



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.¹ In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts² independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Study Sync**

Grade: **9**

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

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

STRONG	WEAK
1. Quality of Texts (Non-negotiable)	
2. Text-Dependent Questions (Non-negotiable)	
3. Coherence of Tasks (Non-negotiable)	
4. Foundational Skills (Non-negotiable)	
5. Range and Volume of Texts	
6. Writing to Sources, Speaking and Listening, and Language	
7. Assessments	
8. Scaffolding and Support	

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

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

To evaluate instructional materials for alignment with the [standards](#) and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**³ Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. Materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II⁴.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

Tier 1 ratings receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

Tier 2 ratings receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

Tier 3 ratings receive a “No” for at least one of the Non-negotiable Criteria.

³ **Required Indicators of Superior Quality** are labeled “**Required**” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

⁴ For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 -4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. K-12 Non-negotiable Criteria of Superior Quality Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III.			
<p>Non-negotiable</p> <p>1. QUALITY OF TEXT SETS: 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>Required</p> <p>1a) 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,⁵ 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> <p><i>A text analysis that includes complexity information is provided.</i></p>	<p>Yes</p>	<p>Materials include texts that are appropriately complex according to the requirements outlined by the standards for Grade 9. There are six units that are tagged to core ELA Standards. Each unit contains a variety of texts that are connected in theme, yet differ in genre, perspective, and mode. The complexity of these texts were reviewed using qualitative and quantitative measures from appropriate text complexity rubrics. The materials provide texts with Lexiles that range from 740L to 1450L. Often, texts that fall in the lower Lexile range are sufficiently complex due to knowledge demands, archaic language, complex sentence structure, or age-appropriateness of the subject. For example, in Unit 6, the text “Advice to Little Girls” possesses qualitative features such as challenging dialect since the piece was written by Mark Twain in 1865, a time that would be unfamiliar to students. The complex sentence structures and challenging vocabulary combined with unfamiliar contexts make this a challenging read by Grade 9 standards, but the low word count of only 386 words makes this text a suitable close-read. The Lexile level for this text is 1230. In Thematic Unit 1, “Divided We Fall” the text features “The Necklace” by Guy de</p>

⁵ 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](#)”

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			Maupassant 930L with complex qualitative features such as varied sentence structure and formal vocabulary.
	<p>Required 1b) At least 90% of texts are of publishable quality 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	At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. For example, in Unit 1, the excerpt from “Braving the Wilderness” was written by Dr. Brene` Brown who is a qualitative researcher and bestselling author. In Unit 3, Declaring Your Genius, “The Most Dangerous Game” by Richard Connell is used and was originally published in 1924. This text connects students with historical events in an authentic manner. In addition, “The Loneliness of Love Lost in Edgar Allan Poe’s ‘The Raven’” is a literary review that is not published in scholarly form, but rather as a “blog.” The author, Ursula Villarreal-Moura is a contemporary writer of fiction, specifically Tejana. The inclusion of such works within the curriculum allows students to see themselves in this scholarly setting and therefore is chosen for an authentic purpose to enrich the opportunities for students.
	<p>Required 1c) 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>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students</p>	Yes	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. Core ELA units are organized thematically and culminate in an extended writing project that reflects the essential question of the unit. Texts address

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	<p>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>the common topic and include reading, writing , speaking, and language. For example, in Unit 3, the Essential Question asked is, “How do you define intelligence?” In Unit 2, the theme “The Call to Adventure” seeks to address the Essential Question asked, “What will you learn on your journey?” and features “Leon Bridges on Overcoming Childhood Isolation” by Jeff Weiss, a news report on the musician. This text shows the artist’s journey from an isolated childhood into a celebrated musician. Unit 2 also features “Bessie Coleman: Woman who dared to dream’ by the U.S. Air Force. This text presents Coleman as the first African American woman to have a pilot’s license. Also featured is “Volar” by Judith Ortiz Cofer which is a fictional account of the narrator ruminating on the American Dream. These texts approach the ideas of journey and adventure which build knowledge and vocabulary around a coherent theme. Within Unit 4, the texts provide a variety of perspectives and contexts which expose students to new vocabulary and background knowledge. Text formats range in context from a play written by William Shakespeare to a modern informational article from 2012 (Susan Cain’s “Quiet: The Power of Introverts in a World That Can’t Stop Talking”).</p>

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	<p>Required 1d) Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>Yes</p>	<p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. For example, in Unit 6, “Letters to Young Poet” the purpose during the first read is comprehension; the purpose of the second read is to write a response from the perspective of a young poet. Unit 2 features “The Journey” by Mary Oliver in which a first read examines conflict, integral to the poem’s message, then guides a close read to analyze the structure and figurative language used in this poem and as related to two others. In addition, the Unit 5 lesson plan for “The Gift of the Magi” instructs teachers to facilitate an independent read of the text while the teacher look-fors in “Check for Success” and “Text Talks” provide teachers with talking points to prompt students to re-read sections of the text: “Look at paragraphs 1 and 2. Ask yourself...” Students read text for multiple, careful readings throughout each unit.</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 2. TEXT-DEPENDENT QUESTIONS: 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>Required 2a) 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>Yes</p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. In Unit 2, the close read of “St. Lucy’s Home for Girls Raised by Wolves,” the constructed response prompts students to “compare and contrast the ways in which the community ... the excerpt from ‘Braving the Wilderness’ and ‘St. Lucy’s Home for Girls Raised by Wolves’... enhances the conflict faced by the main character and influences the theme”</p>

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<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>and the rubric for the prompt indicates students must “provide exemplary analysis, using relevant evidence from the texts.” Unit 1 employs “I Have a Dream” by Martin Luther King, Jr. and provides first read questions such as, “Which example of figurative language best states what the author hopes will happen when he returns to the South after his speech?” and “What is most closely the central idea of the passage below (paragraph 7)?” and “What does Dr. King encourage those who come from persecution to do next? Explain.”</p>
	<p>Required 2b) 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>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. For example, Unit 2 features the poem “12” by Rabindranath Tagore and asks students, “Which of the following phrases from the poem best evokes the speaker’s triumphant tone?” “Which inference about ‘the traveler’ is best supported by the passage below?” “People tend to think of a journey in the context of physical travels from place to place. However, some journeys are abstract—they take place in the mind or in the imagination. What type of journey is explored through the speaker’s descriptions of events in this poem and what theme does it suggest?” The Unit 1 close read of “I Have a Dream” Skills Focus question asks students to “Identify what two things are being compared and explain how</p>

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			this extended metaphor enhances King’s argument.” This mirrors SS.RI.9-10.6 (“... analyze how an author uses rhetoric to advance that point of view or purpose”).
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>3. COHERENCE OF TASKS: 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>Required</p> <p>3a) 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 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>Yes</p>	<p>Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. When dealing with a single text, coherent sequences of questions for students are provided. The Unit Extended Writing Projects also provide opportunities for students to make connections among texts in a set and to express their understanding of topics, themes and ideas related to the Essential Question. For example, in Unit 2, “The Call to Adventure” features a close read of “The Journey” by Mary Oliver. The first read includes questions such as, “What larger idea about the traveler’s journey is mainly expressed by these images of nature in the poem (lines 19-22)?” and “Based on the following passage, what mainly can the reader infer about the traveler (lines 27-32)?” Then, in the close read of this text, task instructions state: “Annotate a stanza in ‘The Journey’ to contrast its structure with the structure of a stanza in ‘Stopping by Woods on a Snowy Evening.’ After reading each stanza aloud, explain how the structure affects the pacing, mood, or meaning... Annotate the final stanza in ‘The Journey’ to</p>

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			<p>compare and contrast it with the final stanza in '12' (from 'Gitanjali'). Explain what themes are developed in the conclusions through metaphor."</p> <p>The texts that require multiple readings build knowledge during the initial reads and use text-specific skills practice that connect to writing tasks after the close read. For example, in Unit 4, "Dusting," the purpose of the first read is "to identify and describe character traits and setting details" which is partially done with comprehension-level "Think" questions. This is followed by skill lessons for poetic structure, figurative language, and textual evidence. Skill lessons use the text as a model and the practice is text-based. For the close read of "Dusting," students are instructed to annotate the figurative language, structure, and theme. Students then write a response that "[analyzes] the title, character, events, figurative language, and imagery in "Dusting" to offer an original interpretation of the poem's messages."</p>
	<p>Required 3b) 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>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. Students are provided with multiple opportunities throughout a unit to read, write, speak, listen, and attend to language while interacting with grade level complex texts.</p>

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			<p>Students are prompted to interact with complex text by viewing an introductory video, reading a text, answering questions in a quiz, participating in Text Talk (labeled as a whole group discussion), and by completing a writing assignment. In Unit 5, the lesson plan for the poem “How Do I Love Thee” requires students to read and discuss the poem as a whole group before writing an original sonnet. In Unit 1, for speech, the lesson plan for “I Have a Dream” suggests the resource of talking frames to encourage whole group discussions about the text. Sufficient opportunities are provided for students to engage in reading, writing, speaking, listening, and attending to language while interacting with a complex text. Opportunities to discuss and listen are often labeled as “optional” instead of integrating those activities regularly into the lesson plan. In Unit 3, Declaring Your Genius, students read “Señora X No More” by Pat Mora in order to write a short response demonstrating their understanding of figurative language. Then, students engage with “An Indian Father’s Plea” by Robert Lake-Thom and discuss the letter in order to evaluate details and determine key ideas. Finally, students address the following Extended Writing Project Prompt: “Based on your reading in this unit and personal experience, identify at least two factors that you think an effective intelligence test should take into account and develop a strong argument in support of them.”</p>

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			<p>Students must “reinforce [their] claim with relevant details from the unit texts and your personal experience.” The writing process for this argumentative task is broken into four stages: Draft, Revise, Edit and Publish. Units 1, 2, 3, 4, and 5 include an extended writing project that is thematic but requires text evidence. Unit 6 includes an extended oral project that requires students to compare and contrast their experiences with texts from the unit to support a claim. Collaborative conversations can also be the ending task for a text. In Unit 2, “Welcome to America,” students have a collaborative conversation that analyzes whether this is an argumentative piece. Students are prompted to then write a reflection about their discussion.</p>
	<p>Required 3c) 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.</p> <p>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>	<p>Yes</p>	<p>Questions and tasks support students in examining the language (i.e., vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2 and advance the depth of word knowledge. In “The Big Idea” section of each unit there is a content vocabulary skill lesson and an academic vocabulary lesson. Teachers are prompted to encourage students to use content and academic vocabulary words in collaborative conversations as an optional activity. There is also a final vocabulary review at the end of the unit. During the first reads and independent reads, students are asked to predict the definitions of words in boldface. The teacher edition prompts teachers to review the definitions of these</p>

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			<p>words and ask students questions that connect the word with the text. The language work continues during first reads in the quiz and in “Think” questions. Think Questions 4 and 5 are typically about language and can include questions about context clues, multiple meanings, or word families. For example, in Unit 6, the first read of “The Scarlet Ibis,” Think Question 5 states, “The word ‘descend’ comes from the Latin ‘descendere,’ meaning ‘to climb.’ Write your best definition of the word ‘descend’ as it is used in this short story, along with any helpful words or phrases that led you to your understanding.” The words students define in the first read appear again in the close read texts as the pre-reading activity.</p>
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
<p>Non-negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the</p>	<p>Required *Indicator for grades K-2 only 4a) 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>Required 4b) 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>Required 4c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-</p>	N/A	

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<p>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>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>Required 4d) 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>Required 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of 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>Required 4f) In grades K - 5, materials guide students to read grade-level text, making frequent connections between acquisition of foundation skills and meaning-making.</p>		N/A	
<p>Section III. Additional Criteria of Superior Quality</p>				

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<p>5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the 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.)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) 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>Yes</p>	<p>Materials adequately seek a balance in instructional time between the use of literature and informational texts. Each unit also provides a balance of fiction and nonfiction texts as well as multiple writing forms and genres. In Unit 6, students are prompted to read excerpts from “To Kill a Mockingbird” a novel (fiction). In Unit 4, students are prompted to read excerpts from “Romeo and Juliet” a play (fiction) along with multiple poems. In Unit 5, students are prompted to read multiple argumentative essays (nonfiction). There are six units within the materials, each have a Genre Focus and a balance between the use of literature and informational text. In Unit 1, the Genre Focus is fiction and includes: “The Necklace” by Guy de Maupassant and “St. Lucy’s Home for Girls Raised by Wolves” and “Marigolds” by Eugenia Collier. In Unit 3, the Genre Focus is argumentative text and writing and includes “Convocation Remark at Harvard University” and “The Secret to Raising Smart Kids.” In Unit 5, the Genre Focus is poetry and features Shakespeare’s “Sonnet 116,” Li Po’s “The Song of Changgan,” and “Dusting” by Rita Dove. While the focus genres make up larger percentages of texts per unit, the units also include other genres. In Unit 3, the focus genre is argumentative and provides 7 argumentative texts, 2 informational texts, 3 narrative literary texts, and 2 poems. The ratio of literary to informational texts is approximately 13 to 10.</p>

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	<p>Required 5b) Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	<p>Yes</p>	<p>Materials include print and non-print texts in different formats and lengths. Each unit includes texts, film, music, and visual arts. Introductory videos are provided in each lesson and audio provided for each text. In Unit 3, students are prompted to view paintings by Georgia O’Keeffe. Texts vary in length and provide a variety of print genres with media clips that accompany some text. However, the online materials do not include graphs, charts, or other visual nonfiction features with the exception found in Unit 3, “The Origin of Intelligence.” Online texts have few illustrations, works of art, or pictures with texts. Exceptions were in excerpts of graphic novels in Unit 6, “Maus,” and in photographs in two selections: “Letter to My Younger Self” and “Pride and Perseverance.” Also in Unit 6, “Lift Every Voice and Sing,” the text of the poem and video of a performance of it as a song is included.</p>
	<p>5c) The majority of informational texts have an informational text structure rather than a narrative structure. In grades 3-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p>Yes</p>	<p>The majority of texts have an informational text structure rather than a narrative structure. A variety of informational texts with a narrative structure account for about one-third of the texts and include personal narratives, anecdotes, and biographical texts. Two-thirds of the informational texts include letters, speeches, and excerpts from scientific works. For example, works from renowned social scientists in Unit 1 include an excerpt from “Braving the Wilderness” by Brene Brown and in Unit 3 from “The Secret to Raising Smart Kids” by Carol S. Dwek. Also</p>

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			<p>in Unit 3, the excerpt from “The Singularity is Near” includes historically significant speeches such as Margret Chase Smith’s “Remarks to the Senate in Support of a Declaration of Conscience” and “Eulogy to Mahatma Gandhi” while Unit 1 includes Martin Luther King, Jr.’s “I Have a Dream.”</p> <p>Speeches, biographies and essays include the following informational text: “Maus” by Art Spiegelman is told in the form of a graphic novel narrative; “Braving the Wilderness” by Brene Brown is told in the form of a narrative anecdote; “The Future in My Arms” by Edwidge Danticat has a narrative structure; “Restless Genes” by David Dobbs and “Angela’s Ashes” by Frank McCourt have an expository structure; “Convocation Remarks at Harvard University” by Michael Johnston has a narrative speech structure; “Bessie Coleman” by the U.S. Air Force has a narrative biography structure; and, “Wild” by Cheryl Strayed has a narrative essay structure.</p>
	<p>5d) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	<p>Yes</p>	<p>The materials provide direction and practice for regular, accountable independent reading of texts that appeal to students’ interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. Students are provided opportunities for independent reading within the lessons. Opportunities are also provided as optional pieces. In Unit 6, students are provided multiple required texts that require</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>independent reading, as well as a selection of self-selected readings that include “A Death in the Family” (Fiction), “Disaster Preparedness” (Informational), “Go Set a Watchman” (Fiction), “Loud Music” (Poetry), “A Boy of Unusual Vision” (Informational), and “Everything, Everything” (Fiction). In Unit 2, students are provided multiple required texts that require independent reading, as well as a selection of self-selected readings that include “The Moon Landing: An Undelivered Nixon Speech” (Informational), “A Lady’s Life in the Rocky Mountains” (Informational), “Beneath the Lyrics of Leon Bridges” (Informational), “Song of the Open Road” (Poetry), “Recuerdo” (Poetry), “Bless Me,” “Ultima” (Fiction), “The Hobbit” (Fiction), and “A Walk in the Woods” (Informational).</p> <p>Each unit includes Integrated Reading and Writing that features Self-Selected Reading and student guidance on choices for Independent Reading selections. For example, the materials state that “students will self-select a text, establish a purpose for reading, and read independently for a sustained period of time.” Lessons help guide students in their choice of independent text as seen in Unit 1 where students are asked, “Am I interested in the unit theme of belonging?” “Do I get a kick out of stories like ‘The Necklace’?” “Did I find Martin Luther King Jr’s call for unity as a vehicle for social justice compelling?” There</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			are a variety of avenues for independent reading within core ELA and novel study units. Some selections in core ELA units are marked specifically as independent readings; as in Unit 6, “Why I Lied to Everyone in Highschool About Knowing Karate.” In the optional novel study units, there are novels sectioned into independent reading tasks that are accompanied by quizzes and written responses.
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: 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>Required 6a) 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>	Yes	The materials reflect adequate opportunities for students to listen, speak, and write about their understanding of texts. For example, in Unit 1, the lesson plan for the text “Marigolds” provides opportunities for students to listen, speak, and write through various activities. Additionally, in Unit 2, the lesson plan for the text “Volar” provides opportunities for students to listen, speak, and write. The materials also provide opportunities for students to discuss and express their understanding of complex texts and are supported primarily through Teacher Edition notes in Integrated Reading and Writing of the unit. For example, Unit 3, Declaring Your Genius, features the essay “Georgia O’Keeffe” by Joan Didion supported by the Teacher Edition, Text Talk questions such as, “What did Didion’s daughter see that she liked in 1973?” “What did the city men think was impossible?” “How did O’Keeffe respond?” In the close read of the text, the Teacher Edition suggests having a collaborative conversation, inviting students to discuss the prompt, “What message does

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the writer seek to convey about Georgia O’Keefe as both an artist and a human being when she assigns the word ‘hard’ to O’Keefe’s character, and how does the evidence she provides support this message?”</p> <p>In Unit 3, Timed Writing, the Teacher Edition provides Peer Review Instructions which include questions such as “How well does the writer clearly state his or her own perspective on the issue?” and “Does the writer use a clear and logical organizational structure?” Lesson plans include opportunities for students to have Text Talks as a whole class and as collaborative conversations as prewriting activities. Students have frequent opportunities for writing. During independent and close reads students are tasked with written responses that vary by genre. In addition, each unit has an extended writing project with the exception of Unit 6 which has an extended oral project. Units offer alternative extended writing projects prompts with prompts from different genres. For example, in Unit 5, students are given a variety of writing tasks: for “Masters of Love” students write a reflection of a collaborative discussion; for “Redbird Love” students write a poem; and for “The Loneliness of Lost Love in Edgar Allan Poe’s ‘The Raven’” students “analyze the effectiveness of the writer’s support for her claim.” The extended writing assessment is a literary analysis of the three works from</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the unit. Alternative prompts include expository, argumentative, and narrative writing.
	<p>Required *Indicator for grades 3-12 only</p> <p>6b) The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	Yes	<p>The majority of oral and written tasks require students to demonstrate the knowledge they build through the analysis and synthesis of texts, and present well-defended claims and clear information using grade-level language and conventions, drawing on textual evidence to support valid inferences from the text. Each unit culminates in a main Extended Writing Project. For example, in Unit 6, the Extended Writing Task Prompt states: “Consider the readings in this unit and reflect on how romantic love impacts those who experience it. Choose three of the unit texts that explore the influence of love in different ways. In a literary analysis essay, synthesize the ideas in these texts to arrive at your own argument about love’s ultimate effect and explain how that effect is demonstrated in each of the selections. Cite evidence from the texts you have selected to support your position.” In Unit 2, the Extended Writing Task Prompt states: “From texts in this unit, select two or three individuals who embark on a journey. In an essay, describe these journeys and explain how the individuals evolve from beginning to end. As part of your explanation, develop a thesis to focus your thinking and support it with evidence about what the individuals learn and how their thinking changes even before they reach their destinations. Use your plan to write</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>your essay, remembering to include the following: a clear thesis and an organizational structure that helps develop the thesis and relevant supporting evidence and pertinent examples from the texts.” In Unit 3, the Extended Writing Project Prompt states: “identify at least two factors that you think an effective intelligence test should take into account and develop a strong argument in support of them.” Students must include “a clear, arguable claim, reasons and evidence in support of the claim, logical, emotional, and ethical appeals, a counterargument, including a rebuttal and a concession, and a convincing conclusion.” In Unit 5, Extended Writing Project Prompt, students develop a literary analysis essay where they are instructed to “synthesize the ideas in these texts to arrive at your own argument about love’s ultimate effect and explain how that effect is demonstrated in each of the selections. Cite evidence from the texts you have selected to support your position.”</p> <p>In Unit 6, Extended Oral Presentation Prompt, students “prepare an argumentative oral presentation about a time when someone helped you develop a new skill” and “compare or contrast your experience with those of characters or individuals in unit texts such as “The Scarlet Ibis” and the excerpts from “I Know Why the Caged Bird Sings,” “To Kill a Mockingbird,” and “Lumberjanes.” In Unit 1, the writing task for</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>“The Future in My Arms” is to write a letter that describes how the presence of a role model helped the student. The student is then prompted to describe how his/her “experiences or hopes parallel Danticat’s” (the author). In Unit 1, for the paired texts “Braving the Wilderness” and “St. Lucy’s Home for Girls Raised by Wolves,” students “compare and contrast the ways in which the community in each story enhances the conflict faced by the main character and influences the theme.” In Unit 6, the Extended Oral Project requires students to compose an oral argumentative presentation about a time when someone helped them develop a new skill and to compare and contrast that event with characters or individuals from the Unit 6 texts.</p>
	<p>Required *Indicator for grades K-2 only 6c) 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>N/A</p>	
	<p>Required 6d) 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 (e.g., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to</p>	<p>Yes</p>	<p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. Writing prompts address literary analysis, persuasion, and narrative writings. For example, in Unit 1, Extended Writing Project, students are prompted to construct a narrative writing. In Unit 3, Extended Writing Project, students are prompted to construct an argumentative writing. Each unit has a Genre Focus which determines both the majority of the texts encountered and the type of writing</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	develop the expertise needed to conduct research independently.		<p>students must generate. For example, in Unit 1, Extended Writing Project Prompt, students “create a real or imagined narrative that shows how belonging or not belonging in a group affects a person at an important life moment.” In Unit 2, Extended Writing Project Prompt, students develop informative writing and are instructed to “select two or three individuals who embark on a journey. In an essay, describe these journeys and explain how the individuals evolve from beginning to end.” In Unit 3, Extended Writing Project Prompt, students develop argumentative writing and are instructed to “identify at least two factors that you think an effective intelligence test should take into account and develop a strong argument in support of them.” In addition, the extended writing projects include skill lessons. Narrative tasks are less frequent than literary analysis tasks and are typically personal narratives. In Unit 3, “The Lost Letters of Fredrick Douglass,” students write an argumentative response for the following prompt: “What view does Shockley have of Frederick Douglass? Is this fair? Why or why not? Consider the vivid, often charged language Shockley uses to characterize Douglass's attitude toward his relationships and what this, in turn, suggests about his attitude toward intelligence, literacy, and priorities in life. Refer to the Entry Point and conduct further research as necessary to support your claim.” In Unit 4, Extended Writing Project, students research</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 6e) 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>	Yes	<p>a historical figures’ “legacy as it relates to the way we read, think, communicate, or protest.”</p> <p>Materials explicitly address the grammar and language conventions specified by the Louisiana Student Standards for English and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about the unit texts. In Unit 2, the lesson plans include activities that address Word Meaning, Colons, Adverb Clauses, and Adjective Clauses. In Unit 4, the lesson plans include activities that address Conjunctions, Conjunctive Adverbs, Modifiers, and Absolute Phrases. The materials also integrate grammar and language conventions into the Extended Writing Project and Grammar tasks. For example, Unit 2 features a lesson on Precise Language where students encounter the terminology of “precise language” and “domain-specific vocabulary.” The lesson guides students through analysis of mentor texts with questions such as, “Below is a section from a previous draft of Alexis’s essay. Which of the choices would be a more precise word for her use of ‘things?’” In the lesson on Transitions, students respond to the following question: “What transition should Alexis add to the beginning of the underlined sentence to best improve the clarity of the relationship?”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>6f) Materials provide additional supports for writing development in English language arts (i.e. modeled writing, student exemplars).</p>	<p>Yes</p>	<p>Materials provide additional supports for writing development. Each Extended Writing Project provides explicit models of both finalized and under-revision writing. For example, Unit 3, Informative Writing Process: Edit and Publish, the lesson provides an excerpt of a Student Model with revisions intact. Students are guided to “notice some edits Alexis has made” in order to inform their own editing process. Similarly, in Unit 4 there is an analogous example in the Research Writing Process: Edit and Publish lesson where students are guided to “notice some edits Mia has made.” Additionally, each writing has an accessible student-facing rubric.</p>
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Yes</p>	<p>Measurement of progress through assessments include the gradual release of supporting scaffolds for students to measure their independent abilities. Multiple choice and constructed response quizzes for each text scaffold the knowledge demands. The Genre Focus in Unit 1 is fiction and students encounter various authentic fictional pieces where they must analyze them then develop their own narrative in the Extended Writing Project. Unit 1 includes “The Necklace” and “St. Lucy’s Home for Girls Raised by Wolves” which provides opportunities for developing understanding of fictional works for both analysis and creation. It is explained that “after learning about genre characteristics and craft, students will analyze a sample Student Model and plan a meaningful narrative in response to a prompt.” In</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>addition, the End of Unit assessments are aligned with formative assessments of the units. Writing assessments build from short responses to extended responses and unit texts build from multiple reads to independent reads. In Unit 2, the reading skill theme is taught in conjunction with “The Necklace,” in the annotation task for the close read of “St. Lucy’s Home for Girls Raised by Wolves,” and is Question 3 on the End of Unit assessment.</p>
	<p>Required 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Yes</p>	<p>Aligned rubric and assessment guidelines are included and provide sufficient guidance to interpret student performance. For example, Unit 1 provides a Narrative Writing Process Plan rubric with scores ranging from 1-4 in Planning and Language & Conventions. A Draft Rubric scores Focus and Organization, Purpose and Development, Language and Style, and Conventions. Exemplars for summative assessments are provided and rubrics are generalized for the mode of writing. Exemplars are provided for short responses on the end of unit assessment and extended writing projects. However, exemplars are not provided for shorter responses beyond exemplars for ELL students.</p>
	<p>Required 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Yes</p>	<p>Materials use varied modes of assessment, including a range of pre-formative, summative, and self-assessment measures. Assessment modes vary throughout an individual lesson and throughout the entire unit. Written assessments such as constructed responses, multiple choice</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>questions, and extended response questions are found throughout. For example, Integrated Reading and Writing lessons provide Quizzes for each read with questions such as: “What is most closely the meaning of the word lacquered as it is used in the following passage?” from Unit 1, “Why I Lied to Everyone in High School About Knowing Karate.” The Independent Read for “The Future in My Arms” provides guiding questions in the Teacher Edition to “Find out what ideas your students already have about belonging.” In addition to the robust assessment guidance with Extended Writing Projects, these modes are diverse and varied.</p>
	<p>Required 7d) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>	<p>Yes</p>	<p>Materials assess student understanding of the topics, themes, and ideas presented in the unit texts and the questions and tasks are developed so that students demonstrate the knowledge and skills built over the course of the unit. At both the lesson and unit level the assessment of understanding is bound to the Unit Topic and Essential Question. For example, Unit 2, The Call to Adventure, features a close read of “The Journey” by Mary Oliver where the first read provides questions such as “What larger idea about the traveler’s journey is mainly expressed by these images of nature in the poem (lines 19-22)?” and “Based on the following passage, what mainly can the reader infer about the traveler (lines 27-32)?” In the close read, tasks require students to “annotate a stanza in ‘The</p>

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			<p>Journey’ to contrast its structure with the structure of a stanza in ‘Stopping by Woods on a Snowy Evening.’ After reading each stanza aloud, explain how the structure affects the pacing, mood, or meaning” and “annotate the final stanza in ‘The Journey’ to compare and contrast it with the final stanza in “12” (from ‘Gitanjali’). Explain what themes are developed in the conclusions through metaphor.” In Unit 2, Extended Writing Project, students address the question, “What can we learn as we journey through life? The prompt then states: “From texts in this unit, select two or three individuals who embark on a journey. In an essay, describe these journeys and explain how the individuals evolve from beginning to end.” Students are guided to “gather ideas and information from the texts in the unit.” These tasks are related to the Essential Question, “What will you learn on your journey?” Students are asked oral and written questions to demonstrate their knowledge. In addition, the Teacher’s Edition includes “Check for Success” questions.</p>
	<p>7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>No</p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. However, assessment rubrics are general and not aligned to any student standard. For example, in Unit 6, the rubric for “Advice for Little Girls” includes the following description to receive four points: “The writer successfully provides advice based on personal knowledge and experience and the unit texts, using relevant</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			evidence from the text as needed.” In addition, no student exemplars were provided.
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 8a) 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>Yes</p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text. Prereading activities are brief and focus on building knowledge without revealing text details. In Unit 6, the Entry Point in the lesson plan for “Lumberjanes” suggests information the teacher could share with students to build context. The introduction section of the lesson plan has suggested questions to activate prior knowledge and an optional section to build cultural awareness. Scaffolding focuses on factual information through fill in the blank or visual glossaries. The materials introduce unit ideas and texts with Blast lessons which “explore background information and research links about a topic.” For example, in Unit 1, Blast, students respond to the questions “Why do we feel the need to belong?” and “Do you think there are times when people should not be true to themselves?” Unit 2 introduces the text, “Leon Bridges on Overcoming Childhood Isolation,” through an introductory video and asks questions such as, “What part of the video stood out to you the most?” and “What kind of career do you dream of having?” The Teacher Edition recommends the following: “Play or have students locate a recording of Bridges’ song “River.” In their notebooks, have students</p>

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	<p>Required 8b) 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>describe the music’s sound, themes, comparisons/connections to other artists’ work they know, and emotional effects.”</p> <p>Materials have the goal for students to gain full comprehension of complex text and do not confuse or substitute the mastery of skills or strategies for full comprehension of text. For example, Unit 2, The Call to Adventure, features a close read of “The Journey” by Mary Oliver where the first read provides questions such as, “What larger idea about the traveler’s journey is mainly expressed by these images of nature in the poem (lines 19-22)?” and “Based on the following passage, what mainly can the reader infer about the traveler (lines 27-32)?” During the close read of this text, tasks are to “annotate a stanza in ‘The Journey’ in order to contrast its structure with the structure of a stanza in ‘Stopping by Woods on a Snowy Evening.’ After reading each stanza aloud, explain how the structure affects the pacing, mood, or meaning” and “annotate the final stanza in ‘The Journey’ to compare and contrast it with the final stanza in “12” (from ‘Gitanjali’). Explain what themes are developed in the conclusions through metaphor.” Another example is in Unit 3, where in the skills units for “The Odyssey (Book XII)” the skill of characterization builds toward writing an argument about character. In the first read, there are questions about characterization that build basic knowledge. The skills lesson focuses on the author’s craft, and the close</p>

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			read focuses specifically on the characterization of Ulysses, with the writing response focused on how Ulysses' character is developed.
	<p>Required 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information. Units provide multiple texts for first reads and close reads that follow. For example, Unit 2 features "The Journey" by Mary Oliver where a first read examines conflict integral to the poem's message, then guides a close read to analyze structure and figurative language in relation to two other texts. Unit 6 features "Lift Every Voice and Sing" by James Weldon Johnson as a first read to identify key ideas and details, then a close read follows to explain how interpretations may differ. Unit 4 features "The Cask of Amontillado" by Edgar Allan Poe as a first read to identify and describe character traits, followed by a close read to compare and contrast character motivations. In Unit 3, close read of "Georgia O'Keefe," the annotation directions are to focus on "... clue in the anecdote Didion includes in paragraph 2 that helps readers in identifying the author's point of view in 'Georgia O'Keefe.' Explain how this clue begins to develop the author's point of view about the artist."
	<p>Required 8d) The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher</p>	Yes	Materials are easy to use and well organized for students and teachers. All units and lessons share a unified format. Units provide a clear unit overview, access to the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	resources. The reading selections are centrally located within the materials and the center of focus.		Integrated Reading and Writing Lessons, and access to assessments and other materials. Teacher Edition material is accessible through a side tab with rich information for teacher guidance. Assessment and rubric information is readily accessible and linked to the appropriate lessons. The design is intuitive and both teacher and student friendly. The online student lessons have a simple tab set up and split-screen features to help students view the text and the task simultaneously. However, the online teacher materials are not as easy to use. To view texts, teachers first open a lesson preview but are not able to view the lesson plan simultaneously. They can view some of the same information using the teachers edition tab. End of Unit assessments and Extended Writing projects can be viewed from the student point of view, but make it difficult to see standards lists, rubrics, and exemplars separately.
	Required 8e) *Foundational Skills Indicator for grades K-2 only 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.	N/A	
	Required 8f) * Foundational Skills Indicator for grades K-5 only Materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skills supports.	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>8g) 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.).</p>	<p>Yes</p>	<p>Appropriate suggestions and materials are provided for supporting varying student needs. Lesson plans provide suggestions for supporting the needs of English Language Learners, below-level readers, and students preparing for advanced classes. At the lesson level, the Teacher Edition material provides rich guidance for teachers with regard to support through Check for Success sections for Vocabulary and Reading Comprehension. For example, the first read of “Leon Bridges” guides teachers to “ask small groups to provide examples of predictions they made and whether or not they were correct. Project exemplar predictions as a model for students as they continue reading.” and “If students struggle to make predictions, show and discuss the following examples: Before I start reading, I can look at the text features like the title and images. Using just those, what do I think this text might be about? While I read, I will keep those predictions in mind and decide whether I was right or not.”</p> <p>In Unit 1, “Why I Lied to Everyone in Highschool About Knowing Karate,” there are a variety of suggestions for students at different English proficiencies for the Writer’s Notebook activity. Earlier in the lesson plan the teacher is directed to attend to the syntax of paragraph 5 with students preparing for advanced classes.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	8h) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	No	The pacing of content allows for maximum student understanding; however, the content cannot be reasonably completed within a regular school year. Materials do not include guidance about the amount of time a task might reasonably take. The material includes six lengthy units with multiple texts and assignments within each that would not be reasonable to complete within one school year. While there is a measure of flexibility, teachers for example can choose among novel readings and the unit offerings are diverse, there is no guidance about the pacing or amount of time required either at the lesson or unit level.

FINAL EVALUATION

Tier 1 ratings receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

Tier 2 ratings receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

Tier 3 ratings receive a “No” for at least one of the Non-negotiable Criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality⁶	1. Quality of Texts	Yes	Materials are appropriately complex and provide a coherent collection of texts.
	2. Text-Dependent Questions	Yes	Tasks build knowledge of texts using reading, writing, speaking and listening, and language. Questions are text-dependent and text-specific.
	3. Coherence of Tasks	Yes	Instruction is provided for writing to sources in all modes of writing.

⁶ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁷	4. Foundational Skills	Yes	
III. Additional Criteria of Superior Quality⁸	5. Range and Volume of Texts	Yes	Materials reflect the distribution of text types and genres suggested by the standards and include print and non-print texts of different formats and lengths. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts requiring students to demonstrate the knowledge they build through the analysis and synthesis of texts, and present well defended claims and clear information using grade-level language and conventions that draw from textual evidence to support valid inferences. Materials include multiple writing tasks that are aligned to the three modes of writing and explicitly address the grammar and language conventions specified by the language standards through application and practice of those skills in the context of reading and writing about unit texts.
	7. Assessments	Yes	Materials use varied modes of assessment, including a range of pre-formative, summative, and self-assessment measures. Measurement of progress through assessments include the gradual release of supporting scaffolds for students to measure

⁷ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

⁸ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier I rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			their independent abilities. Aligned rubric or assessment guidelines are included and provide sufficient guidance for interpreting student performance.
	8. Scaffolding and Support	Yes	Materials are easy to use and well organized for students and teachers. Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text. Materials have the goal for students to gain full comprehension of complex text and do not confuse or substitute the mastery of skills or strategies for full comprehension of text. However, the content as presented cannot be reasonably completed within a regular school year and the materials do not provide guidance about the amount of time a task might reasonably take.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

*As applicable

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The [2019-2020 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Ascension, Beauregard, Bossier, Caddo, Calcasieu, Caldwell, City of Monroe, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, Jefferson, Jefferson Davis, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Livingston, LSU Lab School, Orleans, Orleans/Lusher Charter School, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, RSD Choice Foundation, St. John the Baptist, St. Charles, St. James, St. Landry, St. Mary, St. Tammany, Tangipahoa, Vermillion, Vernon, West Baton Rouge, West Feliciana, and Zachary. This review represents the work of current classroom teachers with experience in grades 9-12.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.