

Instructional Materials Evaluation - Student Standards Review

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

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

Grade: **9-12**

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:

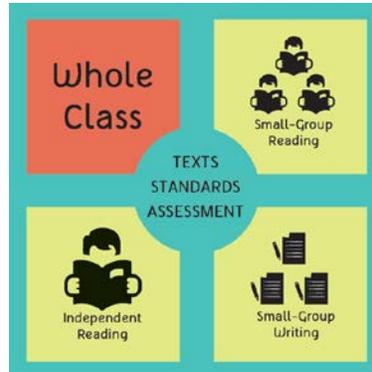
- Materials do not contain references to specific authors and texts
- Include citing *relevant* textual evidence beginning in grade 6
- Include an *awareness of audience* when making speeches and delivering presentations

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

Criteria	Currently in the Rubric	Next Steps for Educators
Quality of Texts (Non-Negotiable)	This program currently is reviewed as “Yes” for this criteria because the wide range of genres allows for students to meet the rigor of the standards. The text encourages annotating, and the skills and topics lead students to a deeper understanding of a theme or central idea.	Make sure to review texts in these materials for quality since references to specific texts and Appendix B are no longer included in the standards.
Text-Dependent Questions (Non-Negotiable)	This program currently is reviewed as “Yes” for this criteria because there is a coherent sequence of questions and tasks focus students on analyzing paired texts. Questions require students to refer back to specific parts of the text and include the language of the standards.	Since these materials received a “No” for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.
Speaking and Listening	In grades 9-10, this program currently is reviewed as “No” for this criteria because students are not expected to engage in all components of speaking and listening until later in the year. In grades 11-12, this program currently is reviewed as “Yes” for this criteria because materials direct students to collaborate with peers and engage in conversations directly related to the text.	Since these materials received a “No” for this indicator in grades 9-10, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs. Since these materials received a “Yes” for this indicator in grades 11-12, 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: [9-12](#)

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)	7. Scaffolding and Support *
2. Quality of Texts (Non-Negotiable)	8. Writing to Sources **
3. Range and Volume of Texts	9. Speaking and Listening **
5. Text-Dependent Questions (Non-Negotiable)	10. Language
6. Assessment	
	* Strong at Grades 9 and 10
	** Strong at Grade 11 and 12

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

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

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

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

Click below for complete grade-level reviews:

[Grade 9 \(Tier 2\)](#)

[Grade 10 \(Tier 2\)](#)

[Grade 11 \(Tier 2\)](#)

[Grade 12 \(Tier 2\)](#)



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.¹ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts² independently. Thus, a strong ELA classroom is structured with the below components.



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

Grade: **9**

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

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.

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

² A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10.³</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>REQUIRED 1a) 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.⁴ 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>Although there are no quantitative or qualitative readability measures evidenced in the submitted materials, it is clear that the majority of suggested texts fall within the grade-level complexity band. In Module 2, one anchor text is 1130L; another Oedipus the King, is an Appendix B exemplar. Two authors used, Edgar Allan Poe and Emily Dickinson are also found in Appendix B for 9th grade. There are minimal texts on the higher end of the Lexile "stretch" band.</p>
	<p>REQUIRED 1b) 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>Central texts do not increase in complexity as the curriculum progresses. Students begin the year with Romeo & Juliet, move to Tell Tale Heart (760L) and Oedipus the King, and then end the year with Sugar. Although Sugar is an informational text so there is a genre change, the text is easier to understand than texts read earlier in the curriculum.</p> <p>However, supporting texts do indicate an increase in complexity (i.e., nonfiction reading from an excerpt True Crime paired with New York Times Review from Liaquat Ahamed’s novel, How Bernard Madoff Did It).</p>
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade</p>	<p>REQUIRED 2a) 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>	Yes	<p>The texts are quality texts and worth reading (e.g., Romeo and Juliet, Oedipus Rex are classics widely-anthologized for study). Formats of texts noted include plays, poems, short stories, instructional aids, and speeches. Texts are connected through skills, such as character development and forming questions, and topics, such as "learning new information about the past that informs the choices we make today. The skills and topics lead students to a deeper understanding of</p>

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

⁴ The process for determining quantitative and qualitative measures is 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>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>			a theme or central idea.
	<p>REQUIRED 2b) 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>	Yes	<p>The majority of lessons build knowledge through reading and writing. Although speaking and listening is addressed through turn and talk strategies, it is not included as a focus of tasks or assessments.</p> <p>The texts are connected by theme. They build upon each other to offer students an authentic opportunity to make connections between texts. For example, St. Lucy's Home for Girls Raised by Wolves and Romeo and Juliet share the theme of family betrayal and overcoming judgment. The Tell Tale Heart and Oedipus the King both reveal unexpected plots of murder.</p>
	<p>REQUIRED 2c) 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 opportunities for close reads and rereading in Modules 1 and 2. Module 3 shifts away from reading instruction to research and writing. It uses the text "Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior" to generate potential topics for research and a variation of resource tools. The Teacher Guide for 9.3 states (see xviii), "Although Module 9.3 emphasizes textual sources as the basis of claims, besides the seed text in 9.3.1 (Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior chapter 1), the texts for this module are not defined. This is because (1) students need to pursue their own paths of inquiry based on areas of investigation, credible and relevant sources, and so on; and (2) Units 9.3.2 and 9.3.3 focus on research and writing respectively, and therefore devote instructional time to direct instruction on research and writing, rather than reading. Module 4 was not submitted for review.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	2d) 90% of texts are previously published rather than “commissioned.”	Yes	There is no evidence of commissioned texts.
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.K.9 , RI.1.9 , RI.2.3 , RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between 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.)	Yes	Although individual modules vary in percentages, materials seek a balance between instructional texts and literary texts (e.g., Unit 1 is focused on the use of fictional texts, Unit 2 reflects a 50/50 balance, while Unit 3 is focused on informational texts.
	REQUIRED 3b) 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).	Yes	There is a variety of mediums represented in these units, including art, film, audio and print. A 1996 film version of Romeo and Juliet is also in the unit.
	3c) 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).	Yes	Materials provide texts that are examples of literary nonfiction such as Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior and examples of informational text structure such as Monkeys Can Perform Mental Addition.
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	No	A list of suggested texts for independent reading is provided. In the teacher's guide, there is suggested opportunities for independent reading (i.e., homework), but there is a lack of instruction or tasks around these texts.
II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non-Negotiable* 4. FOUNDATIONAL SKILLS: 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	REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A , while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A	
	REQUIRED 4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>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>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>		
	<p>REQUIRED 4c) 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>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A	
	<p>REQUIRED 4e) 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>REQUIRED 4f) 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>4g) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills</p>	N/A	

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	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.		
	4h) 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	
III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</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>REQUIRED</p> <p>5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	Yes	<p>The model questions in these lessons are dependent on the texts from the units.</p> <p>In Modules 1 and 2, text dependent questions accompany the main texts.</p> <p>In Module 3, students explore inquiry questions in research. The graphic organizers are used for research purposes and are not accompanied by text dependent questions.</p>
	<p>REQUIRED</p> <p>5b) 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>	Yes	<p>The Modules provide model text questioning sequence along with text specific questions to illustrate the process. Module Performance Tasks generate analysis of paired texts.</p>
	<p>REQUIRED</p> <p>5c) 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 refer to specifics within the texts and require students to refer back to specific parts of the text using language such as, cite specific details. The standards are assessed through multiple avenues. For example, in Module 9.1 on P. 86, students are directed to fill in graphic organizers to determine the central idea of smaller fragments of the text using textual evidence. In Module 9.2 on page 93, the text instructs students to make an original claim about the usage of text structure using textual evidence. On page 57 of Module 9.1, the students are asked to make an inference about a main character (Mirabella) based on</p>

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			her behavior.
	REQUIRED 5d) 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).	Yes	<p>There are minimal opportunities for examining the language of texts. For example: What words does the narrator use when describing Mirabella?</p> <p>Many questions and tasks do not support students examining the language of the texts. To explain, Module 9.3 only offers a "Vocabulary Student Journal" for students to choose unfamiliar words they encounter while reading and researching. It is not aimed at any specific text. Module 9.4, while still in proof format from EngageNY, only provides a list of vocabulary words to teach directly or indirectly.</p>
6. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Yes	<p>There are daily formative assessments in the form of Quickwrites. However, there is no clear evidence that they become less scaffolded. 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>
	REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	<p>In each module there are several rubrics and checklists that explain the criteria students should consider for writing smaller and extended writings.</p>
	REQUIRED 6c) 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.</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</p>

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			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.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Assessment methods are unbiased and accessible to all students throughout the modules. There are ongoing assessments such as annotating texts, and think-pair-share and writing rubrics.
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	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>REQUIRED 7b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	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>REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	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>REQUIRED 7d) 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	The materials are well organized.

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	<p>7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	No	There were minimal suggestions on remediation strategies to meet the various needs of the students; however the teacher can allow for accommodations.
	<p>7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Yes	The content can be reasonably completed within in a regular school year.
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED *Indicator for grades 3-12 only 8a) 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>	No	All written tasks ask for evidence, but there is no synthesis of sources.
	<p>REQUIRED 8b) 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	Writing tasks vary (e.g., opinion, informative and narrative). Students must cite evidence from the text in many of the assignments.
	<p>REQUIRED 8c) 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	The writing opportunities for students vary in length and styles.

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	<p>REQUIRED 8d) 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.</p>	No	The materials allow for reading and writing opportunities but don't allow student planning for analysis. All of the activities are designed and dictated by the instructor. Students are allowed to share their answers with groups and partners.
	<p>REQUIRED *Indicator for grades K-2 only 8e) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	N/A	
	<p>8f) *Indicator for grades K-2 only 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>8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	No	The materials do not include short research projects. One module is centered on a large research project.
VI. Speaking and Listening			
<p>9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills</p>	<p>REQUIRED 9a) Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.</p>	Yes	The texts meet the complexity requirement because they indicate research-based quantitative measurements and qualitative analysis were used in text selections and are balanced in terms of the number of fiction and nonfiction texts used.

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<p>required for college and career readiness.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 9b) 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>No</p>	<p>Due to unit scaffolding, students are not expected to engage in all components of speaking and listening until later in the school year.</p>
	<p>REQUIRED 9c) 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>Yes</p>	<p>Students are encouraged through the fishbowl and jigsaw methods to elaborate and ask questions of one another; However, some opportunities did not present themselves until in later modules.</p>
	<p>9d) 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>Yes</p>	<p>Requirements are evident.</p>
VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.</p>	<p>No</p>	<p>There is minimal grammar and language instruction.</p>
	<p>REQUIRED 10b) 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.</p>	<p>Yes</p>	<p>There are opportunities for peer editing and proofing of one's own work.</p>
	<p>REQUIRED 10c) 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</p>	<p>No</p>	<p>There are opportunities for semantic mapping. Vocabulary is not directly identified in the curriculum. Although students do write in the same genre as some texts, there are missed opportunities to used texts as mentors across units.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	complex sentence structure and language usage.		
	REQUIRED 10d) 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	Semantic mapping is used often.
	REQUIRED 10e) 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.	No	Language demands are not a focus of speaking and listening lessons. There are no found prompts in the teaching guide for a teacher to encourage students to speak using grade-appropriate language during speaking and listening.
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	No	There are minimal real world activities in the modules.

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 (Non-Negotiable)	Yes	Supporting texts increase in complexity as the curriculum progresses. Anchor texts do not show a quantitative increase; however, the texts qualitatively work within the units with the supporting texts provided. Students begin the year with Romeo & Juliet, move to Tell Tale Heart (760L) and Oedipus the King, and then end the year with Sugar. Although Sugar is an informational text so there is a genre change, the text is easier to understand than texts read earlier in the curriculum.
	2. Quality of Texts (Non-Negotiable)	Yes	Although there are opportunities for close reads and rereading in Modules 1 (an Act from a play) and 2 (only Oedipus the King), Module 3 shifts away from reading

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			instruction to research and writing.
	3. Range and Volume of Texts	Yes	While a greater percent of material is nonfiction, there is a good balance between literary nonfiction and narrative informational texts.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	N/A	
III: Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	In Modules 1 and 2, text dependent questions accompany the main texts. In Module 3, students explore inquiry questions in research. The graphic organizers are used for research purposes and are not accompanied by text dependent questions.
	6. Assessments	Yes	Opportunities for formal assessment are given throughout the unit with student writing samples used as guidelines.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	There are suggestions for differentiation.
V: Writing to Sources and Research	8. Writing to Sources	No	Some units focus on one mode of writing throughout the unit. The research unit stands alone with a sole focus of research. Other types of writing are not integrated into the unit to help students understand the texts.
VI: Speaking and Listening	9. Speaking and Listening	No	There is a lack of speaking and listening tasks early in the curriculum.
VII: Language	10. Language	No	Students are not asked to study the language of the text. There are missed opportunities for authentic grammar lessons to be embedded into the reading and writing tasks.
FINAL DECISION FOR THIS MATERIAL: Tier II, Approaching quality			

*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.⁵ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts⁶ independently. Thus, a strong ELA classroom is structured with the below components.



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

Grade: **10**

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

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.

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

⁶ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10.⁷</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>REQUIRED 1a) 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.⁸ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>The materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the state standards. The modules for tenth grade supply texts ranging from 770-1350L using an outside source to measure. According to CCSS Lexile levels, tenth grade texts should represent a score of 1050L-1260L. There is a wide variation of Lexile scores, such as Freedom at 700L and Macbeth at 1020L. While there are various measurability scores that could be applied to these texts, making it difficult to accurately assess this component, the texts include a broad selection of qualitative measures, including spoken, poetic, and written word formats.</p>
	<p>REQUIRED 1b) 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>Central texts do not increase in complexity as materials progress throughout the grade level and across grade bands. For example, Module 10.1 begins with the text The Joy Luck Club scoring a 930L, then moves onto the text Friday Night Lights scoring 1220L. Then, Module 10.3 drops to the Lexile score of 1140L with the text titled The Immortal Life of Henrietta Life of Henrietta Lacks. The module proceeds to decline with Macbeth in Module 10.4 with the Lexile score of 1350L.</p> <p>The supporting texts and reader and task considerations build from module to module, so although there is not an evident quantitative increase, the expectation with text and task does increase in complexity from module to module.</p>
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level</p>	Yes	<p>The minimum of 90% of the texts do offer rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards.</p>

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

⁸ 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>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>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>The modules offer graphic organizers which encourage student collaboration, discussion, and citing textual evidence to support answers. This in turn aids in the development of higher order thinking using activities, such as Photoactivity, Argument Visual, Jigsaw Tools, and so forth. Additionally, the text is produced in such a way where annotating is highly encouraged. This makes reading the literature interactive and personal.</p>
	<p>REQUIRED 2b) 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>	Yes	<p>In each Module, there is a collection of texts that offer opportunities to build vocabulary knowledge and knowledge about concepts and themes.</p>
	<p>REQUIRED 2c) 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>Students are prompted to reread excerpts from central texts to respond in writing and discussion.</p>
	<p>2d) 90% of texts are previously published rather than “commissioned.”</p>	Yes	<p>Commissioned texts are not evident.</p>
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect</p>	<p>REQUIRED 3a) 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</p>	Yes	<p>Individual modules vary in percentages; however, materials seek a balance between instructional texts and literary texts.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, RI.2.3, RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	appropriate balance.)		
	<p>REQUIRED 3b) 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	Text includes film, art, and a variety of genres.
	<p>3c) 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	Informational texts with information structure are included.
	<p>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	No	A list of suggested texts for independent reading is provided. In the teacher's guide, there is suggested opportunities for independent reading (i.e., homework), but there is a lack of instruction or tasks around these texts
II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable* 4. FOUNDATIONAL SKILLS: 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>REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p>REQUIRED 4b) 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>REQUIRED 4c) 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</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>(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>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A	
	<p>REQUIRED 4e) 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>REQUIRED 4f) 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>4g) *Indicator for grades K-2 only 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.</p>	N/A	
	<p>4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	N/A	
<p>III. Questions and Tasks</p>			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</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>REQUIRED</p> <p>5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>The minimum 80% of text-dependent questions was met. In the Student Journal, the question sets noted were found in the "Jigsaw Tools" graphic organizers on pages 55-58 of Module 10.1 and pages 24-26 of Module 10.2. Module 10.3 does not have question sets since it focuses on research, and Module 10.4 is still in the EngageNY proof format.</p>
	<p>REQUIRED</p> <p>5b) 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>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations. Although question sets are not standard in every module, student discussion questions provided in the Teacher Guide scaffold student understanding.</p>
	<p>REQUIRED</p> <p>5c) 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>Yes</p>	<p>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. The standards are well assessed through several means. The graphic organizers also allow the students to self-direct and self-assess their understanding of the texts by citing textual evidence and demonstrating their understanding. Therefore, the language of the standards are present within the questions and tasks. The graphic organizers inquire about how the central idea is developed over the course of the material. An example of this can be seen on page 47 of Module 10.1 in the "Student Journal" activity. The instructions state, "Identify the central idea that you encounter throughout the text."</p> <p>Other examples include:</p> <p>What effects do Marlowe's structural choices have on the tone of the poem?</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>REQUIRED 5d) 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>Yes</p>	<p>In Module 1, students are prompted to read and discuss stanzas and verses of poetry to determine central idea.</p> <p>In Module 2, students make meaning of text by analyzing rhetoric and word choice.</p> <p>Example: What effects do Marlowe's structural choices have on the tone of the poem?</p> <p>The Module 3 Student Journal deeply examines vocabulary to make meaning of text.</p>
<p>6. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Yes</p>	<p>There are daily formative assessments in the form of Quickwrites. However, there is no clear evidence that they become less scaffolded. 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>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Yes</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>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Yes</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</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			graded using a rubric. There are little-to-no pre-assessments included.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Assessment methods are unbiased and accessible to all students throughout the modules. There are ongoing assessments such as annotating texts, and think-pair-share and writing rubrics.
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	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>REQUIRED 7b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	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>REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	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>REQUIRED 7d) 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	The materials are well organized.	
<p>7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional</p>	No	There were minimal suggestions on remediation strategies to meet the various needs of the students;	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	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.).		however the teacher can allow for accommodations.
	7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The content can be reasonably completed within a regular school year.
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED *Indicator for grades 3-12 only 8a) 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	Students are asked to support their writing with evidence from the text.
	<p>REQUIRED 8b) 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	Writing tasks vary (e.g., opinion, informative and narrative). Students must cite evidence from the text in many of the assignments.
	<p>REQUIRED 8c) 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	The writing opportunities for students vary in length and styles.
	<p>REQUIRED 8d) 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>	No	<p>Connections to speaking and listening presentations and research come later in the curriculum with the research module. There are missed opportunities for these connections early on.</p> <p>Some units focus on one mode of writing throughout</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	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.		the unit. The research unit stands alone with a sole focus of research. Other types of writing are not integrated into the unit to help students understand the texts.
	REQUIRED *Indicator for grades K-2 only 8e) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	N/A	
	8f) *Indicator for grades K-2 only 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.	N/A	
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	No	The materials do not include short research projects. One module is centered on a large research project.
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 9a) Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	Yes	The texts meet the complexity requirement because they indicate research-based quantitative measurements and qualitative analysis were used in text selections and are balanced in terms of the number of fiction and nonfiction texts used.
	REQUIRED 9b) Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	No	Due to unit scaffolding, students are not expected to engage in all components of speaking and listening until later in the school year.
	REQUIRED 9c) Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the	Yes	Students are encouraged through the fishbowl and jigsaw methods to elaborate and ask questions of one another; However, some opportunities did not present

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	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.		themselves until in later modules.
	9d) 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.	Yes	Requirements are evident
VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.</p>	No	There is minimal grammar and language instruction.
	<p>REQUIRED 10b) 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.</p>	Yes	There are opportunities for peer editing and proofing one's own work.
	<p>REQUIRED 10c) 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.</p>	No	There are opportunities for semantic mapping. Vocabulary is not directly identified in the curriculum. Although students do write in the same genre as some texts, there are missed opportunities to used texts as mentors across units.
	<p>REQUIRED 10d) 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.).</p>	Yes	Semantic mapping is used throughout the units.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	REQUIRED 10e) 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.	No	Language demands are not a focus of speaking and listening lessons. There are no found prompts in the teaching guide for a teacher to encourage students to speak using grade-appropriate language during speaking and listening.
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	No	There are minimal real world activities in the modules.

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 (Non-Negotiable)	Yes	Texts are appropriate complex using qualitative and reader and task measures.
	2. Quality of Texts (Non-Negotiable)	Yes	In each Module, there is a collection of texts that offer opportunities to build vocabulary knowledge and knowledge about concepts and themes.
	3. Range and Volume of Texts	Yes	While a greater percent of material is nonfiction, there is a good balance between literary nonfiction and narrative informational texts.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	N/A	
III: Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	Text-based questions were only embedded in the instructions of graphic organizers. Other questions sets were right there questions and early on in the modules offered little opportunity to dig deep based on the structure of the modules.
	6. Assessments	Yes	Opportunities for formal assessment are given throughout the unit with student writing samples used

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			as guidelines.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	There are suggestions for differentiation.
V: Writing to Sources and Research	8. Writing to Sources	No	Some units focus on one mode of writing throughout the unit. The research unit stands alone with a sole focus of research. Other types of writing are not integrated into the unit to help students understand the texts.
VI: Speaking and Listening	9. Speaking and Listening	No	There is a lack of speaking and listening tasks early in the curriculum.
VII: Language	10. Language	No	Students are not asked to study the language of the text. There are missed opportunities for authentic grammar lessons to be embedded into the reading and writing tasks.
FINAL DECISION FOR THIS MATERIAL: Tier II, Approaching quality			

*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.⁹ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts¹⁰ independently. Thus, a strong ELA classroom is structured with the below components.



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

Grade: **11**

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)	7. Scaffolding and Support
2. Quality of Texts (Non-Negotiable)	10. Language
3. Range and Volume of Texts	
5. Text-Dependent Questions (Non-Negotiable)	
6. Assessment	
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.

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

¹⁰ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10.¹¹</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>REQUIRED 1a) 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.¹² Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>The quantitative measures of texts in the 11th grade Modules is widely spread, with some texts measuring well below the 11th grade range; however, further examination of the qualitative features indicates that the language and knowledge demands of these texts are appropriate for 11th grade.</p>
	<p>REQUIRED 1b) 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>Central texts do not increase in complexity as materials progress throughout the grade level and across grade bands. a Life of Henrietta Lacks. The module proceeds to decline with Macbeth in Module 10.4 with the Lexile score of 1350L.</p> <p>The supporting texts and reader and task considerations build from module to module, so although there is not an evident quantitative increase, the expectation with text and task does increase in complexity from module to module. Overall, the texts in Module 1 (My Last Duchess 1560L- Robert Browning, Hamlet - Shakespeare, A Room of One's Own - Virginia Woolf) are very complex and may be better suited later in the year due to language, content, and understanding of theme. The Awakening, which appears in Module 4, has a Lexile of 960.</p>
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered</p>	<p>REQUIRED 2a) 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</p>	Yes	<p>90% of texts in the materials do provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts. The modules include a variety of genres,</p>

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

¹² 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>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>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>including poetry, plays, speeches, media, and essays. The wide range of genres allows for students to meet the grade level standards while interacting with the text using literacy strategies, discussion, reading, and writing. Students are expected to analyze characters and development, form central ideas, discuss the impact of setting, understand the point of view, and identify and analyze theme.</p>
	<p>REQUIRED 2b) 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>Yes</p>	<p>Module 11.1, 11.2, and 11.4 all reflect texts that have similar connections; however, Module 11. 3 fails to provide a collection of connected texts. Module 11.1 focuses on the character development and choices with point of view while analyzing the central idea. The texts used to support these skills include My Last Duchess and Hamlet. Then, A Room of One's Own uses point of view to examine power and gender. Module 11.2 focuses on oppression and power as seen in the texts The Souls of Black Folk and The Atlanta Compromise Speech. Module 11.3 utilizes Hope, Despair, and Memory as a text to lead into student-driven research. There is not a sequence of texts in this module to build student understanding. Rather, this module is centered on student-selected texts for research purposes. Lastly, Module 11.4 connects to Module 11.1 and 11.2 through text structure and the complexity of the characters along with their perspective throughout the literature.</p>
	<p>REQUIRED 2c) 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>Yes</p>	<p>Students are asked to reread excerpts of text for class activities and discussions, Quickwrites, and homework. For example, in Module 1, lesson 20, an Act from Hamlet is read aloud and discussed. In the next lesson, students are asked to reread a section of the text to discuss how the setting impacts dramatic elements.</p>
	<p>2d) 90% of texts are previously published rather than “commissioned.”</p>	<p>Yes</p>	<p>There is no evidence of commissioned texts.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, RI.2.3, RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between 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	Although more than 50% of texts are informational (i.e., approximately 85% across all units is informational), the series seeks a balance between US seminal documents and literary works indicative of traditional 11th American Literature curriculum.
	<p>REQUIRED 3b) 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	The materials incorporate poetry, multi-media, and art.
	<p>3c) 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	There is a 50/50 mix of narrative informational text and literary nonfiction.
	<p>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	Yes	Students are given opportunity to select student interest texts during the research unit. There is limited opportunity for student-selection of texts in other units.t.
II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable* 4. FOUNDATIONAL SKILLS: 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>REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p>REQUIRED 4b) 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>REQUIRED 4c) 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>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A	
	<p>REQUIRED 4e) 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>REQUIRED 4f) 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>4g) *Indicator for grades K-2 only 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.		
	4h) 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	
III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</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>REQUIRED</p> <p>5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	Yes	<p>The minimum of 80% of text-dependent questions was met. The Teacher's Guide lists big idea questions, text dependent questions for discussion, and text dependent assessment questions. However, there is insufficient work with text using text dependent questions. The Student Journals consists of texts, rubrics, and some text dependent questions embedded in graphic organizers and group discussion strategies. 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. In Module 11.1, the students are required to use textual evidence and utilize quotes on pages 211-215. Examples of these activities include the Jigsaw Tool and the Text Comparison Homework Tool. Although there are many opportunities to engage with the literature through many tasks, day-to-day lesson question items often require a lower level of textual understanding.</p>
	<p>REQUIRED</p> <p>5b) 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>	Yes	<p>The Teacher Guide prompts instruction using questions and oral responses, with a Quick Write at the end of the activity; however, sequences of questions are rarely put in front of a student for written response. The only sequenced questions in a Student Journal were those in Module 11.1 in the Jigsaw Tool on pages 210-215. An example of a question prompted in this activity was "How does Claudius' characterize Hamlet's state of mind? (Lines 176-179)." Activities, such as this one, help to ensure understanding while the other various graphic</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			organizers focus on peer collaboration for feedback, revisits, and acceptance of final answers. Moreover, the absence of question sets makes it difficult to clearly see where the students make connections to the text.
	REQUIRED 5c) 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>)	Yes	The questions and tasks include the language of the standards. The instructions typically assess central idea and character development. An example of this can be found on page 247 of Module 11.1 where the directions state, "Analyze the relationship between Woolf's text and the character of Ophelia." Another example can be seen on page 66 of Module 11.2 where the directive instructs, "Identify related central ideas in two texts in this module. Select evidence from each text that develops these ideas, and then analyze how the author develops this idea in each piece of evidence you identify." Throughout the modules, evidence collection tools are utilized that clearly define what students specifically should do to connect texts and meaning.
	REQUIRED 5d) 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).	Yes	The tasks in each module require students to examine language, usage, and structure. In Module 11.4, the Mid Unit Collection Tool requires students to determine how the author's word choice adds to the overall structure and meaning of the text. A similar activity is seen in Module 11.2 where students are asked to identify two central ideas in the text, Of Our Spiritual Strivings, and support these answers with examples. Module 11.1 also has the same activity. To conclude, the tasks and questions revealed in the modules do meet the expectation of engaging students in complex texts to improve understanding of literature.
6. ASSESSMENTS: Materials offer assessment opportunities that genuinely	REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to	Yes	Multiple formative assessment opportunities are given throughout the unit, giving students and teachers opportunity to adjust instruction to meet skill

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	measure their independent abilities.		requirements.
	REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	The units provide model worksheets, rubrics, and student writing samples for teachers to assess student understanding.
	REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	The materials provide a variety of assessment opportunities with checklists, rubrics, student model worksheets and student writing samples.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Some units provide students with checklists to measure their own progress.
IV. Scaffolding and Support			
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Yes	Pre-reading strategies are scaffolded throughout the unit, but texts are used to give students foundational, skill-based instruction.
	REQUIRED 7b) 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.	No	These skill-based units are designed to fill gaps in instruction; therefore, more attention is given to the skills of close reading, using textual evidence, and writing to sources rather than directly building knowledge within the unit.
	REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Yes	Materials guide teachers to use specific chunks of text for instruction. Students return to text for evidence used in discussion and writing.
	REQUIRED 7d) 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	Yes	The format allows teachers and students to progress through the instruction. Emphasis is placed on the text and using the text to support all student activities.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	focus.		
	7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	No	Suggestions for differentiated instruction are not outlined in the units.
	7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The content can be completed within a regular school year.
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED *Indicator for grades 3-12 only 8a) 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 written tasks in the unit set require students to analyze and synthesize sources, research, and make evidence-based claims.
	<p>REQUIRED 8b) 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	Across the scope of all units, the resource covers the three modes of writing, but individual unit texts and writing assignments focus on developing the proficiency in one mode of writing at a time. Opportunities for narrative writing are given in some units, although it is not the focus
	<p>REQUIRED 8c) 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	Students are required to respond in short critical analysis and in more lengthy essays and research-based opportunities.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>REQUIRED 8d) 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.</p>	Yes	Students are given multiple opportunities to make connections between class discussions and writing to analyze a text. Units that focus on writing as a skill also have time built in to allow for peer review and feedback.
	<p>REQUIRED *Indicator for grades K-2 only 8e) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	N/A	
	<p>8f) *Indicator for grades K-2 only 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>8g) 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	Research writing/projects are contained in the units to help develop expertise needed to conduct research independently.
VI. Speaking and Listening			
<p>9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.</p>	<p>REQUIRED 9a) Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.</p>	Yes	Texts used in speaking and listening meet appropriate text complexity criteria.
	<p>REQUIRED 9b) 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	Materials direct students to collaborate with peers and engage in conversations directly related to the text under scrutiny.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9c) 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.	Yes	The units offer students the opportunity to listen to and discuss texts in small groups, jigsaws, and panel discussions. Some units offer students more opportunities to engage in discussion as it relates to the focus skill of the unit.
	9d) 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.	Yes	Text Centered Discussion Checklists enforce the Speaking and Listening standards. The materials offer Model Text Questioning Sequence and critical disciplinary vocabulary and concepts are built into the instruction through handouts and worksheets
VII. Language			
10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards .	No	There is minimal grammar and language instruction.
	REQUIRED 10b) 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.	Yes	There are opportunities for peer editing and proofing one's own work.
	REQUIRED 10c) 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.	No	There are opportunities for semantic mapping. Vocabulary is not directly identified in the curriculum. Although students do write in the same genre as some texts, there are missed opportunities to used texts as mentors across units.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	REQUIRED 10d) 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	Semantic mapping is used throughout the units.
	REQUIRED 10e) 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.	No	Language demands are not a focus of speaking and listening lessons. There are no found prompts in the teaching guide for a teacher to encourage students to speak using grade-appropriate language during speaking and listening.
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	No	There are minimal real world activities in the modules.

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.

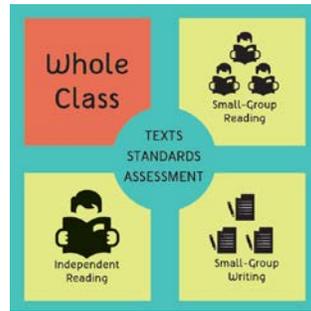
Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	The texts in Module 1 (My Last Duchess 1560L- Robert Browning, Hamlet - Shakespeare, A Room of One’s Own - Virginia Woolf) are very complex and may be better suited later in the year due to language, content, and understanding of theme. The Awakening, which appears in Module 4, has a Lexile of 960.
	2. Quality of Texts (Non-Negotiable)	Yes	90% of texts in the materials do provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts.
	3. Range and Volume of Texts	Yes	While a greater percent of material is nonfiction, there is a good balance between literary nonfiction and narrative informational texts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	N/A	
III: Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	The minimum of 80% of text-dependent questions was met. The Teacher's Guide lists big idea questions, text dependent questions for discussion, and text dependent assessment questions. However, there is insufficient work with text using text dependent questions. The Student Journals consists of texts, rubrics, and some text dependent questions embedded in graphic organizers and group discussion strategies. Text dependent questions are not consistent throughout the student journal.
	6. Assessments	Yes	Opportunities for formal assessment are given throughout the unit with student writing samples used as guidelines.
IV: Scaffolding and Support	7. Scaffolding and Support	No	Scaffolding is built into the units; however, support for struggling learners is not provided.
V: Writing to Sources and Research	8. Writing to Sources	Yes	Students write throughout the units; some units focus on one specific mode of writing throughout the unit.
VI: Speaking and Listening	9. Speaking and Listening	Yes	Students use text to communicate and collaborate throughout the unit.
VII: Language	10. Language	No	Students are not asked to study the language of the text. There are missed opportunities for authentic grammar lessons to be embedded into the reading and writing tasks.
FINAL DECISION FOR THIS MATERIAL: Tier II, Approaching quality			

*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.¹³ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts¹⁴ independently. Thus, a strong ELA classroom is structured with the below components.



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

Grade: **12**

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)	7. Scaffolding and Support
2. Quality of Texts (Non-Negotiable)	10. Language
3. Range and Volume of Texts	
5. Text-Dependent Questions (Non-Negotiable)	
6. Assessment	
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.

¹³ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

¹⁴ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10.¹⁵</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>REQUIRED 1a) 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.¹⁶ 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>Yes</p>	<p>The texts are appropriately complex for 12th grade. The following should be noted:</p> <p>Module 1: Although the Autobiography of Malcolm X is below the grade level Lexile band, the qualitative features of this text make it more appropriate for 12th grade.</p> <p>Module 3: Guns, Germs, and Steel is a 1440L, which is beyond the "stretch" band for 11-12. Reviewers noted concern about student selection for this module to balance out the complex anchor text.</p>
	<p>REQUIRED 1b) 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>Yes</p>	<p>Modules 1, 2, and 3 increase in complexity. Module 4 consists of NP and texts in the 1200L range, indicating a dip in quantitative complexity. Module 4 is not submitted as part of the review.</p>
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple</p>	<p>REQUIRED 2a) 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>Yes</p>	<p>90% of the texts did provide rich opportunities for students to engage with tasks that allowed them to meet the grade-level ELA standards using texts. Although not all of the texts are inclusive of the modules, the tasks do provide opportunities to engage in the literature assuming that they will have access to it. The text encourages annotating, plus they provide graphic organizers to record specific evidence pertaining to higher order thinking. For instance, Module 12.2 is strongly focused on the discipline of social studies with the inclusion of Civil Disobedience, Idea Live On, and The Tragedy of Julius Caesar. Students were strongly encouraged to make connections about the power of government. In</p>

¹⁵ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

¹⁶ 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>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>addition, the literature varies in purpose, including autobiographical nonfiction, speeches, poetry, drama, and fiction. With the culmination of various disciplines and structures, students are able to immerse themselves into the standards.</p>
	<p>REQUIRED 2b) 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>	Yes	<p>Module 12.1 focuses on nonfiction, personal narratives to encourage the understanding of author's use of style, structure, and content. This will assist students in creating their own personal narratives. Module 12.2 uses informational and literary text to explore complex ideas about power and government. Module 12.3 is the basis for a culminating research-based argument paper. Finally, Module 12.4 analyzes how each author develops characters and central ideas of power dynamics, nostalgia, and identity.</p>
	<p>REQUIRED 2c) 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>Close reading is mentioned in the front matter of each module; however, further review of the day-to-day lessons identified a lack of close reading.</p> <p>12.1 Students are using Malcolm X as a mentor text to write a narrative. While they do reread sections for homework, there is a lack of close reading in class to understand the text. There are teacher prompts for students to read several paragraphs to answer specific questions.</p> <p>12.2The majority of rereading in this Module is done in small sections for the closing or for homework. There is more rereading noted while analyzing Caesar. This module contains differentiation notes, such as "The close reading analysis in this lesson focuses primarily on part 2, paragraphs 2 and 9, although students should be familiar with paragraphs 1–9 from their</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			homework reading." 12.3 There is no instruction for close reading or rereading noted in this Module. The only noted statement in the Module is "Some arguments might require careful close reading to evaluate whether or not they fulfill a category, so it is essential that students justify their evaluation. "
	2d) 90% of texts are previously published rather than "commissioned."	Yes	There is no evidence of commissioned texts.
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.K.9 , RI.1.9 , RI.2.3 , RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between 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.)	Yes	Although more than 50% of texts are informational (i.e., approximately 85% across all units is informational), the series seeks a balance between US seminal documents and literary works indicative of traditional 11th American Literature curriculum.
	REQUIRED 3b) 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).	Yes	The materials incorporate poetry, multi-media, and art.
	3c) 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).	Yes	There is a 50/50 mix of narrative informational text and literary nonfiction
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	Students are given opportunity to select student interest texts during the research unit. There is limited opportunity for student-selection of texts in other units.
II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non-Negotiable* 4. FOUNDATIONAL SKILLS:	REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>		
	<p>REQUIRED 4b) 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>REQUIRED 4c) 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>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A	
	<p>REQUIRED 4e) 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	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	REQUIRED 4f) 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	
	4g) *Indicator for grades K-2 only 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	
	4h) 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	
III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	Yes	The minimum of 80% of text-dependent questions was met. Text dependent questions are not consistent throughout; however, other tools are used to trigger higher order thinking. To explain, in Module 12.1 on page 11, students are given instructions on how to develop text-based questions for the literature they read. They are instructed to make the questions rather than have the questions given to them. This is seen again in Module 12.2. On page 10, the module provides a set of questions that were not tied to the text. This was referred to as Common Application Prompts. Other tools used to gather student ideas in written and spoken manners include graphic organizers that focus on character development, central ideas, style and content, and exit slips. Each module provides a Mid/End of Unit Assessment involving text-based responses. Moreover, discussion questions are given in the Teacher Guides, specifically Module 12.4. This module is still in the EngageNY proof format.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>REQUIRED 5b) 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>	Yes	<p>This indicator is not strong. The graphic organizers embedded throughout each unit do support the overall understanding of the text, however. For example, these activities include the following: Character Development Tool, Central Ideas Tracking Tool, Style and Content Tool, and Evidence Collection Tool. To be more specific, the graphic organizer titled, Better Government Evidence Gathering Tool, asks to make a connection about a central idea on page 121. All of these tasks, such as the one explained, require students to closely examine the text to support a deeper level of comprehension.</p>
	<p>REQUIRED 5c) 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 questions and tasks include the language of the standards by typically focusing on central idea and character development. For example, the Mid-Unit Assessment in Module 12.3 on page 67 instructs, "Rely on your reading and analysis of excerpts from Guns, Germs, and Steel to write a well-crafted multi-paragraph response to the following prompt: "Choose an excerpt from Guns, Germs, and Steel. Identify one of Diamond's supporting claims; evaluate whether the evidence is relevant and sufficient, and the reasoning that is valid to support the claim." Another prompt noted in Module 12.1 asks, "Analyze how three key events in The Autobiography Malcolm X interact to develop one or more central ideas in the text."</p>
	<p>REQUIRED 5d) 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>Tasks presented throughout the modules support students in the examination of language through close analysis of rhetoric and author's craft. On page 20 of Module 12.1, the Style and Content Tool instructs students to do the following: "Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective. Analyze how style and content contribute to the power, persuasiveness, or beauty of the text."</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>6. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	Multiple formative assessment opportunities are given throughout the unit, giving students and teachers opportunity to adjust instruction to meet skill requirements.
	<p>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	The units provide model worksheets, rubrics, and student writing samples for teachers to assess student understanding.
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	The materials provide a variety of assessment opportunities with checklists, rubrics, student model worksheets and student writing samples.
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Yes	Some units provide students with checklists to measure their own progress.
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	Pre-reading strategies are scaffolded throughout the unit, but texts are used to give students foundational, skill-based instruction.
	<p>REQUIRED 7b) 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>	No	These skill-based units are designed to fill gaps in instruction; therefore, more attention is given to the skills of close reading, using textual evidence, and writing to sources rather than directly building knowledge within the unit.
	<p>REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	Materials guide teachers to use specific chunks of text for instruction. Students return to text for evidence used in discussion and writing.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	REQUIRED 7d) 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.	Yes	The format allows teachers and students to progress through the instruction. Emphasis is placed on the text and using the text to support all student activities.
	7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	No	Suggestions for differentiated instruction are not outlined in the units.
	7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The content can be completed within a regular school year.
V. Writing to Sources and Research			
8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED *Indicator for grades 3-12 only 8a) 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.	Yes	The written tasks in the unit set require students to analyze and synthesize sources, research, and make evidence-based claims.
	REQUIRED 8b) 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.	Yes	Across the scope of all units, the resource covers the three modes of writing, but individual unit texts and writing assignments focus on developing the proficiency in one mode of writing at a time. Opportunities for narrative writing are given in some units, although it is not the focus
	REQUIRED 8c) Writing opportunities for students are prominent and	Yes	Students are required to respond in short critical analysis and in more lengthy essays and research-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	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.).		based opportunities.
	REQUIRED 8d) 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.	Yes	Students are given multiple opportunities to make connections between class discussions and writing to analyze a text. Units that focus on writing as a skill also have time built in to allow for peer review and feedback.
	REQUIRED *Indicator for grades K-2 only 8e) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	N/A	
	8f) *Indicator for grades K-2 only 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.	N/A	
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Yes	Research writing/projects are contained in the units to help develop expertise needed to conduct research independently.
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must	REQUIRED 9a) Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	Yes	Texts used in speaking and listening meet appropriate text complexity criteria

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
reflect true communication skills required for college and career readiness. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9b) Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	Yes	Materials direct students to collaborate with peers and engage in conversations directly related to the text under scrutiny.
	REQUIRED 9c) 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.	Yes	The units offer students the opportunity to listen to and discuss texts in small groups, jigsaws, and panel discussions. Some units offer students more opportunities to engage in discussion as it relates to the focus skill of the unit.
	9d) 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.	Yes	Text Centered Discussion Checklists enforce the Speaking and Listening standards. The materials offer Model Text Questioning Sequence and critical disciplinary vocabulary and concepts are built into the instruction through handouts and worksheets.
VII. Language			
10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards .	No	There is minimal grammar and language instruction.
	REQUIRED 10b) 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.	Yes	There are opportunities for peer editing and proofing one's own work.
	REQUIRED 10c) Selected vocabulary focuses on words critical to the	No	There are opportunities for semantic mapping. Vocabulary is not directly identified in the curriculum.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	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.		Although students do write in the same genre as some texts, there are missed opportunities to used texts as mentors across units.
	REQUIRED 10d) 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	Semantic mapping is used throughout the units.
	REQUIRED 10e) 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.	No	Language demands are not a focus of speaking and listening lessons. There are no found prompts in the teaching guide for a teacher to encourage students to speak using grade-appropriate language during speaking and listening.
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	No	There are minimal real world activities in the modules.

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 (Non-Negotiable)	Yes	Modules 1, 2, and 3 increase in complexity. Module 4 consists of NP and texts in the 1200L range, indicating a dip in quantitative complexity. Because Module 4 is not submitted as part of the review, a rating of yes here cannot be justified using reader and task measures.
	2. Quality of Texts (Non-Negotiable)	Yes	Close reading is mentioned in the front matter of each module. The Teaching Guide prompts rereads and close reads of central texts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	3. Range and Volume of Texts	Yes	While a greater percent of material is nonfiction, there is a good balance between literary nonfiction and narrative informational texts.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	N/A	
III: Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	Text dependent questions are not consistent throughout; however, other tools are used to trigger higher order thinking. There is no clear sequence of questioning, rather graphic organizers are used to scaffold understanding.
	6. Assessments	Yes	Opportunities for formal assessment are given throughout the unit with student writing samples used as guidelines.
IV: Scaffolding and Support	7. Scaffolding and Support	No	Scaffolding is built into the units; however, support for struggling learners is not provided.
V: Writing to Sources and Research	8. Writing to Sources	Yes	Students write throughout the units; some units focus on one specific mode of writing throughout the unit.
VI: Speaking and Listening	9. Speaking and Listening	Yes	Students use text to communicate and collaborate throughout the unit.
VII: Language	10. Language	No	Students are not asked to study the language of the text. There are missed opportunities for authentic grammar lessons to be embedded into the reading and writing tasks.
FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u>			

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

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.