent opportunities for connections between the writing, reading and speaking and listening standards, there does not seem to be genuine connections to the language standards that are more grammar-based to help students better	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	grade-appropriate language conventions when speaking and writing about texts.		express their ideas, however, students are always encouraged to use grade-appropriate conventions when writing.  For example, the lessons provide a variety of activities and strategies, such as in Things Close Readers Do Anchor Chart p. 40, getting the gist of the text, citing evidence, using context clues to figure out word meanings, talk with other about the text annotating the text. and the worksheet on page 49, Purpose for reading that requires the students to complete a constructive response and use the criteria checklist for writing.
	<b>10f)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	<b>Yes</b>	Material and lessons engage students in rigorous - based conversation with groups or whole class to practice with natural language.

#### FINAL EVALUATION

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

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

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

**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. Complexity of Texts ( <b>Non-Negotiable</b> )	<b>Yes</b>	Texts are all within the recommended Lexile Levels per grade level.
	2. Quality of Texts ( <b>Non-Negotiable</b> )	<b>Yes</b>	Text are rich in content and allow students to build upon knowledge
	3. Range and Volume of Texts	<b>Yes</b>	Materials reflect range and volume of a variety of texts and genres recommended by the standards.
II: Foundational Skills	4. Foundational Skills ( <b>Non-Negotiable*</b> )	<b>N/A</b>	
III: Questions and Tasks	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	<b>Yes</b>	Texts require students to reread and support answers with text-dependent questions.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	6. Assessments	Yes	There are 6 assessments in each module that measure students' progress and mastery of the skills presented in each module.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	There are directions for scaffolding and support, but there could be more explanation and/or examples for low readers.
V: Writing to Sources and Research	8. Writing to Sources	Yes	Writing genres are varied and have students consistently use strong and relevant textual evidence to support their answers.
VI: Speaking and Listening	9. Speaking and Listening	Yes	Students are allowed to engage frequently in a both small and whole group discussions.
VII: Language	10. Language	No	There is little to no direct instruction of language standards, mostly those are grammar based, that allow students adequate time to become proficient with the standards
FINAL DECISION FOR THIS MATERIAL: <b>Tier II, Approaching quality</b>			

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

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>5</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>6</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: Paths to College and Career in English Language Arts

Grade: 7

Publisher: John Wiley & Sons, Inc.

Copyright: 2015

Overall Rating: Tier II, Approaching quality

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

STRONG	WEAK
1. Complexity of Texts (Non-Negotiable)	10. Language
2. Quality of Texts (Non-Negotiable)	
3. Range and Volume of Texts	
5. Text-Dependent Questions (Non-Negotiable)	
6. Assessment	
7. Scaffolding and Support	
8. Writing to Sources	
9. Speaking and Listening	

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

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

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

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

<sup>5</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>6</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>I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. COMPLEXITY OF TEXTS:</b> Materials present a progression of complex texts as stated by Reading Standard 10.<sup>7</sup></p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. 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>8</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>The central text of Module 1 is a 720L, although the qualitative measures make it appropriate for 7th grade. There are several other texts in Module 1, all within the appropriate complexity range.</p> <p>The central text of Module 2, Lyddie is a 860L with a grade equivalent of 6.5. Although it seems that this text was selected due to the module focus on working conditions, it is readily accessible and not appropriate for this time of the year in 7th grade. There are 4 texts within an appropriate range for this grade level; however, there are 3 texts in this module above the appropriate Lexile range for 7th grade.</p> <p>Module 3 contains poetry, two read alouds that are below Lexile, and 3 on-level texts, including the central text.</p> <p>Module 4, which cannot be reviewed for reader and task considerations, contains 7 texts that extend well beyond the Lexile range for 7th grade, along with 6 texts within appropriate range.</p> <p>Two central texts out of five are appropriate according to quantitative measures. Three out of five central texts are qualitatively within range for 7th grade.</p>
	<p><b>REQUIRED</b></p> <p><b>1b)</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>Overall, materials increase in complexity throughout the course. Quantitatively, the texts in Module 2 are more complex than the texts in Module 3. The read aloud texts in Module 3 are below Lexile range for 7th grade. Module 3 may be more appropriate as the 2nd Module.</p>

<sup>7</sup> Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

<sup>8</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> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>2. QUALITY OF TEXTS:</b></p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	<p><b>Yes</b></p>	<p>90% of the texts provide rich opportunities for students to engage with tasks and meet grade-level standards. Majority of the text are content rich and topics change as the module changes.</p> <p>For example, in module 1 students are provided with fictional account of two characters during the Sudanese Civil War as their anchor text and are given paired informational text on Sudan. The same patterns are seen throughout the modules with module four providing students with scientific research on adolescent brain development and the effects of entertainment screen time.</p>
	<p><b>REQUIRED</b></p> <p><b>2b)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</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 concepts, themes, and topics through reading, writing, listening and speaking.</p>	<p><b>Yes</b></p>	<p>The texts are organized so that they speak to one another and so that students can build knowledge. Reading, writing, and discussing is integrated into each module.</p>
	<p><b>REQUIRED</b></p> <p><b>2c)</b> Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.</p>	<p><b>Yes</b></p>	<p>Students are asked to reread sections of the text to respond to guiding questions, as well as for homework.</p>
	<p><b>2d)</b> 90% of texts are previously published rather than “commissioned.”</p>	<p><b>Yes</b></p>	<p>90% of the text that is used in the Modules are previously published.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p><b>3. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.K.9</a>, <a href="#">RI.1.9</a>, <a href="#">RI.2.3</a>, <a href="#">RL.2.9</a>, <a href="#">RL.9-10.6</a>, <a href="#">RI.7.7</a>, or <a href="#">RI.11-12.9</a>).</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>3a)</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>	Yes	A balance is met throughout the grade level. Some modules contain more informational texts than literature and vice versa.
	<p><b>REQUIRED</b> <b>3b)</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>	Yes	There are both print and non-print texts in different formats and lengths (videos, artifacts, comparing text to film, magazine articles, poems, speeches, web-based pieces).
	<p><b>3c)</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	Many of the informational texts have an informational text structure rather than a narrative structure.
	<p><b>3d)</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>	Yes	In the teacher module, each of the four modules contain recommended texts (categorized by Lexile levels) and a variety of related or extension-type activities that are geared to increasing student interest, to build reading stamina, motivation, or to allow students to extend their knowledge.
<b>II. Foundational Skills (grades K-5 only)</b>			
<p><b>Tier 1 and 2 Non-Negotiable*</b> <b>4. 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</p>	<p><b>REQUIRED *Indicator for grades K-2 only</b> <b>4a)</b> Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of <a href="#">Appendix A</a>, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p><b>REQUIRED</b> <b>4b)</b> In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.  In grades 3-5, materials demand knowledge of grade-level</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>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>phonic patterns and word analysis skills.</p>		
	<p><b>REQUIRED</b>  <b>4c)</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 by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.  <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>N/A</p>	
	<p><b>REQUIRED</b>  <b>4d)</b> Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>N/A</p>	
	<p><b>REQUIRED</b>  <b>4e)</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 prose and poetry at students’ reading level with accuracy, rate appropriate to the text, and expression.</p>	<p>N/A</p>	
	<p><b>REQUIRED</b>  <b>4f)</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>	<p>N/A</p>	
	<p><b>4g) *Indicator for grades K-2 only</b>  Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals.</p>	<p>N/A</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.		
	<b>4h)</b> Submissions 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>III. Questions and Tasks</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>5. TEXT-DEPENDENT QUESTIONS:</b></p> <p>Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<b>Yes</b>	<p>Module 1 instructs students to gather evidence from texts. Students are prompted with a text dependent question, then collect evidence through graphic organizers.</p> <p>Module 2 contains an abundance of text dependent questions in the student journal in the form of quick checks, as well as embedded in the graphic organizers for the central texts. It should be noted that many of the questions are right-there questions. For example, What does Libby want Amelia to do on the Sabbath? and List three things that Libby notices on her first day in the weaving room about her work and the working conditions.</p> <p>Students are prompted to answer in writing and through discussion.</p>
	<p><b>REQUIRED</b></p> <p><b>5b)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.</p>	<b>Yes</b>	<p>Text dependent questions are coherently sequenced and at the end of each module there are performance tasks that require students to synthesize information they have ascertained to prove that they have comprehended the concepts, themes, and ideas presented in each module.</p> <p>For example- Module 1, End of Unit 2 assessment has a graphic organizer and short constructed responses based off of text dependent questions that lead to the performance task of a scaffold approach to writing an expository text for A Long Walk to Water.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p><b>REQUIRED</b>  <b>5c)</b> Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i></p>	<p><b>Yes</b></p>	<p>Questions and tasks include the language of the standards (e.g., graphic organizers and note catchers actually use these words and phrases in the directions or the headings: make inferences, find the central idea; analyze the text structure).</p> <p>Examples of questions that do not assess the depth and complexity required by the standards include:</p> <p>Why does Betsy leave the mill?</p> <p>How does Lyddie compare her factory work to her life in the tavern?</p> <p>The assessments have more standard language; however, the day-to-day lessons do not include the same language in the student journal which could lead to a gap in understanding.</p>
	<p><b>REQUIRED</b>  <b>5d)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on 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>Modules include questions regarding vocabulary and context clues, as well as structure.</p> <p>Students are asked to analyze figurative language and structure to determine theme.</p>
<p><b>6. 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><b>REQUIRED</b>  <b>6a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p><b>Yes</b></p>	<p>Each module provides a gradual release of supporting scaffolds for students to measure their independent abilities. There are built-in Mid-unit and End-of-Unit, assessments comprised of objective questions, constructed response questions (called Quickwrites), and essays that allow students to measure their learning.</p> <p>For example, there are built-in Mid-unit and End-of-Unit assessments comprised of objective questions, constructed response questions, and essays that allow</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			students to measure their learning.
	<b>REQUIRED</b> <b>6b)</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	In each module there are several rubrics and checklists that explain the criteria students should consider for writing smaller and extended writings.
	<b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	<p>There are a number of formative, summative, and self-assessments included throughout each module in different modes. Some assessments are Fist-to- five chart, Peer Feedback, quick write, Entrance/ Exit ticket, Mid unit assessment and end of unit assessment, objective-type questions, a smaller and sometimes an extended writing component. Each unit contains writing tasks graded using a rubric. There are little-to-no pre-assessments included.</p> <p>For example, some assessments are daily lesson assessments (Entrance/ Exit tickets), mid- and end-of-unit assessments, and a culminating performance task. Each unit contains writing tasks graded using a rubric. There are little-to-no pre-assessments included.</p>
<b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	<p>Assessment methods are unbiased and accessible to all students throughout the modules.</p> <p>There are ongoing assessments such as annotating texts, and think-pair-share and writing rubrics.</p>	
<b>IV. Scaffolding and Support</b>			
<b>7. 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.	<b>REQUIRED</b> <b>7a)</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.	Yes	In all modules, the pre-reading activities are built to scaffold and help the students engage and understand the text.
	<b>REQUIRED</b> <b>7b)</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	Yes	Texts are the central focus and reading strategies support comprehension.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>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>		
	<p><b>REQUIRED</b> <b>7c)</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	<p>Each module regularly directs teachers to focus on the text by guiding students to rereading, discussion, and writing about the content they are studying. In fact, the entire focus of Module 1 is “Reading Closely and Writing to Learn.”</p>
	<p><b>REQUIRED</b> <b>7d)</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>	Yes	<p>The materials are well organized; hence, easy to use for both teachers and students with all texts, graphic organizers, and text dependent questions being located sequentially in what they refer to as journals.</p>
	<p><b>7e)</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, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	No	<p>While there are several reminders to teachers to allow extended time or additional resources (cue card, question stems, or additional graphic organizers) for ELL students or struggling readers, there are no explicit instructions that thoroughly explain how to assist students who fall into the above-mentioned categories.</p> <p>For example - Teacher Guide, Module 1, unit 1, lesson 1, page 40 discusses how to scaffold the module for learners who struggle.</p>
	<p><b>7f)</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.</p>	Yes	<p>The content can be completed by the end of a regular school year. The lessons scaffold to allow revisiting of prior lessons and skills to further strengthen student understanding. Approximate times are provided for lessons and task.</p>
<b>V. Writing to Sources and Research</b>			
<p><b>8. WRITING TO SOURCES:</b> The majority of written tasks are text-dependent and reflect the writing genres named in the</p>	<p><b>REQUIRED *Indicator for grades 3-12 only</b> <b>8a)</b> A vast majority of written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well--</p>	Yes	<p>The writing assignments are scaffolded to help develop skills in evidence-based writing, that include all types of writing such as argument, explanation and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
standards.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	defended claims and clear information, drawing on textual evidence to support valid inferences from text.		narrative.
	<b>REQUIRED</b> <b>8b)</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.  In grades 3-12, tasks included blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.	<b>Yes</b>	The materials include multiple writing tasks that are aligned to the three modes of writing; opinion/argumentative, informative and narrative.  For example, in module 1, students write a researched based two-voice poem. In module 2, students write a brochure on working conditions, while writing a children's book to retell the anchor text in module 3. In module 4, a visual representation of position paper is used as the end assessment.
	<b>REQUIRED</b> <b>8c)</b> Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).	<b>Yes</b>	Students get ample writing opportunities that are varied in length and time demands  For example the writing opportunities involve Quickwrites, small constructed responses, short-answer responses, extended constructed responses, and 4- to 5-paragraph essays.
	<b>REQUIRED</b> <b>8d)</b> Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly. 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.	<b>Yes</b>	Each module presents opportunities for connections between writing, speaking and listening, reading, and the language standards.  For example, for each of the major writing tasks, students are encouraged to write some type of writing and read and comprehend the criteria for which he/she will be graded via a rubric that explains the vocabulary for each criterion. Then, each student is expected to share their writing with a peer, who peer reviews the writing using the rubric. Since each student will have read and comprehended the rubric, peer reviewing should be strong and meaningful.
	<b>REQUIRED *Indicator for grades K-2 only</b> <b>8e)</b> Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	<b>N/A</b>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p><b>8f) *Indicator for grades K-2 only</b> Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	N/A	
	<p><b>8g)</b> 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>Students are presented with short research projects to develop the expertise needed to conduct research independently.</p> <p>For example, students are afforded the opportunity in unit 2 of each module to research a topic in conjunction with an extended reading.</p>
<b>VI. Speaking and Listening</b>			
<p><b>9. SPEAKING AND LISTENING:</b> Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>9a)</b> Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.</p>	Yes	<p>There are multiple opportunities for students to participate in small and whole group discussions across all modules.</p>
	<p><b>REQUIRED</b> <b>9b)</b> Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.</p>	Yes	<p>Communication skills are integrated throughout each module, with oral tasks demanding that they engage effectively in a range of conversations.</p>
	<p><b>REQUIRED</b> <b>9c)</b> Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.</p>	Yes	<p>Each module provides opportunities for students to immerse themselves in speaking and listening, reading, writing and the language standards. There are frequent opportunities for students to participate in discussions about text with a partner, small group, and whole class. In particular, Module 4 requires students to gather and use evidence to not only create a claim, but also defend their claim and advocate persuasively for their selected claim.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<b>9d)</b> Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.	<b>Yes</b>	This is evident, particularly during Fishbowl discussions.
<b>VII. Language</b>			
<b>10. LANGUAGE:</b> Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>10a)</b> Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the <a href="#">standards</a> .	<b>No</b>	The lessons meet language and grammar standards through the writing and speaking strategies and materials provided throughout the lessons. The lessons are not in depth but more of a reminder of what the paper needs. The writing activities progress towards a more formative assessments. For example - The mid-term and the end of the units have rubrics that address complete sentence, errors and readability.
	<b>REQUIRED</b> <b>10b)</b> Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.	<b>No</b>	The materials and lessons do not provide students with samples of grammar and language sections for them to compare their own papers to.
	<b>REQUIRED</b> <b>10c)</b> Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.	<b>Yes</b>	Lessons definitely focus on words critical to the meaning of the texts. Students are encouraged to model their own writing after texts
	<b>REQUIRED</b> <b>10d)</b> Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).	<b>Yes</b>	The lessons do focuses on determining word meaning and relationships among words and text. There are no memorizing word meanings and the vocabulary words are text-based and skill based.
	<b>REQUIRED</b> <b>10e)</b> Materials build in frequent opportunities for connections between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use	<b>No</b>	While materials build in frequent opportunities for connections between the writing, reading and speaking and listening standards, there does not seem to be genuine connections to the language standards that are more grammar-based to help students better express their ideas, however, students are always

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	grade-appropriate language conventions when speaking and writing about texts.		encouraged to use grade-appropriate conventions when writing.  For example, the lessons provide a variety of activities and strategies, such as in Things Close Readers Do Anchor Chart p. 43, getting the gist of the text, citing evidence, using context clues to figure out word meanings, and talk with other about the text annotating the text. Purpose for reading that requires the students to complete a constructive response and use the criteria checklist for writing.
	<b>10f)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	<b>Yes</b>	Material and lessons engage students in rigorous - based conversation with groups or whole class to practice with natural language.

#### FINAL EVALUATION

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

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

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

**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. Complexity of Texts ( <b>Non-Negotiable</b> )	<b>Yes</b>	Texts are all within the recommended Lexile Levels per grade level.
	2. Quality of Texts ( <b>Non-Negotiable</b> )	<b>Yes</b>	Text are rich in content and allow students to build upon knowledge
	3. Range and Volume of Texts	<b>Yes</b>	Materials reflect range and volume of a variety of texts and genres recommended by the standards.
II: Foundational Skills	4. Foundational Skills ( <b>Non-Negotiable*</b> )	<b>N/A</b>	
III: Questions and Tasks	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	<b>Yes</b>	Texts require students to reread and support answers with text-dependent questions.
	6. Assessments	<b>Yes</b>	There are 6 assessments in each module that measure students’ progress and mastery of the skills presented

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			in each module.
IV: Scaffolding and Support	7. Scaffolding and Support	<b>Yes</b>	There are directions for scaffolding and support, but there could be more explanation and/or examples for low readers.
V: Writing to Sources and Research	8. Writing to Sources	<b>Yes</b>	Writing genres are varied and have students consistently use strong and relevant textual evidence to support their answers.
VI: Speaking and Listening	9. Speaking and Listening	<b>Yes</b>	Students are allowed to engage frequently in a both small and whole group discussions.
VII: Language	10. Language	<b>No</b>	There is little to no direct instruction of language standards, mostly those are grammar based, that allow students adequate time to become proficient with the standards
FINAL DECISION FOR THIS MATERIAL: <b>Tier II, Approaching quality</b>			

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



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>9</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>10</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: Paths to College and Career in English Language Arts

Grade: 8

Publisher: John Wiley & Sons, Inc.

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Overall Rating: Tier II, Approaching quality

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

STRONG	WEAK
1. Complexity of Texts (Non-Negotiable)	10. Language
2. Quality of Texts (Non-Negotiable)	
3. Range and Volume of Texts	
5. Text-Dependent Questions (Non-Negotiable)	
6. Assessment	
7. Scaffolding and Support	
8. Writing to Sources	
9. Speaking and Listening	

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

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

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

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

<sup>9</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>10</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>I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. COMPLEXITY OF TEXTS:</b> Materials present a progression of complex texts as stated by Reading Standard 10.<sup>11</sup></p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. 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>12</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>Quantitative measures indicate a large number of texts in this curriculum that exceed the Lexile stretch band. 13 texts are noted above an 1185L. 11 texts are noted below the 925L for the bottom of the stretch.</p> <p>Qualitative measures justify Lexiles on the lower end of the range. In Module 1, the novel <i>Inside Out and Back Again</i>, which is the central text, has a Lexile level of 800, seemingly appropriate for 4th and 5th graders. <i>To Kill a Mockingbird</i>, typically taught in 9th or 10th grade, has a Lexile level of 870. When considered qualitatively, <i>To Kill a Mockingbird</i> has more mature topics (e.g., coming of age, violence and crime) and the sophisticated, sometimes archaic vocabulary and complex sentence structure would definitely allow students to demonstrate mastery of the grade-level standards. Most of the poetry, speeches, and narratives are considered average to high qualitatively (e.g., <i>Truth's, Ain't I a Woman</i> and <i>Chisolm's, Equal Rights for Women</i> (Lexile of 1180) located in Module 2.</p>
	<p><b>REQUIRED</b></p> <p><b>1b)</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>As students move through the scope and sequence of the four modules, the complexity of each text increases.</p> <p>In Module 1, <i>Inside Out and Back Again</i>, told from the perspective of a 10-year-old Vietnamese girl in a seemingly simplistic, journal style has a Lexile level of 800. Module 2's main text, <i>To Kill a Mockingbird</i>, has a Lexile level of 870 but other texts require students to synthesize a variety of information surrounding similar thematic issues. Module 3's main text, <i>Unbroken</i>, is a more challenging text with a Lexile level of 1010 that allows students to synthesize information from a</p>

<sup>11</sup> Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

<sup>12</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> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>variety of perspectives as people share their experiences surrounding WWII. Finally, Module 4's main text, The Omnivore's Dilemma, has a Lexile level of 930, but qualitatively will require students to formulate their own claims and reasons and write an argumentative speech about the best food chain about the U.S.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>2a)</b> 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	<p><b>Yes</b></p>	<p>90% of the texts provide rich opportunities for students to engage with tasks and meet grade-level standards. Majority of the texts are content rich and topics change as the module changes.</p> <p>For example, the aforementioned novels (e.g., those that deal with the Vietnam War, WWII, and Japanese Internment Camp experiences) and texts, such as Solitude, by Ella Wheeler Wilcox and Incident, by Countee Cullen are among authentic texts.</p>
	<p><b>REQUIRED</b>  <b>2b)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</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 concepts, themes, and topics through reading, writing, listening and speaking.</p>	<p><b>Yes</b></p>	<p>Each module is coherent with a collection of connected texts that builds vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening, and speaking.</p> <p>For example, Module 1 allows students to build knowledge about the history of Vietnam and the many invasions it had to endure. Students also look closely into the lives of a variety of people, particularly children and teenagers like themselves, and how they dealt with the perils and fears of being a refugee. Students build their knowledge about these concepts through a variety of texts (e.g., photographs [gallery walk], historical fiction novel, informational articles, personal interviews, articles, and even a transcript.) Texts, though some could be loosely connected, are not connected across all four modules: In Module 1 students experience the refugee experience; in Module 2 students read texts about taking a stand and following the golden rule; in Module 3 students read</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			about different perspectives of people experiencing incidents/aspects of WW2; and in Module 4 students read about the foods we eat in America.
	<b>REQUIRED</b> <b>2c)</b> Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.	<b>Yes</b>	There are multiple, careful readings included in each module where students complete close reads related to the central text.  Although the first text, Inside Out and Back Again, may be questionable as a grade-appropriate text. All other anchor texts per module are carefully read and analyzed throughout the entire module.
	<b>2d)</b> 90% of texts are previously published rather than “commissioned.”	<b>Yes</b>	90% of the texts that is used in the Modules are previously published and stays focused on the module titles.  Texts like Mine Okubo located in Module 3 were written by the company for instructional purposes.
<b>3. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.K.9</a> , <a href="#">RI.1.9</a> , <a href="#">RI.2.3</a> , <a href="#">RL.2.9</a> , <a href="#">RL.9-10.6</a> , <a href="#">RI.7.7</a> , or <a href="#">RI.11-12.9</a> ).  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>3a)</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.)	<b>Yes</b>	Modules 1, 2, and 3 begin with literary texts that scaffold into informational texts with the exception of Module 4, which focuses on research through informational texts. Some modules contain more informational texts than literature and vice versa.  For example, To Kill a Mockingbird has 336 pages; Unbroken has 473 pages, and Omnivore's Dilemma has 464 pages. It should be noted that while not all novels are read in their entirety, at least 70% - 80% of each text is read.
	<b>REQUIRED</b> <b>3b)</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).	<b>Yes</b>	The texts that make up each module are presented in a variety of Genre and formats.  Module 1: photographs [gallery walk], novels, articles, map of Asia, and transcript; Module 2: novel, speeches, poems, and articles; film version of novel (to compare); Module 3: novel, articles, map of areas covering WWII, photographs [gallery walk], and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			Module 4: novel with a variety of text features for numerous purposes, articles, charts.
	<p><b>3c)</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	<p>Many of the informational texts have an informational text structure rather than a narrative structure. Furthermore, each module contains some type of informational text.</p> <p>Module 1 (transcript, article, interview); Module 2 (speeches mostly); Module 3 (articles, essays; anchor text is a biography); Module 4 (articles).</p>
	<p><b>3d)</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>	Yes	<p>Each of the four modules contain recommended texts (categorized by Lexile levels) and a variety of related or extension-type activities that are geared to increasing student interest, to build reading stamina, motivation, or to allow students to extend their knowledge.</p> <p>For example, in Module 2, students, with parent permission, are invited to attend a rally for a cause in which they believe and share the experience, or teachers are told to invite an activist from the Civil Rights movement in to speak with students.</p>
<b>II. Foundational Skills (grades K-5 only)</b>			
<p><b>Tier 1 and 2 Non-Negotiable*</b></p> <p><b>4. 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</p>	<p><b>REQUIRED *Indicator for grades K-2 only</b></p> <p><b>4a)</b> Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of <a href="#">Appendix A</a>, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>4b)</b> In grades K-2, materials include student texts that allow for systematic, regular 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	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>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><b>REQUIRED</b>  <b>4c)</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 by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.  <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>4d)</b> Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A	
	<p><b>REQUIRED</b>  <b>4e)</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 prose and poetry at students’ reading level with accuracy, rate appropriate to the text, and expression.</p>	N/A	
	<p><b>REQUIRED</b>  <b>4f)</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>4g) *Indicator for grades K-2 only</b>  Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	appropriate rate, expressiveness and accuracy.		
	<b>4h)</b> Submissions 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>III. Questions and Tasks</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>5. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<b>Yes</b>	<p>The minimum of 80% of all questions being text-dependent are met; however, text dependent questions are not consistent throughout the student journal. Graphic organizers are used to cite textual evidence and engage in peer collaboration to ensure higher order thinking.</p> <p>The Module 1 Student Journal is set up with graphic organizers that have text dependent questions and space for students to write notes to respond to the questions. Many of the questions are "right-there questions, such as What are some details from the text that describe the danger in Ha's country? and Is the papaya tree healthy or not? What is your evidence? In the Module 2, graphic organizers and note-catchers to collect evidence are approximately 50% of the work. In Module 3, the focus of the student journal seems to be vocabulary and language, and writing the gists of paragraphs.</p> <p>Although there are questions in the Teacher's Guide to prompt discussion, there is not a sufficient amount of TDQs to be answered in written response.</p>
	<p><b>REQUIRED</b>  <b>5b)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.</p>	<b>Yes</b>	<p>Questions and tasks are coherently sequenced and at the end of each module there are performance tasks that require students to synthesize information they have gained express understanding of the concepts, themes, and ideas presented in each module.</p> <p>For example, in Unit 1, students learned about the changes a family and country must endure when war is approaching. Unit 2 builds on Unit 1 by having</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			students go through the experiences with Ha’s family though the text Inside Out and Back Again. Students deepen their understanding by reading a variety of nonfiction texts across eras and cultures, where they will expand their knowledge about many refugees’ search for a new place to call home.
	<p><b>REQUIRED</b>  <b>5c)</b> Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. (<i>Note: not every standard must be assessed with every text.</i>)</p>	Yes	<p>The majority of questions include the language of the standards. Graphic organizers and note catchers actually use the following words and phrases in the directions or the headings: make inferences, find the central idea; analyze the text structure).</p> <p>Examples of questions that do not assess the depth and complexity required by the standards include:</p> <p>According to this document, what are three of the Japanese Government's goals?</p> <p>What did FDR accuse Japan of doing?</p> <p>The assessments have more standard language; however, the day-to-day lessons do not include the same language in the student journal, which could lead to a gap in understanding.</p>
	<p><b>REQUIRED</b>  <b>5d)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	Yes	<p>The questions and tasks regularly ask the students to complete the assignments by addressing the language of the texts.</p> <p>For example, Module 2, Unit 1, Lesson 3, lessons guide students through the examination of the text structure and how meaning is inferred from three poems from the same time period.</p> <p>Other examples include vocabulary charts and Frayer Models throughout, as well as:</p> <p>Module 1:In paragraph 3 of this section, the author describes a pantheon and string of war heroes. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>word pantheon means “like a hall of fame.” Based on this information and other context clues, what does the word string mean as it is used in this text? What specifically do you notice about the heroes the author lists and how he describes them?</p> <p>Module 2: Analyzing Text Structure Note Catcher</p> <p>Module 3: Vocabulary Squares</p>
<p><b>6. 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>6a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p><b>Yes</b></p>	<p>Assessments are varied and measure progress through a gradual release of support scaffolds. Each module contains seven assessments – they are almost all on-demand. Each module also contains a final performance task that is a more supported project, often involving research. This project allows students to hone and analyze their independent abilities. Further, performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision.</p>
	<p><b>REQUIRED</b> <b>6b)</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>	<p><b>Yes</b></p>	<p>In each module there are several rubrics and checklists that explain the criteria students should consider for writing smaller and extended writings.</p> <p>For example, in Module 1, Unit 2, Lesson 20, the glossary contains the word "valid." Then it proceeds to give the meaning of the word "valid," uses it in a sentence, and explains the opposite of the word, "invalid."</p>
	<p><b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p><b>Yes</b></p>	<p>There are a number of formative, summative, and self-assessments included throughout each module in different modes.</p> <p>For example, some assessments are Fist-to-five chart, Peer Feedback, quick write, Entrance/ Exit ticket, Mid-unit assessment and end of unit assessment, objective-type questions, a smaller and sometimes an extended writing component. Each unit contains writing tasks</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p><b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p><b>Yes</b></p>	<p>graded using a rubric. There are little-to-no pre-assessments included.</p> <p>Assessment method are unbiased and accessible to all students throughout the modules.</p> <p>For example, there are ongoing assessments such as annotating texts, and think-pair-share and writing rubrics.</p>
<p><b>IV. Scaffolding and Support</b></p>			
<p><b>7. 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 checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</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>	<p><b>Yes</b></p>	<p>In all modules, the pre-reading activities are built to scaffold and help the students engage and understand the text. Each lesson opens with activities that build on the prior lesson. Lesson and suggestions are provided to the teacher to meet all students' needs.</p> <p>For example, in Module 1, there are a total of 40 lessons among 3 units. Only two lessons, consisting of a gallery walk of images and sentence strips to make further inferences, are pre-reading activities. These activities do provide some background knowledge and are used to engage student interest about a culture for which they might be unfamiliar.</p>
	<p><b>REQUIRED</b> <b>7b)</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>	<p><b>Yes</b></p>	<p>The materials provide sequencing and comprehension of complex text that are setup to build knowledge not just platforms to practice strategies. Although a few of the lessons are labeled and linked to a specific strategy</p> <p>For example, in Module 3, Unit 2, Lesson 8, the teacher brings students through a lesson where they identify different medium types, analyze some around the room, and then discuss their advantages and disadvantages. Then proceed to mimic this strategy by using authentic texts in the unit, so they build a deeper understanding about the different perspectives about Japanese Internment camps.</p>

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	<p><b>REQUIRED</b>  <b>7c)</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>	<p><b>Yes</b></p>	<p>Materials regularly provide opportunities for teachers and students to return to and focus on parts of the text to guide students in re- reading, discussion and writing task.</p> <p>For example, in Module 2, Unit 1, Lesson 11, teachers are directed to have students read a key scene from Chapter 2 of To Kill a Mockingbird. Rereading of this scene the second time is to have students analyze why characters feel the need to take a stand rather than just identifying that someone has taken a stand.</p>
	<p><b>REQUIRED</b>  <b>7d)</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>	<p><b>Yes</b></p>	<p>The materials are well organized; hence, easy to use for both teachers and students with all texts, graphic organizers, and text dependent questions being located sequentially in what they refer to as journals.</p> <p>For example, a Teacher's Guide, which contains explicit instructions per lesson is included, as well as a Teacher Resource Journal, which contains the same content as the Student Journal, but it also includes some sample answers to graphic organizers and/or writings for teachers to use as a reference.</p>
	<p><b>7e)</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, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	<p><b>No</b></p>	<p>While there are several reminders to teachers to allow extended time or additional resources (cue card, question stems, or additional graphic organizers) for ELL students or struggling readers, there are no explicit instructions that thoroughly explain how to assist students who fall into the above-mentioned categories.</p>
	<p><b>7f)</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.</p>	<p><b>Yes</b></p>	<p>The content can be completed by the end of a regular school year. The lessons scaffold to allow revisiting of prior lessons and skills to further strengthen student understanding. Approximate times are provided for lessons and task.</p>
<p><b>V. Writing to Sources and Research</b></p>			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p><b>8. WRITING TO SOURCES:</b> The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED *Indicator for grades 3-12 only</b> <b>8a)</b> A vast majority of 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, drawing on textual evidence to support valid inferences from text.</p>	Yes	The writing assignments are scaffolded to help develop skills in evidence-based writing that includes all types of writing such as argument, explanation and narrative. Throughout the lessons there are consistent writing that incorporates the writing process.
	<p><b>REQUIRED</b> <b>8b)</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.</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>	Yes	<p>The materials include multiple writing task that are aligned to the three modes of writing; opinion/argumentative, informative and narrative.</p> <p>For example, in Module 1, students write an informative essay and a researched-based poem about the refugee experience. In Module 2, students write and perform a script for Readers Theater. In Module 3, student write an informative essay and a narrative essay that is text-based; and in Module 4, students write an argumentative paper for which food chain would best feed the U.S.</p>
	<p><b>REQUIRED</b> <b>8c)</b> Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Yes	<p>Students get ample writing opportunities that are varied in length and time demands.</p> <p>For examples, Quickwrites, small constructed responses, short-answer responses, extended constructed responses, and 4- to 5-paragraph essays are evident.</p>
	<p><b>REQUIRED</b> <b>8d)</b> Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly. 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</p>	Yes	<p>Each module presents opportunities for connections between writing, speaking and listening, reading, and the language standards.</p> <p>For example, for each of the major writing tasks, students are encouraged to write some type of writing and read and comprehend the criteria for which he/she will be graded via a rubric that explains the vocabulary for each criterion. Then each student is expected to share their writing with a peer who peer reviews the writing using the rubric. Since each student will have read and comprehended the rubric,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	writing with a peer who reviews the writing against using a peer review checklist.		peer reviewing should be strong and meaningful.
	<b>REQUIRED *Indicator for grades K-2 only</b> <b>8e)</b> Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	<b>N/A</b>	
	<b>8f) *Indicator for grades K-2 only</b> Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.	<b>N/A</b>	
	<b>8g)</b> Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	<b>Yes</b>	Students are presented with short research projects to develop the expertise needed to conduct research independently.  For example, in Module 1, Unit 3, students have to perform sufficient research to create a free verse poem of a culturally appropriate fictional character profile who is able to show his refugee experience of being turned "Inside Out."
<b>VI. Speaking and Listening</b>			
<b>9. SPEAKING AND LISTENING:</b> Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>9a)</b> Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	<b>Yes</b>	Throughout all of the modules students participate in class discussions and small group discussions based off of the texts and materials provided.  For example, in Module 2, Unit 1, Lesson 4, students participate in a Jigsaw activity where pairs or partners are given claims from the text on an index card. Then students work together to find strong textual evidence from the text to support the claim. All pairs or group members must be in agreement about the evidence located.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p><b>REQUIRED</b>  <b>9b)</b> Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.</p>	<p><b>Yes</b></p>	<p>Students frequently participate in small and whole group discussions throughout each module about current texts being read.</p> <p>For example, in Module 2, Unit 1, Lesson 5, students have the opportunity to participate in a Chalk Talk, which entails the teacher writing text dependent questions on chart paper for student pairs/small groups to ponder. Students walk around with their annotated texts adding their thoughts to chart after discussing with their peers.</p>
	<p><b>REQUIRED</b>  <b>9c)</b> Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.</p>	<p><b>Yes</b></p>	<p>Because students are encouraged to participate in small and whole group sharing on almost a daily basis, this criteria is met. Additionally, materials demand that students use the academic language (requiring them to share inferences, examples of symbolism) as well as sharing textual evidence that helped them arrive at their answers.</p>
	<p><b>9d)</b> Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.</p>	<p><b>Yes</b></p>	<p>The material provides writing tools and graphic organizers to develop note taking, writing and listening strategies. The handouts are text based and task-specific to provide discussions and oral presentations.</p> <p>For example, in Module 1, Unit 1, Lesson 11, students participate in a Jigsaw activity about a text. Students are assigned sections (e.g., number heads of 1, 2, 3, 4). Students are grouped according to similar sections in which they become experts. Pre-selected questions are given in the form of a graphic organizer for students in a group to answer as they discuss the questions. When students return to other groups, they are free to add notes, ideas, or thoughts shared by others to their notes.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>VII. Language</b>			
<b>10. LANGUAGE:</b> Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>10a)</b> Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the <a href="#">standards</a> .	<b>No</b>	The lessons meet language and grammar standards through the writing and speaking strategies and materials provided throughout the lessons. However, the lessons are not in depth, but more of a reminder of what the paper needs. The writing activities progress towards a more formative assessments.  For example, the midterm and the end of the units have rubrics that address complete sentence, errors and readability.
	<b>REQUIRED</b> <b>10b)</b> Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.	<b>No</b>	The materials and lessons do not provide students with samples of grammar and language sections for them to compare their own papers to.
	<b>REQUIRED</b> <b>10c)</b> Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.	<b>Yes</b>	Lessons definitely focus on words critical to the meaning of the texts. Students are encouraged to model their own writing after texts.  For example, in Module 1, Unit 1, Lesson 12, students learn about the subtle nuances between words that help develop tone. Students are guided to discuss differences between words like “bicker” vs. “argue,” and “chuckle” vs. “laugh.” At the conclusion of this lesson, students are directed back to the text to write a Quick Write about the tone of the text and to select and explain the word choice that helped them to determine that tone.
	<b>REQUIRED</b> <b>10d)</b> Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).	<b>Yes</b>	The lessons focus on determining word meaning and relationships among words and text. There is no rote memorization of word meanings, and the vocabulary words are text-based and skill based.  For example, in one of the nonfiction texts in Module 1, Unit 1, Lesson 13, students read where the a military

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			rescue in Vietnam quickly changed to a humanitarian rescue. Students are instructed to look deeper at the word humanitarian (look at the word part “human” and how the soldiers were more trying to save people from suffering or dying.) Hence, they glean meaning from word parts and context clues.
	<b>REQUIRED</b> <b>10e)</b> Materials build in frequent opportunities for connections between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.	<b>No</b>	While materials build in frequent opportunities for connections between the writing, reading and speaking and listening standards, there does not seem to be genuine connections to the language standards that are more grammar-based to help students better express their ideas. Students are however, always encouraged to use grade-appropriate conventions when writing.  For example, in Module 3, the language standards about verbals and active /passive voices are addressed within a couple of lessons.
	<b>10f)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	<b>Yes</b>	Material and lessons engage students in rigorous -based conversation with groups or whole class to practice with natural language.  For example, in Module 2, students write their own script for Readers Theater.

#### FINAL EVALUATION

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

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

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

**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. Complexity of Texts ( <b>Non-Negotiable</b> )	<b>Yes</b>	Texts are all within the recommended Lexile levels per grade level. Quantitative measures (reader and task) and qualitative measures (Lexile scores) are provided through the teacher guide to support each text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	2. Quality of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	Texts are rich in content and allow students to build upon knowledge. The majority of the texts are content rich and topics change as the module change.
	3. Range and Volume of Texts	<b>Yes</b>	Materials reflect range and volume of a variety of texts and genres recommended by the standards.
II: Foundational Skills	4. Foundational Skills <b>(Non-Negotiable*)</b>	<b>N/A</b>	
III: Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	<b>Yes</b>	Texts require students to reread and support answers with text-dependent questions.
	6. Assessments	<b>Yes</b>	There are 6 assessments in each module that measure students' progress and mastery of the skills presented in each module.
IV: Scaffolding and Support	7. Scaffolding and Support	<b>Yes</b>	There are directions for scaffolding and support, but there could be more explanation and/or examples for low readers.
V: Writing to Sources and Research	8. Writing to Sources	<b>Yes</b>	Writing genres are varied and have students consistently use strong and relevant textual evidence to support their answers.
VI: Speaking and Listening	9. Speaking and Listening	<b>Yes</b>	Students are allowed to engage frequently in a both small and whole group discussions.
VII: Language	10. Language	<b>No</b>	There is little to no direct instruction of language standards, mostly those are grammar based, that allow students adequate time to become proficient with the standards.
FINAL DECISION FOR THIS MATERIAL: <b>Tier II, Approaching quality</b>			

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

Appendix I.

Publisher Response

After reading the reviews, it is the conclusion of the publisher that a case cannot be made to adequately respond to the reviews that are indicated as weak.

Appendix II.

Public Comments

There were no public comments submitted.