



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



Title: **Guidebooks**

Grade: **6**

Publisher: **Imagine Learning (formerly LearnZillion)**

Copyright: **2018**

Overall Rating: **Tier I, Exemplifies quality**

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

<b>STRONG</b>	<b>WEAK</b>
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. 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 – 8 may not apply.)

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,<sup>5</sup> as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Materials provide texts that are appropriately complex for sixth grade. The Lexile of texts in this curriculum range from 850L to 1110L. For example, the anchor texts and subsequent Lexile levels for the texts in this grade level are “If Stones Could Speak” at 1070L, “Steve Jobs Commencement Speech” at 1110L, “Hatchet” at 1020L, “Out of the Dust” at 1040L, and “The Witch of Blackbird Pond” at 850L. The majority of texts fall within the Lexile band for this grade band. Qualitatively, these materials meet the criteria for the grade level. For example, the Steve Jobs anchor text, “Steve Jobs Commencement Speech,” has an exceedingly complex structure with multiple anecdotes that overlap in order to deliver a specific message, exceedingly complex language with dense vocabulary and figurative language, an exceedingly complex purpose with a message that has to be decoded through personal experience of the speaker, and very complex knowledge demands that require the reader to understand the idea behind commencement speeches as well as the life of Steve Jobs.</p>
	<p><b>REQUIRED</b>  <b>1b)</b> At least 90% of texts are authentic<sup>6</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>At least 90% of texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. For example, the texts in Steve Jobs include a commencement address delivered by Steve Jobs, an article published in the “Chicago Tribune,” poetry by Langston Hughes, Philip Larkin, and Ernest Lawrence Thayer, an online blog post, a speech by J.K. Rowling published in “Harvard Magazine,” and a story from “The Bible.”</p>

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

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

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	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	Yes	<p>Materials do provide a coherent sequence or collection of connected texts. For example, all of the texts in Steve Jobs deal with the role of failure in success. According to the materials, “Students understand that success takes hard work, deliberate practice, and the ability to learn from failures and persevere. They express their understanding by exploring how an author’s word choice, use of evidence, and selected organization reflect a text’s purpose and then by writing their own personal narrative based on the models.” The culminating writing task for this unit connects two texts, “Steve Jobs’ Commencement Address” and “The Fringe Benefits of Failure, and the Importance of Imagination,” by asking students, “Explain how the central idea is introduced and elaborated in each speech.” Students are also asked to use grammar, conventions, spelling, and grade-appropriate vocabulary in their analyses. Students utilize speaking and listening to connect two texts in this unit, discussing a selection from “The Story of David and Goliath” and “Casey at the Bat” in Lesson 27.</p>
	<p><b>1d)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	<p>Texts do increase in complexity as materials progress throughout the grade level and texts do increase in complexity across the grade bands. For example, in the grade 6 materials, students read “My Side of the Mountain” at 810L, then “Hatchet” at 1020L, then “If Stones Could Speak” at 1070L. The grade six materials range in complexity from 850L to 1110L, the grade seven materials range from 760L to 1140L, and the grade eight materials range from 820L to 1385L as evidenced in indicator 1a.</p>
<p><b>2. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g.</a></p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between</p>	Yes	<p>In grades K - 12, ELA materials seek a balance in instructional time between literature and informational texts. For example, in Out of the Dust, the students read one novel length literary text and thirteen shorter, informational texts. Students focus</p>

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<p><a href="#">RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.</a></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	literature/informational texts to help determine the appropriate balance.)		on literary texts for twenty-one lessons and informational texts for seventeen lessons. This strikes a balance in instructional time. Witch of Blackbird Pond contains a novel, 4 poems, and 4 informational text sources with a balance of time throughout 32 lessons.
	<b>REQUIRED</b> <b>2b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	Yes	Materials include texts of different formats. For example, students read texts of different lengths, from poems, to short stories to full-length novels in both literary and informational formats, such as “Hatchet” and “If Stones Could Speak.” Students watch instructional videos, such as videos about archaeology and excavation, literary videos, such as “The Adventures of Young Indiana Jones,” and even look at a chart, such as “Wheat Prices.”
	<b>2c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Yes	Materials do include many informational texts with an informational text structure rather than a narrative structure. For example, articles such as “Archaeology 101,” “10 Things You May Not Know About the Dust Bowl,” and “The Drought” are included. Materials also include literary nonfiction. For example, the units include selections such as “Confessions of Salem Jurors,” “Puritan Laws and Character,” “Letters from the Dust Bowl,” “The 25 Most Incredible Survival Stories of All Time,” and “On Drought Conditions” (a speech).
	<b>2d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	No	Additional materials do not increase the opportunity for regular accountable independent reading of texts that appeal to students interests and connect to classroom concepts or topics to develop knowledge. While students are not offered choice in reading, the units do address a volume of reading of a variety of texts, including different genres, formats, levels, and lengths.
<b>Section II. Foundational Skills (grades K-5 only)</b>			
<b>Tier 1 and 2 Non-Negotiable*</b>	<b>REQUIRED *Indicator for grades K-2 only</b>	<b>N/A</b>	

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

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	<p><b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>		
	<p><b>REQUIRED</b> <b>3f)</b> Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	N/A	
	<p><b>3g) *Indicator for grades K-2 only</b> Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	N/A	
	<p><b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	N/A	
<b>Section III. Questions and Tasks</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>4. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate</p>	<p><b>REQUIRED</b> <b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	Yes	<p>Coherent sequences of questions and tasks focus students on understanding the texts and its illustrations, making connections among the texts in the collection, and expressing understanding of the topics. For example, in Lesson 1 of Steve Jobs, students fill in a chart with three columns: one for "Person," one for "Struggles/Failures," and one for "Accomplishment" while analyzing "Steve Jobs' Commencement Address." Later in the lesson, students write a paragraph addressing the prompt, "What do you think led to people's successes after</p>

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<p>reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p>Yes</p>	<p>their failures? Reference the video or Jobs' address in your response." The questions in this unit build to a culminating writing task, "Compare and contrast how a central idea in Steve Jobs' Stanford commencement address and J.K. Rowling's Harvard commencement address is introduced and elaborated." Students continue to return to the same texts throughout the unit to prepare them for this question and to build skills.</p> <p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. For example, Lesson 8 of Steve Jobs asks students to read "To Failure" by Philip Larkin and analyze the poem using the TP-CASTT strategy. Students paraphrase the poem with a partner and discuss word connotation and meaning using a vocabulary chart. Students then analyze the poem in a small group discussion and then write about their findings using prompts such as, "What is the theme of 'To Failure' by Philip Larkin?" and "How is the theme conveyed through particular details?" Similarly, in Witch of Blackbird Pond, students work on an extension task, "Working in groups of two or three students, complete a research project on a selected historical figure who took action to overcome obstacles when his or her individual values and beliefs conflicted with family, religious, or social norms." Lesson 12 builds to this task as students work with a partner to compare and contrast Puritan life in "Puritan Laws and Character" and "Witch of Blackbird Pond." Students share out their responses and listen to the other shares. Students listen to add other information that they did not already have to their organizers.</p>



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	<p><b>REQUIRED</b>  <b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	Yes	<p>Questions and tasks support students in examining language. <i>Witch of Blackbird Pond</i> includes semantic mapping to analyze character through author’s word choice in Lesson 6. In Lesson 13 of this unit, students use the CER strategy to write claims and are given sentence frames to show evidence and reasoning. Students use Latin roots in Lesson 25 of this unit to analyze unfamiliar words.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>5. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	Yes	<p>A majority of questions in the materials are text dependent and text specific. Student ideas are expressed through both written and spoken responses. For example, in Lesson 8 of <i>Hatchet</i>, students respond to a prompt using a graphic organizer, “Given that Brian’s situation in the wilderness was an emergency, did he follow the advice offered in ‘What Would Peter Do?’” Students then consolidate their answers using a whole-class discussion to compare the two texts. In the following lesson, students write a claim-based paragraph to answer the prompt, “How does Gary Paulsen use diction to develop the main character, Brian?” in writing. Students also address questions about this novel in their reading logs with prompts such as, “What adjective would you choose to describe Brian? Why? Use evidence from the story to support your adjective.”</p>
	<p><b>REQUIRED</b>  <b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	Yes	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards. For example, questions in Lesson 17 of <i>Witch of Blackbird Pond</i> ask students, “How does Kit show she is reaffirming her values and beliefs? How does this impact the plot,” and “How do the words the author uses to describe Hannah impact how the reader sees the relationship between Hannah and Kit?” These</p>

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			<p>questions address Reading Literature standards 1, 4, and 5 in the language and idea of the questions. A cold read task in this unit asks students, “Read these lines from ‘Identity.’ In an extended response, explain what the speaker means by this statement. Then, explain how this point of view is reflected in ‘The Witch of Blackbird Pond’ and compare and contrast how ‘Identity’ and ‘The Witch of Blackbird Pond’ approach the same theme. Cite textual evidence to support your explanation. Be sure to observe the conventions of standard English.”</p>
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b>  The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p> <p><b>REQUIRED *Indicator for grades 3-12 only</b>  <b>6b)</b> A vast majority of oral and written tasks at all grade levels</p>	<p><b>Yes</b></p> <p><b>Yes</b></p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Within each unit of study, teachers are given explicit directions to facilitate partner conversations, small group conversations, and whole class discussions. At least one Socratic Seminar or fishbowl discussion is held in each unit. Also within each unit of study, students are required to write a variety of lengths of responses, all dependent on complex texts. These responses vary from split-page notes, filling in graphic organizers, writing in reading logs, and writing with the intent to publish, and also range in length of responses from paragraphs to essay-length writing. Students complete some writing in timed circumstances, and some over the course of several lessons to give the opportunity to understand the writing process. In Witch of Blackbird Pond, teachers are directed, “Ask students to think-turn-talk with a partner to respond to this question: How does politics impact that plot in this excerpt? Ask students to share in a whole group discussion.” Students then write a claim using evidence for the prompt, “How do political episodes and character responses impact the plot in chapter 6?”</p> <p>A vast majority of oral and written tasks require students to demonstrate the knowledge they built</p>

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	<p>require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>		<p>through the analysis and synthesis of texts. For example, in Steve Jobs, students spend multiple lessons analyzing and discussing two texts, Steve Jobs' Stanford commencement address and J.K. Rowling's Harvard commencement address. These lessons culminate in a cumulative writing task where students address the prompt, "Compare and contrast how a central idea in Steve Jobs' Stanford commencement address and J.K. Rowling's Harvard commencement address is introduced and elaborated." Students are reminded, "Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and page numbers." Similarly, in Witch of Blackbird Pond, students work on a culminating writing task, "Who is Kit most loyal to in 'The Witch of Blackbird Pond?' Write an argumentative essay to support your claim with clear reasons. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and page numbers."</p>
	<p><b>REQUIRED *Indicator for grades K-2 only</b>  <b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<p><b>N/A</b></p>	
	<p><b>REQUIRED</b>  <b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many</p>	<p><b>Yes</b></p>	<p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. For example, students write an informative essay in Steve Jobs, "Compare and contrast how a central idea in Steve Jobs' Stanford commencement address and J.K. Rowling's Harvard commencement address is introduced and elaborated," and also in Witch of Blackbird Pond, "Working in groups of two or three students, complete a research project on a selected historical figure who took action to overcome obstacles when his or her individual values and beliefs</p>

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	shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.		<p>conflicted with family, religious, or social norms.” They write an argumentative essay in Hatchet, “Select an event from ‘Hatchet.’ What did Brian do to aid or hinder his survival? Does ‘Hatchet’ have instructional value as a survival guide?” and also in Witch of Blackbird Pond, “Who is Kit most loyal to in ‘The Witch of Blackbird Pond?’ Write an argumentative essay to support your claim with clear reasons. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and page numbers.” Students write a narrative in If Stones Could Speak, “Reread page 27 from ‘If Stones Could Speak’ by Marc Aronson. You have been transported into the future, and a cataclysmic event has buried your city under debris. You have uncovered a portion of the city and are tasked with developing a set of field notes detailing your dig and discoveries,” and also in Hatchet, “Now that we have looked at our mentor text, we have an idea of how a writer changes point of view in a text. Now you will get the chance to try writing from Brian’s point of view. You should take about five minutes to brainstorm and plan your writing by thinking through the three questions on the slide. These questions prompt you to think about the same things that we noticed the writer doing in the mentor text.”</p>
	<b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.	<b>Yes</b>	Materials provide models for writing and student exemplars to support writing development in English language arts. Each of the culminating writing tasks, extended research tasks, and cold-read tasks include a student exemplar response.
	<b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example,	<b>Yes</b>	Materials address the grammar and language conventions specified by the language standards at each grade level and build on these standards from previous grade levels through application and practice of those skills in the context of reading and writing

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	materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.		about unit texts. For example, Section 8 of The Witch of Blackbird Pond addresses standard L.6.2, “Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing,” within the context of the lessons and by addressing the unit text. The materials also include a grammar guide and a writing guide for teacher reference.
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	Measurement of progress via assessments includes gradual release of supporting scaffolds for students to measure their independent abilities. For example, in Lesson 18 of Out of the Dust, students begin to draft an argumentative essay using a graphic organizer to assist with structure along with whole-class guidance on thesis statements and other essay elements. They are also given time to revise responses and work from exemplar responses. Later, students receive a structure organizer without sentence starters to complete a culminating writing task, “Consider the title of the novel: ‘Out of the Dust. How does the phrase ‘out of the dust’ relate to a theme of the novel? To answer this question, write a literary analysis that includes a claim, supporting reasons, and several pieces of relevant evidence.” All scaffolds are lifted by the prompt on the cold read task, “According to ‘Legacy,’ what were the causes of the Dust Bowl? Identify at least three causes and provide evidence for each cause. What lessons were learned? What evidence does the article provide in support of this idea?”
	<p><b>REQUIRED</b> <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. The curriculum includes the Narrative Writing Task and Literary Analysis Task/Research Simulation Task rubrics that are the same rubrics used for state testing. Extension tasks and presentations are also provided rubrics, such as

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	<p><b>REQUIRED</b>  <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p><b>Yes</b></p>	<p>the multimedia presentation rubric.</p> <p>Materials use varied of modes of assessment, including a range of pre-, formative, summative and self-assessment measures. Each unit in the materials includes a culminating writing task, an extension task, and a cold-read task to assess students. Many of the units offer a “practice” cold-read task for the middle of the unit. Each lesson offers student look-fors so that teachers can formatively assess progress.</p>
	<p><b>7d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p><b>Yes</b></p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. Students complete cold-read tasks using texts that do not require prior knowledge to assess skill ability.</p>
<p><b>Section IV. Scaffolding and Support</b></p>			
<p><b>8. SCAFFOLDING AND SUPPORT:</b>  Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>8a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p><b>Yes</b></p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused on understanding the text. For example, in Lesson 2 of The Witch of Blackbird Pond, students preview the unit anchor text and then consider key words that will be required to make meaning throughout the unit in writing and discussion, “In your reading log, respond to this question: What does the word ‘identity’ mean?” Students then complete a word map to answer the essential question, “What are the things in your life that influence your identity?” The remaining units in the lesson focus on building skills through complex texts. The units also provide remedial materials that can be used as pre-reading activities. For example, Witch of Blackbird Pond provides three “Let’s Set the Context” videos: “Tension Between Puritans and Quakers,” “Connecticut Charter,” and “Witchcraft in Colonial America.” Students are able to access these independently.</p>
	<p><b>REQUIRED</b>  <b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in</p>	<p><b>Yes</b></p>	<p>Materials have the goal of students gaining full comprehension of complex text. For example, Lesson 3 of Out of the Dust focuses on figurative language and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	grades K-1) and do not confuse or substitute mastery of skills or 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.		does focus on defining figurative language to students; however, the lesson works to connect the literary term to the text. Students are asked, "What effect does this language have on the reader?" The lesson then asks students to analyze the figurative language in "Fields of Flashing Light," and students use their analyses to fill in the "Connotation" section of a TP-CASTT organizer, connecting figurative language to a larger analysis of the poem as a whole.
	<b>REQUIRED</b> <b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	<b>Yes</b>	Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the information in the text. For example, Lesson 9 of Steve Jobs has students read the poem "Mother to Son," then return to specific lines in the poem to affect understanding. The lesson directs students, "Reread the last 4 lines in the poem and respond to the following in your reading log: What advice is the narrator offering? What does the narrator intend to do? Use specific evidence from the poem to explain your thoughts."
	<b>REQUIRED</b> <b>8d)</b> The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	<b>Yes</b>	The materials are easy to use and well-organized. The reading selections are centrally located within the materials.
	<b>8e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	<b>Yes</b>	Appropriate suggestions and materials are provided for supporting varying student needs. The materials include "Let's Set the Context" videos that help to build knowledge for learners. The materials also include Diverse Learners Supports that address scaffolds for language, structure, knowledge, and purpose. Appropriate suggestions are provided for supporting student needs such as pacing, alternate approaches, and reteaching strategies.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>8f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>Yes</b>	The content can be reasonably completed within a regular school year.
<b>FINAL EVALUATION</b>			
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8.			
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.			
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts ( <b>Non-Negotiable</b> )	<b>Yes</b>	The grade level texts are qualitatively and quantitatively complex, authentic, and are connected by themes and topics for multiple, careful readings.
	2. Range and Volume of Texts	<b>Yes</b>	The materials include a balance of instructional time between literary and instructional texts, a variety of text types and lengths, informational and literary nonfiction, and independent reading over periods of time.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills ( <b>Non-Negotiable*</b> )	<b>N/A</b>	
III: Questions and Tasks	4. Coherence of Tasks ( <b>Non-Negotiable</b> )	<b>Yes</b>	The materials build knowledge and skills through connections between tests and scaffolded item sets that build across reading, writing, speaking, listening, and language.
	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	<b>Yes</b>	Questions within the materials are text-dependent, include the language of the standards, and are answered in both speaking and writing.
	6. Writing to Sources, Speaking and Listening, and Language	<b>Yes</b>	The materials ask students to analyze complex texts, returning to the text for text-dependent answers, and then expressing their answers over different time periods and with different modes of writing.
	7. Assessments	<b>Yes</b>	Assessments are varied, incorporate gradual release, are unbiased, and include rubrics and student exemplars.
IV: Scaffolding and Support	8. Scaffolding and Support	<b>Yes</b>	The materials are organized, address diverse learners, include appropriate scaffolding for each grade level, and regularly direct teachers and students back to texts for purposeful re-readings.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**

\*As applicable

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



Title: **Guidebooks**

Grade: **7**

Publisher: **Imagine Learning (formerly LearnZillion)**

Copyright: **2018**

Overall Rating: **Tier I, Exemplifies quality**

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

<b>STRONG</b>	<b>WEAK</b>
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. 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 – 8 may not apply.)

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,<sup>9</sup> as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Materials provide texts that are appropriately complex for sixth grade. The Lexile of texts in this curriculum range from 760L to 1140L. For example, the anchor texts and subsequent Lexile levels for the texts in this grade level are “Written in Bone” at 1140L, “A Christmas Carol” at 920L, “The Giver” at 760L, “How to Write a Memoir” at 1110L, and “Behind the Scenes, Or Thirty Years a Slave and Four Years in the White House” at 1130L. The majority of texts fall within the Lexile band for this grade band. Qualitatively, these materials meet the criteria for the grade level. For example, the Memoir anchor text, “How to Write a Memoir,” has an exceedingly complex structure with multiple anecdotes and lists to outline successful writing which overlap in order to deliver a specific message, exceedingly complex language with dense vocabulary and figurative language, including words with multiple definitions or definitions that change over the course of the article, a very complex purpose with a deeper message about the importance of writing that has to be decoded through personal experience of the speaker, and very complex knowledge demands that require the reader to understand family dynamics and how those dynamics affect memory.</p>
	<p><b>REQUIRED</b></p> <p><b>1b)</b> At least 90% of texts are authentic<sup>10</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>At least 90% of texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. For example, the texts in Behind the Scenes include a published novel by Elizabeth Keckley, a published book review about the anchor text, an article published in “Smithsonian Magazine,” a historical fiction novel by Ann Petry, articles published</p>

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			by The Lehrman Institute, EDSITEMent!, and Biography.com, a poem by Walt Whitman, and an excerpt from Narrative of the Life of Frederick Douglass.
	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<b>Yes</b>	Materials do provide a coherent sequence or collection of connected texts. For example, all of the texts The Giver deal with dystopian literature and related informational texts to showcase the ideas of perspective, knowledge, memory, and perfection. According to the materials, “Students express their understanding by analyzing how a theme is developed through characters and their contrasting points of view and also comparing and contrasting the themes of similar texts.” The culminating writing task for Memoir connects two texts, “How to Write a Memoir” and a memoir of the student’s choice by asking students, “Compare and contrast the memoir you read with Zinsser’s advice.” Students are also asked to use grammar, conventions, spelling, and grade-appropriate vocabulary in their analyses. Students utilize speaking and listening to connect two texts in Lesson 27 of The Giver, connecting excerpts from “The Hunger Games” and “The Giver.”
	<p><b>1d)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<b>Yes</b>	Texts do increase in complexity as materials progress throughout the grade level and texts do increase in complexity across the grade bands. For example, in the grade 7 materials, students read “The Giver” at 760L, “Harrison Bergeron” at 830L, “Harriet Tubman” at 950L, and “Frederick Douglass” at 1030L. The grade six materials range in complexity from 850L to 1110L, the grade seven materials range from 760L to 1140L, and the grade eight materials range from 820L to 1385L, as evidenced in indicator 1a.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>2. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p><b>Yes</b></p>	<p>In grades K - 12, ELA materials seek a balance in instructional time between literature and informational texts. For example, in Christmas Carol, the students read five literary texts and five informational texts. Students focus on literary texts for twenty-six lessons and informational texts for thirteen lessons in this unit. While this unit may not strike a balance in instructional time because more of the focus is on literary texts, teachers can access other units, such as Written in Bone, Memoir, or Behind the Scenes that are focused more on informational texts. This strikes a balance in instructional time for the curriculum as a whole. In Behind the Scenes, students read a variety of myths, informational texts, and poetry, including “The People Could Fly,” “Narrative of the Life of Frederick Douglass, an American Slave,” “O Captain! My Captain!” and “The Great Escape from Slavery of Ellen and William Craft.”</p>
	<p><b>REQUIRED</b> <b>2b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	<p><b>Yes</b></p>	<p>Materials include texts of different formats. For example, students read texts of different lengths, from poems, to short stories to full-length novels in both literary and informational formats, such as “A Christmas Carol” and “Behind the Scenes.” Students watch instructional videos, such as Biography.com videos about Mary Todd Lincoln, literary videos, such as “A Christmas Carol,” website and magazine text resources, such as “Smithsonian.org,” and even listen to a song, “Imagine.”</p>
	<p><b>2c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p><b>Yes</b></p>	<p>Materials do include many informational texts with an informational text structure rather than a narrative structure. For example, articles such as “History of Christmas,” “Charles Dickens: Six Things He Gave the Modern World” and “Study: Experiences Make Us Happier than Possessions” are included. Materials include literary nonfiction. For example, the units include selections such as “The Preamble,” “Lois Lowry Newberry Acceptance Speech,” and “Advice for Writers.”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>2d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p><b>Yes</b></p>	<p>Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students interests and connect to classroom concepts or topics to develop knowledge. For example, the extension task for The Giver asks students to "select a dystopian novel from a list of possible titles to read in addition to 'The Giver.'" The task includes a selection of six texts that are listed in order of complexity from least to greatest. The materials include a reading log that helps to determine a self-directed schedule and individualized goals for reading. In addition, the culminating writing task of the The Memoir unit requires students to select and independently read a memoir from a list of seven titles. The materials include a reading log and students participate in literature circles to discuss their independent reading.</p>
<p><b>Section II. Foundational Skills (grades K-5 only)</b></p>			
<p><b>Tier 1 and 2 Non-Negotiable*</b>  <b>3. FOUNDATIONAL SKILLS:</b>  Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p>	<p><b>REQUIRED *Indicator for grades K-2 only</b>  <b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p><b>N/A</b></p>	
	<p><b>REQUIRED</b>  <b>3b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	<p><b>N/A</b></p>	
	<p><b>REQUIRED</b>  <b>3c)</b> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-</p>	<p><b>N/A</b></p>	

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.		
	<b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	<b>N/A</b>	
<b>Section III. Questions and Tasks</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>4. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p><b>Yes</b></p>	<p>Coherent sequences of questions and tasks focus students on understanding the texts and its illustrations, making connections among the texts in the collection, and expressing understanding of the topics. For example, in Section 1 of Memoir, students analyze a text, “How to Write a Memoir,” to practice skills like summarizing, analyzing sentence types, and analyzing main ideas and their development. In the next section, students begin reading an independent memoir and learn to develop questions about their texts, analyze literary elements, summarize, analyze vocabulary, and make connections. In Lesson 15, students apply skills they have learned to analyze “Thank You, Ma’am” by filling in a perspectives T-chart, analyzing how the perspectives are combined, and then comparing Hughes’s writing to the article they studied in Lesson 1, “What does Zinsser recommend about point of view or perspective?” The questions in this unit build to a culminating writing task, “Write an essay that compares and contrasts the memoir you read with Zinsser’s advice.” Students continue to return to the same texts throughout the unit to prepare them for this question and to build skills. Similarly, in Christmas Carol, students compare texts in class discussion, “In your small group, discuss the idea of giving/sacrificing for others that is present in all three of our fiction texts: ‘The Treasure of Lemon Brown,’ ‘A Christmas Carol,’ and ‘The Gift of the Magi.’”</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Then, determine a theme that is shared across all three texts and write that on your handout.” Later, students are directed, “Discuss how the theme is developed by the characters’ development in the texts. Record your thoughts on the Analyze Theme handout.”
	<p><b>REQUIRED</b>  <b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	Yes	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. For example, Lesson 3 of The Giver asks students to fill in a graphic organizer to determine word meaning and choice to look at author purpose, then use guided questions to lead students to make a prediction about the central ideas or themes of “The Giver” based on the reading and the unit essential questions using text evidence. The students finish this with a discussion about their findings. Similarly, in Christmas Carol, students complete an extension task, “How has Charles Dickens influenced modern society?” The students create a written report to explain how Dickens has influenced modern society. Students also engage in a formal class discussion about the research, emphasizing findings and evidence gathered for the report.</p>
	<p><b>REQUIRED</b>  <b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	Yes	<p>Questions and tasks support students in examining language. Memoir includes semantic mapping to determine meaning of unknown words in Lesson 5. In literature circles during this unit, students also look at specific words and phrases with a “Diction Decoder” to analyze author’s purpose for significance, imagery, deep meaning, or complexity. Students are given an answer frame in Lesson 23 of Memoir to guide structure in a written response to explain how structure supports central idea. Lesson 18 of Behind the Scenes asks students to analyze sentence structure to unlock meaning, “Read the following sentences and rearrange the words in them. There may be more than</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>5. TEXT-DEPENDENT QUESTIONS:</b></p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>one way to rearrange the words. Is there a different arrangement that expresses the same meaning?"</p> <p>A majority of questions in the materials are text dependent and text specific. Student ideas are expressed through both written and spoken responses. For example, in Lesson 10 of <i>The Giver</i>, students respond to a series of questions, "Summarize the key ideas from Jonas's rules. Given what you know about the community, why are these rules surprising," "How does Jonas react to the rules he's been given? Which words in the text convey his emotional response to the rules," and "How does the author develop Jonas's point of view and perception of his community in the text? Why is this significant?" Students independently answer questions and then discuss and revise their answers using feedback from their peers. Some examples taken from "A Treasure of Lemon Brown" from <i>A Christmas Carol</i> include, "What do the words 'lecturing endlessly' mean? What do they suggest about how Greg feels about his father? When did Greg hear this lecture from his father? What does this suggest about his father's influence on him? What does Greg do in paragraph 6? Why is this a strange decision? What does this suggest about his feelings toward his father?"</p>
	<p><b>REQUIRED</b></p> <p><b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p><b>Yes</b></p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards. For example, questions in Lesson 10 of <i>The Giver</i> ask students, "How do <i>The Giver's</i> memories influence Jonas's perspective about his community's focus on Sameness? Cite text evidence," and "Describe <i>The Giver</i> at the end of chapter 11: How does he feel about the community? Cite text evidence from his interaction with Jonas." Both of these questions address Reading Literature standards 1 and 3 in the language and idea of the questions. The cold read task</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			in <i>The Giver</i> asks, "Write a multi-paragraph essay that summarizes how the memory is portrayed in <i>The Giver</i> and explains how Lowry uses and alters that memory as inspiration for the novel. Cite evidence from both <i>The Giver</i> and 'Newbery Acceptance Speech, June 1994' to support your response. Be sure to observe the conventions of standard English."
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b>  The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	<p><b>Yes</b></p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Within each unit of study, teachers are given explicit directions to facilitate partner conversations, small group conversations, and whole class discussions. At least one Socratic Seminar or fishbowl discussion is held in each unit. Also within each unit of study, students are required to write a variety of lengths of responses, all dependent on complex texts. These responses vary from split-page notes, filling in graphic organizers, writing in reading logs, and also range in length of responses from paragraphs to essay-length writing. Students complete some writing in timed circumstances, and some over the course of several lessons to give the opportunity to understand the writing process. Lesson 16 of <i>The Giver</i> directs students to discuss with a partner, "How is the right of liberty challenged or supported in the text we just read and summarized?" After 2-3 minutes, the teacher redirects students to a whole class discussion in response to the questions on the slide and prompts students to use accountable talk to build off of one another's ideas.</p>
	<p><b>REQUIRED *Indicator for grades 3-12 only</b>  <b>6b)</b> A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to</p>	<p><b>Yes</b></p>	<p>A vast majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts. For example, in <i>Memoir</i>, students spend multiple lessons analyzing and discussing two texts, a memoir chosen based on their interest and reading level, and an</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	support valid inferences from text.		informational text, “How to Write a Memoir” by William Zinsser. These lessons culminate in a cumulative writing task where students address the prompt, “Does the memoir you read support and/or contradict Zinsser’s advice for writing a memoir in ‘How to Write a Memoir?’” Students are reminded, “Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and page numbers.” A prompt from The Giver asks, “Develop a claim about what happens to Jonas and his community at the end of the novel. Direct students to follow the instructions on the slide to develop a text-based claim about the text’s conclusion and support it with evidence.
	<b>REQUIRED *Indicator for grades K-2 only</b> <b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	<b>N/A</b>	
	<b>REQUIRED</b> <b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).  In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	<b>Yes</b>	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. For example, students write an informative essay in <i>Written in Bone</i> , “The idea that forensic anthropologists explore bones to tell the stories of the past is developed throughout ‘Written in Bone.’ What is another central idea of the text? How are both ideas developed over the course of the text?” and also in <i>Behind the Scenes</i> , “Students investigate various accounts of the American Civil War time period by researching a specific person, event, or idea. Students use both primary and secondary sources to prepare a presentation plan that compares and contrasts the various portrayals of their chosen topic. Students present their ideas in a brief multimedia presentation.” They write an argumentative essay in <i>Memoir</i> , “Does the memoir you read support and/or contradict Zinsser’s advice for writing a memoir in ‘How to Write

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>a Memoir?” and again, “Writers are the custodians of memory.’ What does William Zinsser mean by this statement? How does this apply to the “coming-of-age” literature read in this unit? Considering all of the advice on writing from the professional writers in this unit, what lessons have you learned about your voice and style in writing?” Students write a narrative in Memoir, “After reading several pieces about ‘growing up,’ write a memoir based on a real and appropriate personal experience using the techniques outlined by Zinsser, Riordan, and White, and captured on the Quality Criteria for Memoir Writing Checklist,” and in Written in Bone, “Throughout this unit we read many stories about life in Jamestown. Select a ‘story’ not told in the texts of this unit and tell that story. Research your topic and then write an essay that narrates and conveys the experiences or events (real or fictionalized).”</p>
	<p><b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p><b>Yes</b></p>	<p>Materials provide models for writing and student exemplars to support writing development in English language arts. Each of the culminating writing tasks, extended research tasks, and cold-read tasks include a student exemplar response.</p>
	<p><b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p><b>Yes</b></p>	<p>Materials address the grammar and language conventions specified by the language standards at each grade level and build on these standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, Section 9 of Written in Bone addresses standard L.7.1.a, “Explain the function of phrases and clauses in general and their function in specific sentences” within the context of the lessons and by addressing the unit text. The materials also include a grammar guide and a writing guide for teacher reference.</p>
<p><b>7. ASSESSMENTS:</b> Materials offer assessment</p>	<p><b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include</p>	<p><b>Yes</b></p>	<p>Measurement of progress via assessments includes gradual release of supporting scaffolds for students to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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>gradual release of supporting scaffolds for students to measure their independent abilities.</p>		<p>measure their independent abilities. For example, in Lesson 26 of <i>Written in Bone</i>, students receive a “Claim-Evidence-Reasoning” paragraph frame with sentence starters and structure guidance. Students also receive guidance and revision time. Later, students receive a structure organizer without sentence starters to complete a culminating writing task, “The idea that forensic anthropologists explore bones to tell the stories of the past is developed throughout ‘Written in Bone.’ What is another central idea of the text? How are both ideas developed over the course of the text?” All scaffolds are lifted by the prompt on the cold read task, “Compare and contrast how forensic anthropology is explained in ‘Puzzles of the Chesapeake,’ ‘Forensic Anthropology,’ and ‘30,000 Skeletons.’”</p>
	<p><b>REQUIRED</b>  <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p><b>Yes</b></p>	<p>Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. The curriculum includes the Narrative Writing Task and Literary Analysis Task/Research Simulation Task rubrics that are the same rubrics used for state testing. Extension tasks and presentations are also provided rubrics, such as the multimedia presentation rubric.</p>
	<p><b>REQUIRED</b>  <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p><b>Yes</b></p>	<p>Materials use varied of modes of assessment, including a range of pre-, formative, summative and self-assessment measures. Each unit in the materials includes a culminating writing task, an extension task, and a cold-read task to assess students. Many of the units offer a “practice” cold-read task for the middle of the unit. Each lesson offers student look-fors so that teachers can formatively assess progress.</p>
	<p><b>7d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p><b>Yes</b></p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. Students complete cold-read tasks using texts that do not require prior knowledge to assess skill ability.</p>

**Section IV. Scaffolding and Support**

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>8a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p><b>Yes</b></p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused on understanding the text. For example, in Lesson 1 of Written in Bone, students Use Greek and Latin affixes and roots to determine the meaning of “forensic anthropology,” a term necessary to understanding the texts within the unit. After this activity, students preview the anchor text. The remaining lessons in the unit focus on building skills through complex texts. The units also provide remedial materials that can be used as pre-reading activities. For example, The Giver provides three “Let’s Set the Context” videos: “Values and Rights in a Constitution,” “How Do Communities Develop,” and “Dystopian and Utopian Societies.” Students are able to access these independently.</p>
	<p><b>REQUIRED</b> <b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	<p><b>Yes</b></p>	<p>Materials have the goal of students gaining full comprehension of complex text. For example, Lessons 5 and 6 of Written in Bone focus on analyzing word choice and structure in the poem, "Ode to the Virginian Voyage." Students begin by determining word meaning through context clues in Lesson 5, but use this skill to analyze how author's word choice affects meaning in Lesson 6. Similarly, in Lesson 5, students paraphrase each stanza of the poem, but they use their summaries in Lesson 6 to analyze structure. The lessons culminate with students filling in a graphic organizer with columns for words and images, structure, and tone of the poem to make meaning of the poem as a whole.</p>
	<p><b>REQUIRED</b> <b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	<p><b>Yes</b></p>	<p>Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the information in the text. For example, in Lesson 10 of The Giver, students read chapter 12 of the novel independently in class, but when they are finished, the teacher rereads a section of the chapter to discuss word meaning and to prompt a class discussion, “Consider all that we have</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			read thus far: What has the community sacrificed for Sameness? Why? Cite textual evidence.”
	<b>REQUIRED</b> <b>8d)</b> The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	<b>Yes</b>	The materials are easy to use and well-organized. The reading selections are centrally located within the materials.
	<b>8e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	<b>Yes</b>	Appropriate suggestions and materials are provided for supporting varying student needs. The materials include “Let’s Set the Context” videos that help to build knowledge for learners. The materials also include Diverse Learner Supports that address scaffolds for language, structure, knowledge, and purpose. Appropriate suggestions are provided for supporting student needs such as pacing, alternate approaches, and reteaching strategies.
	<b>8f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>Yes</b>	The content can be reasonably completed within a regular school year.

**FINAL EVALUATION**

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

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts ( <b>Non-Negotiable</b> )	<b>Yes</b>	The grade level texts are qualitatively and quantitatively complex, authentic, and are connected by themes and topics for multiple, careful readings.
	2. Range and Volume of Texts	<b>Yes</b>	The materials include a balance of instructional time between literary and instructional texts, a variety of text types and lengths, informational and literary nonfiction, and independent reading over periods of time.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II: Foundational Skills (grades K-5 only)	3. Foundational Skills ( <b>Non-Negotiable*</b> )	<b>N/A</b>	
III: Questions and Tasks	4. Coherence of Tasks ( <b>Non-Negotiable</b> )	<b>Yes</b>	The materials build knowledge and skills through connections between tests and scaffolded item sets that build across reading, writing, speaking, listening, and language.
	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	<b>Yes</b>	Questions within the materials are text-dependent, include the language of the standards, and are answered in both speaking and writing.
	6. Writing to Sources, Speaking and Listening, and Language	<b>Yes</b>	The materials ask students to analyze complex texts, returning to the text for text-dependent answers, and then expressing their answers over different time periods and with different modes of writing.
	7. Assessments	<b>Yes</b>	Assessments are varied, incorporate gradual release, are unbiased, and include rubrics and student exemplars.
IV: Scaffolding and Support	8. Scaffolding and Support	<b>Yes</b>	The materials are organized, address diverse learners, include appropriate scaffolding for each grade level, and regularly direct teachers and students back to texts for purposeful re-readings.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier I, Exemplifies quality</u></b>			

\*As applicable

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



Title: **Guidebooks**

Grade: **8**

Publisher: **Imagine Learning (formerly LearnZillion)**

Copyright: **2018**

Overall Rating: **Tier I, Exemplifies quality**

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

<b>STRONG</b>	<b>WEAK</b>
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. 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 – 8 may not apply.)

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,<sup>13</sup> as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Materials provide texts that are appropriately complex for sixth grade. The Lexile of texts in this curriculum range from 820L to 1385L. For example, the anchor texts and subsequent Lexile levels for the texts in this grade level are “The Call of the Wild” at 1080L, “The Tell-Tale Heart” at 820L, “Flowers for Algernon” at 910L, “Sugar Changed the World” at 1130L, and “Conservation as a National Duty” at 1385L. The majority of texts fall within the Lexile band for this grade band. Qualitatively, these materials meet the criteria for the grade level. For example, the Tell-Tale Heart anchor text, “The Tell-Tale Heart,” has a very complex structure as a series of flashbacks told through a confessional monologue, exceedingly complex language with dense vocabulary and figurative language, an exceedingly complex meaning with an unreliable narrator and conflicting viewpoints through the same perspective, and very complex knowledge demands that require the reader to understand the possible motivations behind murder.</p>
	<p><b>REQUIRED</b></p> <p><b>1b)</b> At least 90% of texts are authentic<sup>14</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>At least 90% of texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. For example, the texts in Tell-Tale Heart include short stories by Edgar Allan Poe, and O. Henry, articles published in “Big Think” and “The New York Times,” a blog post by a professor at Brock University, readings from Plato and Stephen Vincent Benet, and an excerpt from a novel by Tim O’Brien.</p>

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p><b>1d)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p><b>Yes</b></p> <p><b>Yes</b></p>	<p>Materials do provide a coherent sequence or collection of connected texts. For example, all of the texts in Tell-Tale Heart deal with the role of the narrator and point of view. According to the materials, “Students also understand how the narrative voice of a text can blur the line between fact and fiction. Students express their understanding through writing in different points of view and examining motives and bias in various media.” The extension writing task for Call of the Wild connects multiple texts, “The Call of the Wild,” excerpts from “Do Animals Think and Reflect,” “How Smart are Animals,” and “Animal Minds,” by asking students to “Write an argumentative essay in response to the question” of whether Jack London is a “nature faker.” Students are also asked to use grammar, conventions, spelling, and grade-appropriate vocabulary in their analyses. Students utilize speaking and listening to connect two texts in this unit in a Socratic Seminar, discussing “The Call of the Wild” and “To Build a Fire” in Lesson 27.</p> <p>Texts do increase in complexity as materials progress throughout the grade level and texts do increase in complexity across the grade bands. For example, in the grade 8 materials, students read “Monster” at 670L, “The Tell-Tale Heart” at 820L, and “Frankenstein” at 1170L. The grade six materials range in complexity from 850L to 1110L, the grade seven materials range from 760L to 1140L, and the grade eight materials range from 820L to 1385L, as evidenced in indicator 1a.</p>
<p><b>2. RANGE AND VOLUME OF TEXTS:</b></p> <p>Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3,</a></p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p><b>Yes</b></p>	<p>In grades K - 12, ELA materials seek a balance in instructional time between literature and informational texts. For example, in Flowers for Algernon, the students read six literary texts and three informational texts. Students focus on literary texts for twenty-five lessons and informational texts for twelve lessons in this unit. While this unit may not strike a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><a href="#">RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.</a></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			balance in instructional time because more of the focus is on literary texts, teachers can access other units, such as Sugar or Conservation that are focused more on informational texts. This strikes a balance in instructional time for the curriculum as a whole.
	<p><b>REQUIRED</b></p> <p><b>2b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	Materials include texts of different formats. For example, students read texts of different lengths, from poems, to short stories to full-length novels in both literary and informational formats, such as “Call of the Wild” and “Sugar Changed the World.” Students watch instructional videos, such as “Louisiana Sugarcane Farmer” and “State of Sugar,” literary videos, such as “Charly: Open, Relentless Search” and even look at a painting, “The Treachery of Images.”
	<p><b>2c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Yes	Materials do include many informational texts with an informational text structure rather than a narrative structure. For example, articles and excerpts such as “Sugar Changed the World,” “John James Audubon and the Natural World,” “Does IQ Test Really Measure Intelligence,” and “Theodore Roosevelt and Conservation” are included. Materials include literary nonfiction. For example, the units include selections such as Roosevelt’s “Conservation as a National Duty” speech, “Good Form,” and “The Life and Letters of John Muir.”
	<p><b>2d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	Yes	Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students interests and connect to classroom concepts or topics to develop knowledge. For example, Tell-Tale Heart starts an Independent Reading component in Lesson 2, where students are asked to select a novel that they will independently read to answer questions about narrator reliability. The text choices include “Nothing But the Truth” and “Monster,” which students are allowed to preview and then select based on interest. The materials include a reading log that helps to determine a self-directed

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.		
	<b>REQUIRED</b> <b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.	<b>N/A</b>	
	<b>REQUIRED</b> <b>3f)</b> Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	<b>N/A</b>	
	<b>3g) *Indicator for grades K-2 only</b> Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	<b>N/A</b>	
	<b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	<b>N/A</b>	
<b>Section III. Questions and Tasks</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>4. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to	<b>REQUIRED</b> <b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and	<b>Yes</b>	Coherent sequences of questions and tasks focus students on understanding the texts and its illustrations, making connections among the texts in the collection, and expressing understanding of the topics. For example, in Section 1 of Tell-Tale Heart, students analyze a painting, "The Treachery of Images," to begin to consider "how authors use

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>tasks are developed so that students build knowledge and skill over the course of the unit.</p>		<p>narrator and point of view to influence our perspective and understanding.” In the next section, students begin reading “Narrative Point of View: Some Considerations” and “The Ransom of Red Chief.” Students complete a character chart to identify how the characters think, feel, and act about the kidnapping and how that contradicts their expectations. In Lesson 7, the students learn how these contradictions create irony, then in Lesson 9, students begin to work on an essay, “Write an essay which explains how O. Henry’s use of irony creates humor and develops a theme in ‘The Ransom of Red Chief.’” In the following sections, students practice rewriting “The Tell-Tale Heart” from an alternate perspective, then are assigned a culminating writing task, “Rewrite ‘The Tell-Tale Heart’ from a new perspective. Then compare and contrast the original version and a rewritten version to determine which version has more impact and why.” Students continue to return to the same texts throughout the unit to prepare them for this question and to build skills. Similarly, Lesson 19 of Flowers for Algernon asks students to compare “Flowers for Algernon” and “Frankenstein,” “Who is telling each story? What role does that person play in the story? How is each story told? In what format? What is similar or different between the words and phrases used and how the sentences are constructed? How does each story develop a message about knowledge?”</p>
	<p><b>REQUIRED</b>  <b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review</p>	<p><b>Yes</b></p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. For example, Lesson 1 of Sugar asks students to read “Sugar Cane” by Grace Nichols and paraphrase the poem with a partner and discuss word connotation and meaning using a vocabulary chart. Students also have a whole-class discussion about the</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	checklist.		effects of word choice on tone. Students work to paraphrase the poem in a small group discussion and then write about their findings, “Summarize the poem ‘Sugar Cane’ in your reading log.” Subsequent lessons follow a similar structure but deepen the analysis of the poem. Similarly, the extension task in Tell-Tale Heart asks students to evaluate perspective in real-world situations to determine whether information is reliable. Students select a specific topic to research and then deliver a multimedia report that explains persuasive techniques and the advantages and disadvantages of different mediums.
	<p><b>REQUIRED</b></p> <p><b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<b>Yes</b>	Questions and tasks support students in examining language. Conservation includes semantic mapping to analyze key academic vocabulary in Lesson 2. The students also receive a vocabulary log in this lesson which helps them to define academic vocabulary by determining the part of speech, synonyms and antonyms, and source sentences. In Lessons 4 and 5 of Conservation, students look at a poem to write a response for which they are given a structure organizer that includes some sentence starters. Students also use the poem to recognize and correct inappropriate shifts in verb voice. Additionally, the teacher materials in Lesson 14 of Tell-Tale Heart directs teachers to explain, “The language and style of the text is challenging, so you will stop periodically to discuss the text and key vocabulary to support.”
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>5. TEXT-DEPENDENT QUESTIONS:</b></p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of</p>	<p><b>REQUIRED</b></p> <p><b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<b>Yes</b>	A majority of questions in the materials are text dependent and text specific. Student ideas are expressed through both written and spoken responses. For example, in Lesson 11 of Call of the Wild, students respond to a series of questions, “What do we learn about the ‘primordial beast’ within Buck in the first paragraph,” “What does Spitz do to finally provoke Buck to act,” and “How do Francois and Perrault’s view about Buck and Spitz differ?” Students independently

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p>Yes</p>	<p>answer questions and then discuss and revise their answers using feedback from their peers. Similarly, scaffolded questions for “The Tell-Tale Heart” ask students, ““What does the narrator hear or think he hears? How does he react to the sound? What does the narrator do at the end of the text?”</p> <p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards. For example, questions in Lesson 11 of Call of the Wild ask students, “How does the author use the incident of the wild dog attack to propel the action and the suspense in the text,” and “How do Buck’s actions impact the owners, Francois and Perrault? How do Buck’s actions impact the team as a whole? Cite textual evidence.” Both of these questions address Reading Literature standards 1 and 3 in the language and idea of the questions. The cold read task for Sugar asks, “Write a multi-paragraph essay that explains in detail what Mr. Simon means by this statement and how this idea is conveyed in both ‘200 Years of Sugar’ and ‘The State of Sugar.’ Cite evidence from both the video and the passage to support your response. Be sure to observe the conventions of standard English.</p>
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b>  The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p>	<p><b>REQUIRED</b>  <b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	<p>Yes</p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Within each unit of study, teachers are given explicit directions to facilitate partner conversations, small group conversations, and whole class discussions. At least one Socratic Seminar or fishbowl discussion is held in each unit. Also within each unit of study, students are required to write a variety of lengths of responses, all dependent on complex texts. These responses vary from split-page notes, filling in graphic organizers, writing in reading logs, and also range in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>length of responses from paragraphs to essay-length writing. Students complete some writing in timed circumstances, and some over the course of several lessons to give the opportunity to understand the writing process. In Conservation, students conduct research on a modern conservation group, then write an expository, research-based essay that explains how the group's values and goals support the conservation movement of today. Finally, students write and deliver a speech as the leader of the organization about their goals and the importance of their work in today's community.</p>
	<p><b>REQUIRED *Indicator for grades 3-12 only</b>  <b>6b)</b> A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<p><b>Yes</b></p>	<p>A vast majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts. For example, in Flowers for Algernon, students spend multiple lessons analyzing and discussing resources on theories of intelligence and comparing their findings to "Flowers for Algernon." These lessons culminate in an extension task where students address the prompt, "Throughout 'Flowers for Algernon,' Charlie's understanding of intelligence evolves. How has our understanding of intelligence changed over time?" Students are reminded, "Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and page numbers."</p>
	<p><b>REQUIRED *Indicator for grades K-2 only</b>  <b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<p><b>N/A</b></p>	
	<p><b>REQUIRED</b>  <b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades,</p>	<p><b>Yes</b></p>	<p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. For example, students write an informative essay in Flowers for Algernon, "Throughout 'Flowers for Algernon,' Charlie's understanding of intelligence</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>		<p>evolves. How has our understanding of intelligence changed over time?" and also complete research to write an informative essay which presents at least 2 different theories of intelligence and explains why each theory is or is not widely accepted today. They write an argumentative essay in this unit as well, "Consider how Charlie has changed from the beginning of 'Flowers for Algernon.' How does the surgery improve or worsen his quality of life?" and also in Call of the Wild, "Given Jack London's characterization of Buck in the novel and your understanding of animal cognition, should he be considered a 'nature faker?' Why or why not?" Students write two narratives in Tell-Tale Heart, a rewritten scene from Ransom of Red Chief with a different point of view and also the prompt, "Rewrite 'The Tell-Tale Heart' from a new perspective. Then compare and contrast the original version and a rewritten version to determine which version has more impact and why."</p>
	<p><b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p><b>Yes</b></p>	<p>Materials provide models for writing and student exemplars to support writing development in English language arts. Each of the culminating writing tasks, extended research tasks, and cold-read tasks include a student exemplar response.</p>
	<p><b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p><b>Yes</b></p>	<p>Materials address the grammar and language conventions specified by the language standards at each grade level and build on these standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, Section 6 of Call of the Wild addresses standard L.8.1.a, "Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences" within the context of the lessons and by addressing the unit text. The materials also include a grammar guide and a writing guide for teacher reference.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p><b>Yes</b></p>	<p>Measurement of progress via assessments includes gradual release of supporting scaffolds for students to measure their independent abilities. For example, in Lesson 5 of Conservation, students are given an answer frame to write a multi-paragraph essay comparing the poem “Autumntime” to claims made in a speech by Roosevelt. Students receive an “Answer Frame Template” with sentence starters and structure guidance. Students also receive guidance and revision time. Later, students receive a structure organizer without sentence starters to complete a culminating writing task, “How does Roosevelt make connections between conservation and the progress, patriotism, and morality of the American people?” All scaffolds are lifted by the prompt on the cold read task, “Write a multi-paragraph essay that explains what this sentence means and how it reveals the author’s attitude (tone) toward Audubon’s work as an artist. Cite evidence from the passage to support your response.”</p>
	<p><b>REQUIRED</b> <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p><b>Yes</b></p>	<p>Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. The curriculum includes the Narrative Writing Task and Literary Analysis Task/Research Simulation Task rubrics that are the same rubrics used for state testing. Extension tasks and presentations are also provided rubrics, such as the multimedia presentation rubric.</p>
	<p><b>REQUIRED</b> <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p><b>Yes</b></p>	<p>Materials use varied of modes of assessment, including a range of pre-, formative, summative and self-assessment measures. Each unit in the materials includes a culminating writing task, an extension task, and a cold-read task to assess students. Many of the units offer a “practice” cold-read task for the middle of the unit. Each lesson offers student look-fors so that teachers can formatively assess progress.</p>
	<p><b>7d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p><b>Yes</b></p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Students complete cold-read tasks using texts that do not require prior knowledge to assess skill ability.
<b>Section IV. Scaffolding and Support</b>			
<p><b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>8a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused on understanding the text. For example, in Lesson 1 of Tell-Tale Heart, students analyze a painting and then discuss unit questions and begin making connections and distinctions among the unit concepts using a word map. Within this lesson, students engage in a four corners activity using statements such as, “What you see is what you get,” and “One can never really know the truth.” These statements connect to the essential questions of the unit and require students to consider the questions before reading texts. The remaining lessons in the unit focus on building skills through complex texts. The units also provide remedial materials that can be used as pre-reading activities. For example, Call of the Wild provides three “Let’s Set the Context” videos: “Klondike Gold Rush,” “Dog Sledding,” and “Climate and Geography of the Novel.” Students are able to access these independently.</p>
	<p><b>REQUIRED</b> <b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or 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	<p>Materials have the goal of students gaining full comprehension of complex text. For example, Lessons 1 through 4 of Sugar focus on analyzing word choice and structure in the poem, "Sugar Cane," and build to the analysis of tone and theme. Students begin by determining word meaning through context clues in Lesson 1, but build upon this skill in Lesson 2 to analyze how personification and symbolism affect meaning through questions that build, "What do the highlighted phrases tell the reader about the sugarcane plant?" and "How do the highlighted phrases help the reader understand how the sugarcane plant is being personified?" The students build even further on these skills in Lessons 3 and 4 through continually adding to a graphic organizer that</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			connects all of their thoughts and discussions to help determine theme and to make meaning of the poem as a whole.
	<b>REQUIRED</b> <b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	<b>Yes</b>	Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the information in the text. For example, in Lesson 1 of Sugar, students reread the poem “Sugar Cane” independently in class, but when they are finished, the teacher rereads a selection of four stanzas to direct the students in their thinking and analysis, “How do the highlighted phrases help the reader understand how the sugarcane plant is being personified,” and “How does the poet use ‘jaundice’ to personify the sugarcane plant?”
	<b>REQUIRED</b> <b>8d)</b> The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	<b>Yes</b>	The materials are easy to use and well-organized. The reading selections are centrally located within the materials.
	<b>8e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	<b>Yes</b>	Appropriate suggestions and materials are provided for supporting varying student needs. The materials include “Let’s Set the Context” videos that help to build knowledge for learners. The materials also include Diverse Learner Supports that address scaffolds for language, structure, knowledge, and purpose. Appropriate suggestions are provided for supporting student needs such as pacing, alternate approaches, and reteaching strategies.
	<b>8f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>Yes</b>	The content can be reasonably completed within a regular school year.

**FINAL EVALUATION**

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts ( <b>Non-Negotiable</b> )	Yes	The grade level texts are qualitatively and quantitatively complex, authentic, and are connected by themes and topics for multiple, careful readings.
	2. Range and Volume of Texts	Yes	The materials include a balance of instructional time between literary and instructional texts, a variety of text types and lengths, informational and literary nonfiction, and independent reading over periods of time.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills ( <b>Non-Negotiable*</b> )	N/A	
III: Questions and Tasks	4. Coherence of Tasks ( <b>Non-Negotiable</b> )	Yes	The materials build knowledge and skills through connections between tests and scaffolded item sets that build across reading, writing, speaking, listening, and language.
	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	Yes	Questions within the materials are text-dependent, include the language of the standards, and are answered in both speaking and writing.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	The materials ask students to analyze complex texts, returning to the text for text-dependent answers, and then expressing their answers over different time periods and with different modes of writing.
	7. Assessments	Yes	Assessments are varied, incorporate gradual release, are unbiased, and include rubrics and student exemplars.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	The materials are organized, address diverse learners, include appropriate scaffolding for each grade level, and regularly direct teachers and students back to texts for purposeful re-readings.
FINAL DECISION FOR THIS MATERIAL: <b>Tier I, Exemplifies quality</b>			

\*As applicable



Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.