Instructional Materials Evaluation Tool for Alignment in ELA Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

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 texts[2] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **EL Education** Grade: **3-5**

Publisher: **Open Up Resources** Copyright: **2017**

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. Range and Volume of Texts	
3. Foundational Skills (Non-Negotiable*)	
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	

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

Tier 1 ratings received a "Yes" for all Criteria 1-8.
Tier 2 ratings received a "Yes" for all non-negotiable criteria, but at least one "No" for the remaining criteria.
Tier 3 ratings received a "No" for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

Grade 3 (Tier 1) Grade 4 (Tier 1) Grade 5 (Tier 1)

[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.

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.[3] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[4] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **EL Education** Grade: **3**

Publisher: **Open Up Resources** Copyright: **2017**

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. Range and Volume of Texts	
3. Foundational Skills (Non-Negotiable*)	
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.

[3] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[4] A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
Tier 1 and 2 Non-Negotiable **1. QUALITY OF TEXTS:** 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. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**REQUIRED** **1a)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,[5] as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**Yes**	The materials are appropriately complex. The texts reviewed for Grade 3 have Lexile scores that range between 420L and 1040L, which fall within and the Grade 2-3 band. Some texts extend past the Grade 3 band qualitative analysis, and reader task considerations justify the placement and usage of texts in this curriculum. For example, in Module 1, the required trade book, "My Librarian is a Camel: How Books Are Brought to Children Around the World" by Margriet Ruurs has a Lexile of 980L. While this measure is outside of the recommended quantitative band, qualitative analysis reveals that this text does not measure beyond "moderately complex" for any indicator on the qualitative measures rubric. The text structure is only "slightly complex," following a basic informational text structure with easy to understand text features such as images and captions. In addition, the knowledge demands of the text, in regard to the remote geographical regions, while "moderately complex," are made accessible to students. The unit also calls for this text to be read as a read-aloud, which makes its placement in Grade 3 appropriate. A "Trade Book Procurement List" was provided along with an in-depth "Text Analysis" document to further explain the placement of many texts within each unit.
	REQUIRED **1b)** At least 90% of texts are authentic[6] 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.	**Yes**	The majority of texts are authentic and well-crafted and offer rich opportunities for students to meet Grade 3 ELA standards. Of the 26 texts taught over the course of the four modules, seven are written by EL Education staff for instructional purposes. Six publisher-authored texts are used in Module 2 alongside three authentic texts about frogs. Students read four of the six publisher-authored works, so the majority of instructional time is spent engaging with the following authentic texts: "Waiting for Biblioburro" by Monica Brown, "Rain School" by James Rumford, "Nasreen's Secret School" Jeanette Winters, "My

[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"
[6] Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Librarian is a Camel" by Margriet Ruurs, "More Than Anything Else" by Marie Bradby, "Thank You, Mr. Falker" by Patricia Polacco, "Bullfrog at Magnolia Circle" by Deborah Dennard, "Lizards, Frogs and Polliwogs" by Douglas Florian, "Everything You Need to Know about Frogs and Other Slippery Creatures" by DK Publishing, "Peter Pan (Classic Starts)" by J.M. Barrie, "One Well: The Story of Water on Earth" by Rochelle Strauss, "The Boy Who Harnessed the Wind" by William Kamkwamba and Bryan Mealer, and "Water Dance" by Thomas Locker. Module 4 also contains excerpts from published informational articles about the importance of water conservation.
	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. Within a sequence or collection, quality texts of grade--level complexity are selected for multiple, careful readings throughout the unit of study. 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.	**Yes**	The materials provide a coherent sequence or collection of connected texts that build vocabulary and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. In Module 2, the topic is frogs and amphibians. In Module 2: Unit 1: Lesson 1, students have a general introduction to narrative texts and read "Why the Frog Has a Long Tongue" to get the gist. Then, in Lesson 2, they reread the text and analyze its plot structure (TG 34-58). Students hear read-alouds throughout Module 2, from "Lizards, Frogs and Polliwogs" and are guided through a close read of poems from the text. Students also read the informational text, "Everything You Need to Know about Frogs and Other Slippery Creatures" in Module 2 and focus on frogs and their adaptations. For example, in Module 2: Unit 1: Lesson 10, the daily learning target requires students to write the ending of a pourquoi tale (TG 134). Students work in pairs to analyze "Why Do Polliwogs Wiggle?" Students then independently write the ending of the pourquoi tale that resolves a problem and wraps up the story. Teachers are often prompted to offer support to students. For example, after reading about frogs from many different genres, support options are given. In Module 2: Unit 1: Lesson 4, the teacher is directed, "Ask students to compare the language used in 'The Wood Frog' to 'Why the Poison Dart Frog Is So Colorful.' How are poetry and prose different?" (TG 75).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			The topics covered in Grade 3 are Module 1: Overcoming Learning Challenges Near and Far, Module 2: Adaptations and the Wide World of Frogs, Module 3: Exploring Literary Classics, and Module 4: Water Conservation.
	1d) 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.	**Yes**	The texts increase in complexity as materials progress throughout across grade bands. For example, in Module 1: Unit 1: Lessons 4 and 5, students engage in a read-aloud and a close-read of "Rain School" with a Lexile of 420L. In Lessons 8 and 9, students read "Nasreen's Secret School," which has a Lexile of 630L. Then in Module 1: Unit 2, students read excerpts from "My Librarian is a Camel: How Books are Brought to Children Throughout the World" with a Lexile of 980L. In Module 4, students read "Water Dancer" with a Lexile of 310L as an introduction to the topic of the module, but then quickly move to more complex texts such as "The Boy Who Harnessed the Wind" with a Lexile of 910L and "One Well: The Story of Water on Earth" with a Lexile of 960L. In this module students also read excerpts from informational articles about water conservation. A Curriculum Map that provides an overview of the texts within each module can be found in the appendix of the Teacher Guide. Detailed text complexity analysis documents were also submitted for review. In addition to appropriate placement throughout individual grade levels, texts increase adequately across the 3-5 grade band as well.
2. 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.)	**REQUIRED** **2a)** In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)	**Yes**	In Grade 3, ELA materials seek a balance in instructional time between literature and informational texts. For example, in Module 2: Unit 1, students begin their study of frogs by working with a series of short, engaging poems from "Lizards, Frogs and Polliwogs" by Douglas Florian and pourquoi tales such as "Why the Frog has a Long Tongue" written by EL Education staff for instructional purposes. After reading and producing narrative texts in Unit 1, students build on the knowledge they gained about frogs. In Unit 2, students read selections from the informational text, "Everything You Need to Know about Frogs and Other Slippery Creatures," to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No			determine how frogs survive, and students develop answers to questions they developed in Unit 1. While there are more literary texts in the modules, there is a balance of instructional time reserved in working with informational texts. In Module 3, which is largely dedicated to the literary text, "Peter Pan," students are exposed to informational texts to deepen their understanding of the text and the context in which it was written. The Grade 3 Curriculum Map located in the appendix of the Teacher Guide for each module provides the text type and Lexile score for each unit text.
	REQUIRED **2b)** 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 and varied lengths. Each module includes technology and multimedia resources to engage students. For example, Module 2 includes a list of websites and audio recordings for engaging in additional research and creating learning portfolios about frogs. In Module 3 websites such as Project Gutenberg and DOGObooks are provided for additional reading and research on classic tales. A list of technology and multimedia resources is provided in the Teacher Guide (8). Additionally, Module 3: Unit 1: Lesson 4 requires students to analyze the illustrations in the text and determine how they contribute to the overall meaning of the text (SW 10). The length of provided texts ranges from poems and short informational texts to full novels.
	2c) 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 include many informational texts with an informational text structure rather than a narrative structure. For example, in Module 1 Unit 2, students read excerpts from "My Librarian is a Camel: How Books Are Brought to Children Around The World," which includes an informational text structure with sections, photos, captions, and headings to explore the challenges people face when learning and how those challenges are overcome. In Module 2: Unit 2, students use the text, "Everything You Need to Know about Frogs and Other Slippery Creatures," to find information about tadpoles and answer the question, "Why do Polliwogs Wiggle?" The teacher directs them

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			to use the table of contents and index to narrow their search for relevant information (TG 204). In Module 4: Unit 1, students read "One Well: The Story of Water on Earth" to gather information about the three areas they will dive deeper into in Unit 2 (TG 2).
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	**Yes**	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. Time is reserved daily during the "ALL (Additional Language and Literacy) Block" for "Accountable Independent Reading" (ALL TG xi). This time is to provide students with additional time for independent reading at a range of levels, to build more content knowledge and domain-specific vocabulary, and to give some free choice reading (every other week) to build students' motivation and interests in hopes of creating a love of reading. The "ALL Block" materials include additional reading of complex texts from the modules, as well as texts for accountable independent reading to support fluency and volume of reading. In Module 3: Unit 2, students are tasked with independent reading and then asked to respond to the following prompt in their reading journals: "How was what you read about today connected to your learning in the module lessons?" (ALL TG 126). Connected texts are used during the course of each module for student enjoyment and interest. In Module 2, students conduct research on "Freaky Frogs." To support teachers and students in selecting texts, a "Recommended Texts and other Resources List" provides options for additional texts for shared and independent reading related to the unit topic. In addition to providing time within the school day, students are also typically assigned homework for "Accountable Research Reading." For this assignment, students select and read texts that are aligned to the topic of the module, select a prompt, and then respond in their independent reading journals. In a supplemental guide, "Independent Reading Sample Plans," teachers are given sample plans for

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			implementing and supporting an accountable independent reading program. A list of "Recommended Texts" is provided for each module.
Section II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non-Negotiable* **3. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ☒ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**REQUIRED *Indicator for grades K-2 only** **3a)** 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.	**N/A**	
	REQUIRED **3b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	**Yes**	The instructional materials demand knowledge of grade-level phonic patterns and word analysis skills. The Curriculum Map for Grade 3 shows that the foundation skills for phonics and word recognition (RF.3.3) are integrated throughout the four modules (p. 10). An assessment tool, "Grade 3: Phonics and Word Recognition Checklist," is provided and focuses on Grade 3 foundational skills; however, this is not an ongoing assessment. The Teacher Guide for Module 1 states that a key feature of the "ALL Block" is that students consistently read complex text to gain both deeper content knowledge of the topic and deeper familiarity with the structures, syntax, and vocabulary of complex texts (xiii). The "Word Study" component of the "ALL Block" lesson allows students opportunities to practice with morphology of words as it relates to word meaning and syllabication patterns and more complex spelling patterns with many different activities, including vocabulary games, vocabulary squares, and Frayer Models. The rationale for this framework is outlined in the introduction of the "ALL Block" Teacher Guide for Module 1 (xiv). The connection between the structure of the "ALL Block" and the module lessons is also provided (ALL TG xv-xx).
	REQUIRED **3c)** 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	**Yes**	The instructional materials provide instruction and practice in word study. For example, during "ALL Block" Module 2: Unit 2, students consistently read complex text to gain both deeper content knowledge of the topic and deeper familiarity with the structures, syntax, and vocabulary of complex text. Students practice forming and using regular and irregular verbs and the simple verb tenses (TG 191). The "ALL Block"

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	regular practice in encoding (spelling) the sound symbol relationships of English. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* 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.		guided lessons provide word study practice for students to analyze words. For example, in Module 4: Unit 1: Lesson 10, students practice adding the suffixes -less and -ful to words (ALL TG 67). Differentiation recommendations and additional supports for ELLs are also provided in the "Teaching Notes."
	REQUIRED **3d)** 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.	**Yes**	Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding. In the "ALL Block" for Module 1, students are expected to practice fluency by correcting themselves and rereading when something doesn't make sense. The teacher is encouraged to model an example of self-correcting, and then students turn to a shoulder partner and practice. In each "ALL Block" fluency lesson, students review and use the "Reading Fluency Checklist" requiring them to self-monitor and correct (ALL TG 87). In the "ALL Block" for Module 4, students practice reading fluently using the "Fluency Self-Assessment Checklist" (ALL TG 100). The curriculum places a heavy emphasis not only on goal-setting and reflection, but also specifically on growth mindset: helping students notice that their ability grows with their effort. Each lesson is closed with the teacher posing the question, "What did you do today that is helping you become a more proficient reader?" Students are encouraged to reflect on their own learning progress.
	REQUIRED **3e)** 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	**Yes**	Opportunities are frequently built into the materials that allow for students to achieve reading fluency. The "ALL Block" provides five small group rotations in additional practice in the form of three 20-minute blocks. The small group rotations include "Reading and Speaking Fluency/Grammar, Usage, and Mechanics (GUM);" "Additional Work with Complex Texts;" "Independent Reading;" "Writing Practice;" and "Word Study and Vocabulary."All rotations are covered in a

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	regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.		two-week period. The "Accountable Independent Reading" rotation happens each week. During this time, students are given the chance to read more texts related to the module topic or given free choice. Fluency monitoring and practice is regular and plentiful throughout the module and "ALL Block" lessons.
	REQUIRED **3f)** 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.	**Yes**	Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading. During "Additional Work with Complex Texts," students spend additional time digging into the complex texts being read during module instruction. In this grade all modules include "Language Dives." All students participate as a whole group in a "Language Dive" at least twice a week (either in the main body of selected Grades K–5 module lessons or close read, or routinely in specific components of the Grades 3–5 "ALL Block") (TG 526). In addition, ELLs participate daily. Instructions state, "Teachers can strategically choose sentences and times for "Language Dives", and go beyond ELA to Science, Math, History, and Social Studies texts, offering conversation and practice across several days and subjects to meet student language needs" (TG 526). The importance of "Language Dives" is explained, "it is critical that students get help reading and discussing complex texts, focusing in particular on academic sentences. When students deconstruct, reconstruct, and practice the language of academic sentences every day, they begin to develop a vibrant interest in how language works. They consistently pay attention to the language structures they need to understand and more effectively use in college and career" (TG 527).
	3g) *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	**N/A**	

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	appropriate for its diagnostic value.		
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**Yes**	The materials in this curriculum provide abundant and easily implemented materials. The "ALL Block" instructional component includes differentiated task cards for above level, on level, below level, and ELL students to help further support student understanding of module lessons and provide opportunities to further practice literacy skills. In addition to the differentiated task cards, the curriculum also offers additional "Mini Language Dives" to enhance either fluency or language and vocabulary acquisition for ELL students.
Section III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable **4. 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. ☒ Yes ☐ No	**REQUIRED** **4a)** 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.	**Yes**	Coherent sequences of questions and tasks focus students on understanding the texts, making connections among the texts in the collection, and expressing understanding of the topics presented in the text. For example, in Module 3: Unit 1, students read the first ten chapters of "Peter Pan" and answer text-dependent questions about the characters. In Lesson 12, students take the "End of Unit 1 Assessment: Analyzing Characters in Peter Pan." For this assessment, students read Chapter 11 and complete a character chart to analyze Wendy's character. The "Mid-Unit 2" assessment asks students to compare the plot and central message of two versions of "Peter Pan." The "Final Performance Task" requires students to read aloud a scene they revised from "Peter Pan" and explain what changes they made to original text and why they made those changes. All of the module assessments are visible in the "Assessment Overview" section of the Teacher Guide for each module. This overview allows the teacher to see how the lessons and units build the necessary knowledge and skills students will need to successfully complete the "Final Performance Task" (TG 10-15).
	REQUIRED **4b)** 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	**Yes**	Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening and language through grade-level complex texts. Each module has a "Final Performance Task" that is designed to help students

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	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.		synthesize and apply their learning from the module in an engaging and authentic way. The "Mid-Unit" and "End of Unit" assessments all support the knowledge and skills needed to successfully complete the "Final Performance Task." In Module 1, the students engage in collaborative discussions about independent reading, read literary and informational texts, such as "Elephant Library" and "My Librarian is a Camel" and then express understanding of those texts in writing (TG 12-13). In Module 4: Unit 1: Lesson 11, students are expected to find the main idea of two pages from "One Well: The Story of Water on Earth." In Module 4: Unit 2: Lesson 1, students work together to determine the meaning of unfamiliar words. This activity assists students in understanding the reading of the text. Students read the text and engage in a "Think-Pair-Share" to describe the gist of sections of texts. Then students work to identify the main ideas and details by completing a graphic organizer (TG 145-154). This work to gain meaning from unit texts is preparation for the "Final Performance Task" in which, "... students work in pairs to share their learning about their chosen water issues causes, effects, and potential solutions by unveiling PSAs (public service announcements) to an audience in a live launch. Before playing the video PSA, students deliver a presentation outlining why this issue is important to them and the process they followed to create it" (TG 10).
	REQUIRED **4c)** 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).	**Yes**	Questions and tasks support students in examining language critical to determining meaning from the text. In Module 3: Unit 1: Lesson 3, students participate in a read-aloud of Chapter 2 from "Peter Pan" and then answer text-dependent questions to analyze the meaning of words in context that are essential to understanding the chapter. For example, students are provided a sentence from the text and use their knowledge of root words and affixes to determine the meaning of the word "unpleasant" (SW 6). "Language Dives" are integrated throughout the units to support students in making meaning of complicated syntax and replicating academic syntax in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			their own writing. For example, in Module 3: Unit 1: Lesson 9, students analyze a sentence from the text: "Much to Wendy's disappointment, the mermaids were as unfriendly as Tinker Bell" (SW 22). In the "ALL Block" lesson for Unit 3, Week 2, using the "Teacher-Guided Student Activity Card for Day 3," students examine temporal words and phrases to analyze the structure of the narrative text to determine the order of events (ALL TG 252-253).
Tier 1 and 2 Non-Negotiable **5. 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. ☒ Yes ☐ No	**REQUIRED** **5a)** A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of questions in the materials are text-dependent and text-specific, and require students to express ideas through both written and spoken responses. For example, in Module 4: Unit 1, students engage in multiple readings of "One Well." In Lessons 1-2, students read an excerpt in order to determine the main idea. In Lesson 3, students engage in a rereading of the text by working in triads to answer text-dependent questions that are text-specific by recording responses in their student workbooks (TG 49-57). Question 1a asks students, "The first sentence says, 'Imagine for a moment that all the water on the Earth came from just one well.' What does one well mean here? Why do you think that?" Question 1b then asks, "How does the illustration support your answer to 1a?" (SW 17). While the students are working, the teacher is directed to circulate and ask questions to guide the students back to the text. For example, a teacher might ask, "Where can you find this answer in the text? Point to it for me." After allowing students to work together to develop answers to the questions in their triads, the students reconvene as a whole group to allow students to share their responses orally with the class (TG 49-57). Additionally, during the "ALL Block" for Unit 1, students engage in "Additional Work with Complex Text" by answering questions such as, "The text says, 'Every one of these water sources feeds Earth's One Well.' What does it mean to feed the well? Can you think of how water in the atmosphere, on the surface, or underground may feed the well?" (ALL TG 22).
	REQUIRED **5b)** Questions and tasks include the language of the	**Yes**	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-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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. *(**Note:** not every standard must be addressed with every text.)*		level standards. For example, in Module 3: Unit 1: Lesson 9, students answer a series of questions aligned to Reading Literature standard 6 in regard to Wendy's character such as, "From this excerpt of the chapter, what character traits does Wendy show?", What does Wendy think and feel about this situation? What does Wendy do?", and "What is your point of view of the situation?...How is it the same as or different from Wendy's point of view?" (TGSM 74-75) The assessments throughout the unit are aligned to the grade-level standards and deepen students learning over time. For each unit within a module, students take a "Mid-Unit" and an "End of Unit" assessment before completing the "Final Performance Task." In Module 3, the "Final Performance Task" requires students to read aloud a scene they revised from "Peter Pan" and explain what changes they made and why. The assessments that lead up to this task require students to answer text-dependent questions about "Peter Pan," analyze characters in "Peter Pan," compare two versions of "Peter Pan," revise a book review of "Peter Pan," participate in a text-based discussion, and revise a scene from "Peter Pan" by writing an original narrative.
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.	**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.	**Yes**	The materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. In Module 1, students work in expert groups to analyze sections of "My Librarian Is a Camel" in which they read the text, complete a graphic organizer, and engage in multiple informal discussions with their peers to orally summarize the text (SW 45-46). The "End of Unit 2" assessment for this module requires students to write an informative paragraph about the challenge of accessing books in Mongolia based on evidence from the readings (TGSM 266-267). In Module 3, the "End of Unit 2" assessment requires students to participate in a formal small group discussion to answer the question, "Would you recommend Peter Pan to a friend? Why/why not?" During this discussion, students use discussion norms and conversation cues while taking notes on a note-catcher. At the end of the discussion, students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No			complete a brief independent reflection about the discussion in writing (TGSM 367).
	REQUIRED *Indicator for grades 3-12 only **6b)** 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.	**Yes**	A vast majority of oral and written tasks require students to demonstrate knowledge built through analysis and synthesis of texts. For example, the Module 4 "End of Unit 2" assessment requires students to write an opinion essay in response to the prompt: "Write an essay about why we should get involved in water conservation. Be sure to explain how the increasing demand for water affects us and offer some things the reader can do to help. Choose the most important reasons from your sources to support your opinion. Then write an opinion piece that is at least four paragraphs long. As you write, be sure to correctly use regular and irregular plural nouns" (TGSM 323). As students continue through the module to build more knowledge about the importance of water, they prepare to complete the "End of Unit 3" assessment in which students complete the following, "In pairs, students create a PSA about one of the three water issues studied earlier in the module: access to water, demands on water, and water pollution. The PSA describes the issue and its effects and presents some possible solutions in an engaging way. The announcement is no more than 1 minute long and is recorded on video" (TGSM 337). This learning path supports students in completing the "Final Performance Task" of a "Water PSA Live Launch Presentation: For this performance task, students work in pairs to share their learning about the causes and effects and potential solutions to a chosen water issue by unveiling their PSAs to an audience in a live launch. Before playing the video PSA, students deliver a presentation outlining why this issue is important to them and the process they followed to create the PSA" (TGSM 342).
	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.	**N/A**	
	REQUIRED **6d)** Materials include multiple writing tasks aligned to the	**Yes**	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.		this grade. In Module 2, students write an informative essay in response to the prompt, "You have been researching a particular frog and how it is uniquely adapted to its environment. Using your research notes and the texts you read about your frog, you will write an informational essay. This piece will be part of the book you are creating. Other students will read your book to learn more about frogs and their adaptations. For this task, write an informational essay that describes your frog and at least two adaptations that help your frog to survive. In your piece, introduce the topic by describing what your frog looks like, its habitat, its predators, and its prey. Then describe at least two of your frog's unique adaptations and how they help the frog survive. Clearly state your focus and use accurate and relevant facts, definitions, and details to explain what you discovered in your research. Clearly organize your writing by using linking words to connect your ideas. Wrap up the piece with a concluding section" (TGSM 201). In Module 3, students write a narrative in response to the prompt: "You have been reading Peter Pan stories and learning how to use rich language and descriptive detail to revise a narrative. In this part of the assessment, you will revise another scene from Peter Pan using the completed Narrative Planning graphic organizer. Listen as your teacher rereads the section from 'Peter Pan: Chapter 9 – The Mermaid Lagoon' from page 74, 'What kind of trickery …' to page 77, 'Peter yelled out, laughing.' What happened next? Use the ideas on the 'Narrative Planning' graphic organizer to revise this scene in the way the reader requested" (TGSM 376-378). In Module 4, students write an opinion essay in response to the prompt: "You have been learning about some serious issues with the world's water. Write an essay urging people to get involved in water conservation. Other students and parents will read your writing to learn more about why it is so important to take care of this resource... Write an essay about why we should get involved in water conservation. Be sure to explain how water pollution affects us and offer some things the reader can do to help. Choose the most important reasons from your sources to support your opinion.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Then write an opinion piece that is at least four paragraphs long. As you write, be sure to correctly use regular and irregular plural nouns" (TGSM 119). The series of assessments included in each module of instruction engages students in many shared, short research projects to develop the expertise needed to conduct research independently.
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	**Yes**	The materials provide models for writing and student exemplars to support writing development in English language arts. Writing is modeled for students prior to engaging in writing throughout the curriculum. For example, in Module 1: Unit 3: Lesson 3, the teacher models writing an informative paragraph about "Nasreen's Secret School" (SW 71). In Module 2: Unit 3: Lesson 3, students analyze a model of writing about poison dart frogs using the "Painted Essay® Template" in preparation of writing their own freaky frog essay (TG 356-367).
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.	**Yes**	Materials 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. Each module contains multiple "Language Dives" which provide students with strategies to analyze, understand, and use the language of the text. During a "Language Dive," teachers and students slow down the reading of a text to deeply analyze the meaning, purpose, and structure of a specific part of the text. An overview of this strategy is provided in the appendix of the Teacher Guide for each module. In Module 2: Unit 1: Lesson 6, this strategy is used to analyze a stanza from "The Glass Frog" that helps students explore the function of pronouns within the sentence: "Upon a tree/ It's hard to see/ Which part is leaf/ And which is me" (TGSM 48-53). The "ALL Block" also explicitly addresses grammar, usage, and mechanics. For example, in Module 3: Unit 1, Week 1, students are given the objective: "I can read a passage aloud fluently, paying attention to punctuation." The teacher models the reading of the passage and then

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			asks, "What effect do the commas and periods have on my voice as I read this passage? How does this aid in comprehension?" (ALL TG 11-19). A list of the language standards that are formally assessed in each module is provided in the Curriculum Map for Grade 3 document (13-15).
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). ☒ Yes ☐ No	**REQUIRED** **7a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**Yes**	Measurement of progress via assessments includes a gradual release of supporting scaffolds for students to measure their independent abilities. For example, the "End of Unit 1" assessment for Module 1 requires students to read a literary text, "Elephant Library," and answer multiple choice and constructed response questions related to the text. This assessment is scaffolded by the use of graphic organizers that are not assessed to help students access the text and correctly answer the assessment questions. For example, after reading the text, students are prompted to complete a summarizing organizer to get the gist of the passage before answering any questions related to the text. Additionally, students are again prompted to complete a graphic organizer related to the lesson learned from the text prior to being asked to respond to the constructed response question: "What was a lesson or message in this story and how is it conveyed through details in the text?" (TGSM 241-249). For the "End of Unit 1" assessment for Module 4, students read the informational text, "Water Pollution," and answer multiple choice questions and constructed response questions related to the text. However, this assessment no longer prompts students to get the gist or collect thoughts prior to responding to the assessment questions. In addition to removing the scaffolds that existed in earlier assessments, this assessment also requires students to build on existing knowledge by comparing and contrasting this new text to the anchor text of the unit (TGSM 302-306).
	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.	**Yes**	Aligned rubrics or assessments guidelines are included and provide sufficient guidance for interpreting student performance. The curriculum includes an opinion writing rubric, an informative/explanatory writing rubric, and a narrative writing rubric that were

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			created with language adapted from Smarter Balanced Assessment Consortium (SBAC) and Partnership for Assessment of Readiness for College and Careers (PARCC) writing rubrics. Annotated student exemplars, scoring guidance, and assignment-specific rubrics are also available in the Teacher Guide "Supporting Materials" for each module as needed. For example, in Module 2: Unit 1: Lesson 7, the teaching notes include "Assessment Guidance." In that section teachers are provided with the guidance such as, "When assessing and providing feedback to students on this assessment, use the teacher answer key and sample student responses (see the Assessment Overview and Resources) to help you complete the student "Tracking Progress" recording form. Consider making notes in the appropriate column for each criterion and marking evidence with sticky notes on student work in a different color than student responses. There is also space provided to respond to student comments" (TG 106).
	REQUIRED **7c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Yes**	Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. For example, each module includes three units. Within each unit there is a "Mid-Unit" and an "End of Unit" assessment that builds the knowledge and skills students will need to be successful in completing the "Final Performance Task" for each module. Students are also required to track progress after completing tasks using task-specific criteria. For example, in Module 4: Unit 3: Lesson 7, students use a checklist to evaluate their ability to write an informative essay (SW 104-106). Additional opportunities to assess student progress are built into each module and "ALL Block" lesson as outlined in the teaching notes for each lesson.
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Yes**	The materials assess student proficiency using methods that are unbiased and accessible to all students. The texts used in the assessments are related to the unit topics that students have had the opportunity to build knowledge about prior to being assessed. The formative assessments included in the lessons also typically suggest ways to provide heavy or

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			light supports to students as needed. Additionally, each module lesson has an "Ongoing Assessment" and "Assessment Guidance Section" in the Teacher Guide to help teachers monitor student progress prior to summative assessments.
Section IV. Scaffolding and Support			
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. ☒ Yes ☐ No	**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.	**Yes**	Pre-reading activities and suggested approaches to teacher scaffolding are focused on engaging students in understanding the text. Each module opens with an introduction to the unit topic, module-guiding questions, and a preview of the "Final Performance Task." For example, in Module 2: Unit 1: Lesson 1, students engage in the "Mystery Quote" protocol to preview quotes from the unit texts and build schema on the topic of frogs (TG 34-45). In Module 4: Unit 1: Lesson 1, students engage in the "Infer the Topic" protocol to explore the unit topic by examining images and resources from the texts they will read while completing an "I Noticed/I Wonder Note-catcher" (TG 30-40). The remaining lessons in the module focus on building skills through complex texts. Additional support for making meaning of complex texts is provided in the "ALL Block" lessons.
	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.	**Yes**	Materials have the goal of students gaining full comprehension of complex texts. For example, in Module 4: Unit 2: Lesson 2, one of the daily learning targets states, "I can explain the literal and nonliteral meanings of words and phrases in The Boy Who Harnessed the Wind" (TG 155-166). During the opening of the lesson, the learning target is shared, and the terms "literal" and "nonliteral" are quickly and simply defined. In the "Language Dive" for this lesson, students analyze the sentence, "Without water, the sun rose angry each morning and scorched the fields, turning the maize into dust." On the first day of the "Language Dive," teachers are prompted to ask questions such as, "Was the sun literally angry? Why or why not? Can you figure out why the author described the sun as angry?" On the second day, students practice reconstructing the sentence in their own words and are asked, "How does the Language Dive add to your understanding of the big idea?" (TGSM

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			126-131). Students are using a skill for the primary purpose of understanding the text and how it relates to other unit texts. Additional guidance is provided in the teaching notes to support ELLs who might require more explicit skill instruction on literal and nonliteral meaning of words and phrases.
	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.	**Yes**	Materials regularly 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 Module 1: Unit 2: Lesson 2, students engage in a close read of an excerpt from "My Librarian is a Camel" that they read to get the gist in the previous lesson. In this close read, the students are constantly directed back to the text and how the author presents the challenges the people of Kenya are having to access learning. As a part of this close read, students engage in discussions with their peers and share ideas with the whole class while also documenting important information on a "Close Read Note-catcher" (TGSM 78-86). This method of close reading is used consistently throughout the modules over the course of the year.
	REQUIRED **8d)** The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**Yes**	The materials are easy to use and well organized for students and teachers. For example, each module includes a student workbook, a Teacher Guide, a Teacher Guide "Supporting Materials" book, and an "ALL Block" Teacher Guide. The curriculum tools to support successful implementation are also provided in a way that is easy to navigate, and all protocols are located in a single resource document. Each module is centrally focused around the unit texts, and each module is designed with the same structure that establishes consistency and ease of use throughout the course of the year. Guidance is also provided for how to implement the "ALL Block," which intentionally provides flex days to meet the needs of each teacher.
	8e) 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	**Yes**	Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. For example, in the program overview documents, a "Supporting English Language Learners" document is provided to outline how ELL instruction is designed and built into the curriculum. Additionally, each Unit Overview section provides unit-specific

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	advanced texts for extension, etc.).		guidance for how to support ELLs. Within each lesson, lesson-specific guidance is provided in the "Meeting Students' Needs" section. The Teacher Guide "Supporting Materials" also provides additional "Language Dives" and "Resources" to ELLs to participate in during class and at home. In addition to the supports for ELLs that are provided for each lesson, in a section of the lesson entitled "Universal Design for Learning," guidance is given to support students using "Multiple Means of Representation" (MMR), "Multiple Means of Action and Expression" (MMAE), and "Multiple Means of Engagement" (MME). The recommended pacing for each module lesson and each "ALL Block" lesson is 60 minutes.
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Yes**	The content can reasonably be completed within a regular school year and the pacing of content allows for maximum student understanding. There are four modules within each grade level that provide approximately nine weeks of instruction each. Each module is divided into three units that contain approximately 10-12 lessons each.

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 **(Non-Negotiable)**	**Yes**	The Grade 3 texts are appropriately complex based on qualitative, quantitative, and reader task consideration analysis. The texts are authentic and well-crafted, worthy of multiple, careful readings.
	2. Range and Volume of Texts	**Yes**	There is a balance of instructional time between literary and informational texts, a variety of text types and lengths, and a plan for accountable independent reading.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills **(Non-Negotiable*)**	**Yes**	An appropriate sequence of foundational skills aligned to grade-level standards is followed and practiced with multiple opportunities for self-monitoring and self-correction. Vocabulary, fluency, and syntax are central

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			to instruction.
III: Questions and Tasks	4. Coherence of Tasks (**Non-Negotiable)**	**Yes**	The tasks are connected and meaningful in a way that builds knowledge and provides multiple opportunities for students to read, understand, and express understanding of complex texts through speaking and writing.
	5. Text-Dependent Questions **(Non-Negotiable)**	**Yes**	Questions within the materials are text-dependent and text-specific and meet the demands of the grade-level standards.
	6. Writing to Sources, Speaking and Listening, and Language	**Yes**	Tasks are mostly text-dependent and text-specific and require students to express understanding using the modes of writing named in the grade-level standards. Speaking and listening skills required for college and career readiness are central to instruction, and language standards are explicitly addressed and practiced in context to unit texts.
	7. Assessments	**Yes**	Assessments are tied to complex texts, varied, scaffolded, unbiased, and genuine measures of progress towards grade-level standards. Rubrics, student work exemplars, and clear assessment guidelines are also provided.
IV: Scaffolding and Support	8. Scaffolding and Support	**Yes**	Support and guidance to meet the needs of all learners is provided. Comprehension is central to instruction, and skills are utilized in service of making meaning of complex texts. The materials are well organized and provide adequate practice with complex text for a full academic year.
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.[7] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[8] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **EL Education** Grade: **4**

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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. Range and Volume of Texts	
3. Foundational Skills (Non-Negotiable*)	
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.

[7] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[8] A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
Tier 1 and 2 Non-Negotiable **1. QUALITY OF TEXTS:** 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. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**REQUIRED** **1a)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,[9] as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**Yes**	The materials are appropriately complex. The texts reviewed for Grade 4 have Lexile scores that range between 640L and 1390L, which fall within the Grade 4-5 band. Qualitative analysis and reader task considerations justify the placement and usage of texts in this curriculum. For example, in Module 1, the required trade book, "Love That Dog" by Sharon Creech, which cannot be measured quantitatively because it is written in free verse, is appropriate for Grade 4. Analysis reveals that this text measures "very complex" in regard to meaning. The text complexity analysis states, "The conversational tone, relatively simple vocabulary and short lines make the text, on a literal level, easily accessible to most fourth graders. The text offers many layers of meaning, making it possible for readers to approach the book at varying levels of challenge" (Text Complexity Analysis 1). In Module 3, students read "The Declaration of Independence: A Transcription" with a Lexile of 1390L. While this measure is outside of the recommended quantitative band, the publisher justifies this placement by claiming, "At strategic points in the module, students read carefully selected sections of the Declaration of Independence and discuss what the characters in "Divided Loyalties" would think of the excerpt in a text-based discussion. Students use the connection between this primary source and the characters in the play to extend their thinking about perspectives on the Revolutionary War" (Text Analysis 14). Therefore, while qualitative analysis shows that the language and meaning demands of the text are "very complex," the building of topic knowledge from the previous informational texts and the pairing with accessible literary texts make the placement of this text appropriate. A "Trade Book Procurement List" was provided along with an in-depth "Text Analysis" document to further explain the placement of many texts within each unit.

[9] 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"

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	REQUIRED **1b)** At least 90% of texts are authentic[10] 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.	**Yes**	The majority of texts are authentic and well-crafted and offer rich opportunities for students to meet Grade 4 ELA standards. Of the 22 texts taught over the course of the four modules, six are written by EL Education staff for instructional purposes. The publisher-authored texts are used in Modules 1-3. Three publisher-authored texts in Module 1 are poet biographies that are only used for one lesson, and in Module 2 text is written in the form of a survival guide using the information from the authentic text, "Animal Behavior: Animal Defenses." While used more than once, it is well-crafted and worthy of multiple reads as reflected in the curriculum. Two publisher-authored texts which are used in Module 3 are letters written from the perspective of characters in the play entitled, "Divided Loyalties" and are only read in two lessons. The letters are then used later in the unit as mentor texts when students craft their own opinion pieces. The majority of instructional time is spent engaging with the following authentic texts: "Love That Dog" by Sharon Creech, "A River of Words: The Story of William Carlos Williams" by Jennifer Bryant, "Venom" by Marilyn Singer, "Can You Survive the Wilderness?" by Matt Doeden, "Animal Behavior: Animal Defenses" by Christina Wilsdon, "Colonial Voices, Hear Them Speak" by Kay Winters, "Divided Loyalties: The Barton Family During the American Revolution" by Gare Thompson, "Revolutionary War" by Grolier Online, "Loyalists" from Grolier Online, "An Incomplete Revolution" by Amy Miller, "American Indians and the American Revolution" by Colin Galloway, "The Declaration of Independence: A Transcription" from the U.S. National Archives, "The Hope Chest" by Karen Schwabach, "Ten Suffragists Arrested While Picketing at the White House" from America's Library, "The Suffragists: From Tea Parties to Prison" from the Online Archive of California, and "The Girl Who Acted Before Rosa Parks" by E. Blattman. Module 1 also calls for students to read multiple poems from either Robert Frost, Walter Dean Myers, or Valerie Worth.

[10] Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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. Within a sequence or collection, quality texts of grade--level complexity are selected for multiple, careful readings throughout the unit of study. 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.	**Yes**	The materials provide a coherent sequence or collection of connected texts that build vocabulary and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. In Module 3, the topic is the American Revolution. In Unit 1: Lesson 1, students are introduced to the unit topic and read "Colonial Voices: Hear Them Speak" to get the gist of the different perspectives that existed in America leading up to the Revolutionary War. In Lesson 2, they read an informational text, "Revolutionary War," and make connections to the reading from the previous day (TG 26). Students continue to engage with texts related to the topic and build background knowledge about the Revolutionary War driven by the question, "How does one's perspective influence his or her own opinion?" They determine the main idea, analyze the structure, and develop summaries of the texts. In Unit 2, students read the play, "Divided Loyalties," to further deepen their knowledge on the perspectives of the "Patriots" and the "Loyalists." In Lesson 13, students participate in a text-based discussion about the "Declaration of Independence" from the perspective of a character (TG 142-150). In Unit 3, students use the knowledge gained from the first two units to complete the two unit assessments. Each assessment requires the students to create a broadside to persuade someone to either be a "Patriot" or a "Loyalist" (TG 272-278). The topics covered in Grade 4 are: Module 1: Poetry, Poets and Becoming Writers; Module 2: Animal Defense Mechanisms; Module 3: The American Revolution; and Module 4: Responding to Inequity: Ratifying the 19th Amendment.
	1d) 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.	**Yes**	The texts increase in complexity as materials progress throughout across grade bands. For example, in Module 1 students read poetry and a novel written in verse. They also engage in a read-aloud of "A River of Words" with a Lexile of 820L. In Module 2, the read-aloud text is "Venom" with a Lexile of 1110L. In Module 3, students read multiple texts about the American Revolution that range in Lexile from 640L-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			1390L. These texts are paired with the play, "Divided Loyalties." In Module 4, students read "The Hope Chest" with a Lexile of 800L. While quantitatively this novel is located at the lower end of the band, the qualitative measures for knowledge demands makes this text "very complex." The publisher justifies the placement by stating, "This text is qualitatively quite complex, offering challenge at the end of the school year. Students are supported in navigating the complexity of this book through text-dependent questions and text-based activities. The need for historical context is addressed by introducing related non-fiction articles at key points in the novel. This support, combined with the grade-appropriate quantitative level of the text, place this book solidly in the 4-5 band" (Text Analysis 15). A Curriculum Map that provides an overview of the texts within each module can be found in the appendix of the Teacher Guide. Detailed text complexity analysis documents were also submitted for review. In addition to appropriate placement throughout individual grade levels, texts increase adequately across the 3-5 grade band as well.
2. 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.) ☒ Yes ☐ No	**REQUIRED** **2a)** In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)	**Yes**	In Grade 4, ELA materials seek a balance in instructional time between literature and informational texts. For example, in Module 1 there is a focus on literary texts as students read "Love That Dog," a novel written in verse, and multiple poems written by poets that are included in the novel. In Module 2, students use a collection of related informational texts to explore animal defenses. In Module 3, students read numerous informational texts that are very complex, but use the literary text, "Divided Loyalties," to help access the informational pieces. In Module 4, students read informational texts to build the knowledge necessary to access the complex text, "The Hope Chest," about the fight for women's suffrage. The Grade 4 Curriculum Map located in the appendix of the Teacher Guide for each module provides the text type and Lexile score for each unit text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	REQUIRED **2b)** 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 and varied lengths. Each module includes technology and multimedia resources to engage students. For example, in Module 4 students engage in the "Infer the Topic" protocol and examine images and quotes from the 1920s to explore the topics of segregation and gender discrimination. A list of technology and multimedia resources is provided in the Teacher Guide (10). Additionally, Module 4: Unit 1: Lesson 2 requires students to make connections between "The Hope Chest" and artwork inspired by the text (TGSM 6-7). The length of provided texts ranges from poems and short informational texts to full novels.
	2c) 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 include many informational texts with an informational text structure rather than a narrative structure. For example, in Module 3, students read "American Indians and the American Revolution" to build historical background knowledge about the American Revolution. Students also read excerpts from The Declaration of Independence and make connections to the character in the play, Divided Loyalties." In the Module 3 Mid-Unit 2 Assessment, students closely read a line from the "Declaration of Independence" and participate in a text-based discussion during which they respond to the question, "In your opinion, what would the characters in 'Divided Loyalties' think of this line? Would they agree or disagree with this excerpt? Why or why not?" (TG12). In Module 4: Unit 1, students read multiple informational texts to build background knowledge about the unit topic and provide necessary context for students to access the knowledge demand of "The Hope Chest" (TG 26-27).
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	**Yes**	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. Time is reserved daily during the "ALL (Additional Language and Literacy) Block" for "Accountable Independent Reading" (ALL TG xi). This time is to provide students with additional time for independent reading at a range of levels, to build more content knowledge and domain-specific vocabulary, and to give some free

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			choice reading (every other week) to build students' motivation and interests in hopes of creating a love of reading. The "ALL Block" materials include additional reading of complex texts from the modules, as well as texts for accountable independent reading to support fluency and volume of reading. In Module 2; Unit 1, students are tasked with independent reading and then asked to respond to the following prompt in their reading journals: "How does your reading connect to your work in the module lessons?" (ALL TG 24). Connected texts are used during the course of each module for student enjoyment and interest. In Module 2, students conduct research on animal defense mechanisms. To support teachers and students in selecting texts, a "Recommended Texts and other Resources List" provides options for additional texts for shared and independent reading related to the unit topic. In addition to providing time within the school day, students are also typically assigned homework for "Accountable Research Reading." For this assignment, students select and read texts that are aligned to the topic of the module, select a prompt, and then respond in their independent reading journals. In a supplemental guide, "Independent Reading Sample Plans," teachers are given sample plans for implementing and supporting an accountable independent reading program. A list of "Recommended Texts" is provided for each module.
Section II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non-Negotiable* **3. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development,	**REQUIRED *Indicator for grades K-2 only** **3a)** 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.	**N/A**	
	REQUIRED **3b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for	**Yes**	The instructional materials demand knowledge of grade-level phonic patterns and word analysis skills. The Curriculum Map for Grade 4 shows that the foundation skills for phonics and word recognition

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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. ☒ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.		(RF.4.3) are integrated throughout the four modules (p. 10). An assessment tool, "Grade 4: Phonics and Word Recognition Checklist" is provided and focuses on Grade 4 foundational skills; however, this is not an ongoing assessment. The Teacher Guide for Module 1 states that a key feature of the "ALL Block" is that students consistently read complex text to gain both deeper content knowledge of the topic and deeper familiarity with the structures, syntax, and vocabulary of complex texts (xiii). The "Word Study" component of the "ALL Block" lesson allows students opportunities to practice with morphology of words as it relates to word meaning and syllabication patterns and more complex spelling patterns in a many different activities, including vocabulary games, vocabulary squares, and Frayer Models. The rationale for this framework is outlined in the introduction of the "ALL Block" Teacher Guide for Module 1 (xiv). The connection between the structure of the "ALL Block" and the module lessons is also provided (ALL TG xv-xx).
	REQUIRED **3c)** 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. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* 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.	**Yes**	The instructional materials provide instruction and practice in word study. For example, during "ALL Block" Module 2: Unit 1, students consistently read complex text to gain both deeper content knowledge of the topic and deeper familiarity with the structures, syntax, and vocabulary of complex text. Students practice using Frayer models to analyze the meaning of academic vocabulary words with the suffixes -al and -ial. For example, Unit 1, Week 2, Day 2 calls for students to read the sentence: "It is typical for an animal to use a defense mechanism when threatened by a predator." Students then break down the word "typical," complete a Frayer model, and use the word in a sentence (72-74). The same process is completed on Day 4 when students analyze the word "essential" (74-75). Differentiation recommendations and additional supports for ELLs is also provided in the "Teaching Notes."
	REQUIRED **3d)** Materials encourage students to self-monitor and to use	**Yes**	Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition

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.		and understanding. In the "ALL Block" for Module 1: Unit 2: Week 1 during "Independent Work," students define the words "fluently" and "accurately" and practice using context to self-correct when they make mistakes on Day 1. During Days 3 and 4, students read paragraphs to each other and keep track of how many times their partner self-corrects. Students are then prompted to reread the selected sentences for each other using a variety of different voices (ALL TG 79-80). In that same week during "Reading and Speaking Fluency/Grammar, Usage, and Mechanics (GUM)" for Day 3, students practice reading "Stopping by Woods on a Snowy Evening" from "Love that Dog" with the teacher. Prior to this small group work on Day 3, the teacher leads a whole-class lesson to review the meaning of "fluently and "accurately" from Day 1. The teacher then directs students to Turn and Talk about, "What does it mean to self-correct?" (ALL TG 89-90).
	REQUIRED **3e)** 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.	**Yes**	Opportunities are frequently built into the materials that allow for students to achieve reading fluency. The "ALL Block" provides five small group rotations in additional practice in the form of three 20-minute blocks. The small group rotations include: "Reading and Speaking Fluency/GUM," "Additional Work with Complex Texts," "Independent Reading," "Writing Practice," and "Word Study and Vocabulary." All rotations are covered in a two-week period. The "Accountable Independent Reading" rotation happens each week. During this time, students are given the chance to read more texts related to the module topic or given free choice. Fluency monitoring and practice is regular and plentiful throughout the module and "ALL Block" lessons.
	REQUIRED **3f)** 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.	**Yes**	Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading. During "Additional Work with Complex Texts," students spend additional time digging into the complex texts being read during module instruction. All modules include "Language Dives." All students participate as a whole group in a "Language Dive" at

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			least twice a week (either in the main body of selected Grades K–5 module lessons or close read, or routinely in specific components of the Grades 3–5 "ALL Block") (TG 528). In addition, ELLs participate daily. Instructions state that "Teachers can strategically choose sentences and times for "Language Dives", and go beyond ELA to Science, Math, History, and Social Studies texts, offering conversation and practice across several days and subjects to meet student language needs" (TG 528). The importance of "Language Dives" is explained, "it is critical that students get help reading and discussing complex texts, focusing in particular on academic sentences. When students deconstruct, reconstruct, and practice the language of academic sentences every day, they begin to develop a vibrant interest in how language works. They consistently pay attention to the language structures they need to understand and more effectively use in college and career" (TG 529).
	3g) *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**	
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**Yes**	The materials in this curriculum provide abundant and easily implemented materials. The "ALL Block" instructional component includes differentiated task cards for above level, on level, below level, and ELL students to help further support student understanding of module lessons and provide opportunities to further practice literacy skills. In addition to the differentiated task cards, the curriculum also offers additional "Mini Language Dives" to enhance either fluency or language and vocabulary acquisition for ELL students.
Section III. Questions and Tasks			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Tier 1 and 2 Non-Negotiable **4. 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. ☒ Yes ☐ No	**REQUIRED** **4a)** 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.	**Yes**	Coherent sequences of questions and tasks focus students on understanding the texts, making connections among the texts in the collection, and expressing understanding of the topics presented in the text. For example, In Module 4: Unit 1, students read the first seven chapters of "The Hope Chest" and informational texts in the form of firsthand and secondhand accounts of events that help students gain a deeper understanding of the novel. In Lesson 10, students take the "End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of the Same Event." For this assessment, students read a firsthand account and compare the telling of the event to a secondhand account that they read in a previous lesson. The "End of Unit 2" assessment asks students to write a literary essay about a theme in "The Hope Chest." The "Mid-Unit 3 Assessment: Researching How Kids Have Taken Action" prepares students to connect their learning about the process of ratifying the "19th Amendment" to their own lives when they write the PSA (public service announcement) about the importance of kids taking action for the "End of Unit 3 Assessment." The "Final Performance Task" requires students to write a press release to share the results of their action plan of how students can make a difference and contribute to a better world. All of the module assessments are visible in the "Assessment Overview" section of the Teacher Guide for each module. This overview allows the teacher to see how the lessons and units build the necessary knowledge and skills students will need to successfully complete the "Final Performance Task" (TG 12-17).
	REQUIRED **4b)** 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.	**Yes**	Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening and language through grade-level complex texts. Each module has a "Final Performance Task" that is designed to help students synthesize and apply their learning from the module in an engaging and authentic way. The "Mid-Unit" and "End of Unit" assessments all support the knowledge and skills needed to successfully complete the "Final Performance Task."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			In Module 1, students read poetry, compare the poem "Stopping by Woods on a Snowy Evening" to a prose version of the same event, engage in a collaborative discussion about how Jack's feelings about poetry change, write an informative piece about what inspired Jack to write poetry, write a literary essay about a famous poet, revise a poem, and read poetry aloud. In the "Final Performance Task," students synthesize their learning about what inspires poets to write poetry by presenting their own original poems and giving a speech answering the question: "What inspired you to write poetry, and where can you see evidence of this in your poem?" (TG 12-17). In Module 3: Unit 1: Lesson 9, students find the gist of "American Indians and the American Revolution" and determine the meaning of unfamiliar words and phrases from the text. In this jigsaw activity, students work in pairs to get the gist of their assigned section of the text of to determine the meaning of unfamiliar vocabulary. They also engage in a "Turn and Talk" activity to answer questions such as, "What is this text about?" and "This text doesn't use the words Loyalists and Patriots, so how do we know who they are talking about?" (TG 114-123). This work to gain meaning from unit texts about multiple perspectives is in preparation for the "Final Performance Task" in which "... students discuss their opinion of the "American Revolution." Students consider both the Loyalist and Patriot sides and decide which they would have supported if they lived during colonial times" (TG 12).
	REQUIRED **4c)** 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	**Yes**	Questions and tasks support students in examining language critical to determining meaning from the text. In Module 4: Unit 1: Lesson 3, students read Chapter 3 from "The Hope Chest" and answer text-dependent questions to analyze the meaning of words in context that are essential to understanding the chapter. For example, students are provided a sentence from the text and use their knowledge of root words and affixes to determine the meaning of the word "belatedly" (SW 6). "Language Dives" are integrated throughout the units to support students in making meaning of complicated syntax and replicating

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	tasks, engaging in speaking/listening).		academic syntax in their own writing. For example, in Module 4: Unit 2: Lesson 6, students analyze a sentence from the text: "Mr. Martin was wrong—there was not one hotel in Nashville that would take in a white man and a colored child" (SW 55). In the "ALL Block" lesson for Unit 1, Week 1 using the Teacher-Guided Student Activity Card for Day 4, students practice using precise language to convey ideas (ALL TG 37-40).
Tier 1 and 2 Non-Negotiable **5. 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. ☒ Yes ☐ No	**REQUIRED** **5a)** A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of questions in the materials are text-dependent and text-specific, and require students to express ideas through both written and spoken responses. For example, in Module 2: Unit 1, students engage in multiple readings of "Animal Behavior: Animal Defenses." In Lesson 2, students read the excerpt to get the gist and determine the main idea. In Lesson 3, students engage in a close reading of the text and answer text-dependent questions that are text-specific by recording responses in their student workbooks (TG 65-76). One question asks students, "According to the paragraph, why do many animals hide?" Then, another question asks students, "What example does the author give to support the idea that large animals 'take advantage' of the plants, rocks and other parts of their habitat?" (SW 11-13). While the students are working in pairs, the teacher notes provide additional questions for the teacher to ask. For example, after having a student read the third paragraph aloud, the teacher is prompted to ask, "Find the phrase 'take advantage' in the text. In your own words, what is the meaning of this phrase as it is used in the sentence?" The teacher is then prompted to probe further by asking, "Do you know any other meanings for this phrase?" (TG 36-41).
	REQUIRED **5b)** 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. *(**Note:** not every standard must be addressed with every text.)*	**Yes**	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, in Module 1: Unit 2: Lesson 6, students answer a series of questions aligned to RI.3 in regard to William Carlos Williams such as, "What inspired William Carlos Williams to write poetry, and where can you see evidence of this in his poetry?", "What did Williams spend his days and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			nights doing?", "How does the first part of the sentence relate to the second part of the sentence?", and "Think about these details. What does this sentence help you to understand about William Carlos Williams?" (TGSM 132-141) The assessments throughout the unit are aligned to the grade-level standards and deepen students learning over time. For each unit within a module, students take a "Mid-Unit" and an "End of Unit" assessment before completing the "Final Performance Task." In Module 1, the "Final Performance Task" requires students to read aloud an original poem and explain what inspired their poems and where there is evidence of the inspiration in their poem. The assessments leading up to this task require students to read multiple poems by famous poets that are features in the anchor text and read informational texts that explore aspects from that poet's life which contributed to his/her poetry.
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. ☒ Yes ☐ No	**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.	**Yes**	The materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. In Module 3, students work in triads to read their assigned section of the text "An Incomplete Revolution." After reading their assigned section, students walk around the room to pair with other students from different sections to informally discuss the gist of each section orally and record new vocabulary in their vocabulary logs (TG 96-105). After reading and discussing the text, students engage in a "Language Dive" in which they record their written responses in a graphic organizer in their Student Workbooks. Students also complete a Venn diagram to compare and contrast the perspectives of the white colonists and African American slaves in the text and answer a set of text-dependent questions (SW 25-29). The "Mid-Unit 1" assessment requires students to write an informative paragraph that defines the Patriots and their beliefs (TG 12). The "Mid-Unit 2" assessment requires students to participate in a formal text-based discussion during which they respond the question, "In your opinion, what would the characters in Divided Loyalties think of this line?" in regard to a line from the "Declaration of Independence" (TG 12). The "End of Unit 2" assessment requires students to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			write a narrative from the point of view of a character from “Divided Loyalties” at a specific point in the play (TG 13).
	REQUIRED *Indicator for grades 3-12 only **6b)** 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.	**Yes**	A vast majority of oral and written tasks require students to demonstrate knowledge built through analysis and synthesis of texts. For example, the Module 2: "End of Unit 2" assessment requires students to reread two unit texts and read a new informational text about pufferfish and synthesize the information from the texts to write an informative essay in response to the prompt: “How does the pufferfish use its body and behaviors to help it survive?” (TG 15). As students continue through the module to build more knowledge about animal defenses, they prepare to complete the "End of Unit 3" assessment in which they complete the following, “Develop a second ending for your narrative that shows how your animal responds to the encounter with a predator described in the introduction. Describe the experience or events that show how your animal uses the chosen defense mechanism to survive. Choose the most important information from your sources to include in your resolution. Then write an ending to your narrative that is at least two paragraphs long. Use dialogue and description to show your characters’ actions, thoughts, and feelings, and add sensory details to describe experiences and events precisely. Clearly organize your narrative by using transitional words and phrases to show the sequence of events” (TGSM 468). This learning path supports students in completing the “Final Performance Task” of a “Choose-Your-Own-Adventure Animal Defense Mechanism Narrative: After researching informational texts on a specific animal and its defense mechanisms, create a choose-your-own-adventure narrative about your chosen animal. Write an introduction that describes your animal’s physical characteristics, habitat, predators, and defense mechanisms. In your narrative, describe an encounter with a predator and two possible defense mechanisms for survival. Use details and examples from your research to develop your narrative, including concrete words, phrases, and sensory details to convey your animal’s experiences”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			(TGSM 479).
	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.	**N/A**	
	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). 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.	**Yes**	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards for this grade. In Module 4, students write an informative essay in response to the prompt, "'The Hope Chest' explores several themes. You have read a model essay explaining 'Do Something Meaningful' and you wrote an essay about another theme of your choice. In this lesson, you are going to write an essay that explains another of the major themes of the book. Use evidence and examples from the text to support your interpretation" (TGSM 330). In Module 3, students write a narrative in response to the prompt, "Throughout the second half of this unit, you have been analyzing characters in scenes of 'Divided Loyalties' and writing a short first-person narrative explaining what a character is thinking and feeling at a specific point in the scene. Use Act III, Scene 3 to write a short (no more than two paragraphs) first-person narrative to show what Robert was thinking and feeling as he said goodbye to William and boarded the ship" (TGSM 363). In Module 4, students write an opinion essay in response to the prompt, "You have been learning about how kids have taken action to make a difference. Write a script for a PSA urging people to find a way to take action and make a difference in their own communities. Other students, parents, and people in your community will read your writing to learn more about why they should take action and do something meaningful to help the community...Write a script for a PSA about why someone should take action to make a difference in her or his community. Be sure to explain why it's important to make a difference and offer some things the viewer might do. Choose the most important reasons and include at least one example from your research on kids making a difference to support your opinion. Then write a script that has a clear

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			introduction, proof paragraph, and a conclusion" (TGSM 350). The series of assessments included in each module of instruction engages students in many shared, short research projects to develop the expertise needed to conduct research independently.
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	**Yes**	The materials provide models for writing and student exemplars to support writing development in English language arts. Writing is modeled for students prior to engaging in writing throughout the curriculum. For example, in Module 2 students write "Choose-Your-Own-Adventure" narratives using the mentor text, "Can You Survive in the Wilderness?" (TGSM 478). In Module 3: Unit 3: Lesson 5, students analyze a model broadside from the Quaker perspective using the "Painted Essay® Template" in preparation of writing their own broadside (TG 316-324).
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.	**Yes**	Materials 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. Each module contains multiple "Language Dives" which provide students with strategies to analyze, understand, and use the language of the text. During a "Language Dive," teachers and students slow down the reading of a text to deeply analyze the meaning, purpose, and structure of a specific part of the text. An overview of this strategy is provided in the appendix of the Teacher Guide for each module. In Module 4: Unit 2: Lesson 5, this strategy is used to analyze a sentence from "The Hope Chest" that helps students explore the function of relative adverbs within a sentence: "I'm sure we can find someplace where they'll take our kind in" (TGSM 113-116). The "ALL Block" also explicitly addresses grammar, usage, and mechanics. A list of the language standards that are formally assessed in each module was provided in the Curriculum Map for Grade 4 document (13-15).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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). ☒ Yes ☐ No	**REQUIRED** **7a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**Yes**	Measurement of progress via assessments includes a gradual release of supporting scaffolds for students to measure their independent abilities. For example, the "Mid-Unit 1" assessment for Module 1 requires students to read poems from "Love That Dog" and answer multiple choice and constructed response questions related to the texts. In Part I of the assessment, students fill out a graphic organizer to compare and contrast the poem to a prose version of the same event. In Part II, students read a poem and write a summary that includes a possible theme and a brief explanation of how Jack uses an element of poetry to develop that theme. A graphic organizer that is not assessed is provided to help students access the poem and correctly answer the constructed response task: "Read Jack's poem about the animal shelter on pages 25–27. Then write a summary of the poem." (TGSM 293-297). For the "Mid-Unit 2" assessment in Module 4, students read Chapter 15 from "The Hope Chest" and answer multiple choice and constructed response questions related to the text. However, the assessment no longer prompts students to complete a graphic organizer prior to completing the constructed response. Rather, students are told to complete a summary and are reminded that a graphic organizer can be a helpful strategy to employ when crafting a summary of a text. The task states, "Choose one of the themes in this chapter (inequality is injustice, stand up for what is right, do something meaningful). Write a summary of the part of Chapter 15 in which you describe the theme. Be sure to use supporting details and provide a brief overview of what happened in that part of the chapter (RL.4.1, RL.4.2) If you find it helpful, you may create a graphic organizer to organize your thinking. Your graphic organizer will not be assessed" (TGSM 321-323).
	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.	**Yes**	Aligned rubrics or assessments guidelines are included and provide sufficient guidance for interpreting student performance. The curriculum includes an opinion writing rubric, an informative/explanatory writing rubric, and a narrative writing rubric that were

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			created with language adapted from Smarter Balanced Assessment Consortium (SBAC) and Partnership for Assessment of Readiness for College and Careers (PARCC) writing rubrics. Annotated student exemplars, scoring guidance, and assignment-specific rubrics are also available in the Teacher Guide "Supporting Materials" for each module as needed. For example, in Module 2: Unit 1: Lesson 6, the teaching notes include "Assessment Guidance." These notes provide teachers with guidance such as, "When assessing and providing feedback to students on this assessment, use the teacher answer key and sample student responses (see the Assessment Overview and Resources) to help you complete the student "Tracking Progress" recording form. Consider making notes in the appropriate column for each criterion and marking evidence with sticky notes on student work in a different color than student responses. There is also space provided to respond to student comments" (TG 102).
	REQUIRED **7c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Yes**	Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. For example, each module includes three units. Within each unit there is a "Mid-Unit" and an "End of Unit" assessment that builds the knowledge and skills students will need to be successful in completing the Final Performance Task for each module. Students are also required to track progress after completing tasks using task-specific criteria. For example, in Module 2: Unit 2: Lesson 7, students use a checklist to evaluate their ability to write an informative essay (SW 135). Additional opportunities to assess student progress are built into each module and "ALL Block" lesson as outlined in the teaching notes for each lesson.
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Yes**	The materials assess student proficiency using methods that are unbiased and accessible to all students. The texts used in the assessments are related to the unit topics that students have had the opportunity to build knowledge about prior to being assessed. The formative assessments included in the lessons also typically suggest ways to provide heavy or

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			light supports to students as needed. Additionally, each module lesson has an "Ongoing Assessment" and "Assessment Guidance Section" in the Teacher Guide to help teachers monitor student progress prior to summative assessments.
Section IV. Scaffolding and Support			
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. ☒ Yes ☐ No	**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.	**Yes**	Pre-reading activities and suggested approaches to teacher scaffolding are focused on engaging students in understanding the text. Each module opens with an introduction to the unit topic, module-guiding questions, and a preview of the "Final Performance Task." For example, in Module 2: Unit 1: Lesson 1, students engage in a "Poster Walk" to build schema on the topic of animal defenses (TG 36-47). In Module 3: Unit 1: Lesson 1, students engage in the "Infer the Topic" protocol to explore the unit topic by examining images and resources from the texts they will read while completing an "I Noticed/I Wonder Note-catcher" (TG 35-46). The remaining lessons in the module focus on building skills through complex texts. Additional support for making meaning of complex texts is provided in the "ALL Block" lessons.
	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.	**Yes**	Materials have the goal of students gaining full comprehension of complex texts. For example, in Module 2: Unit 1: Lesson 2, one of the daily learning targets states, "I can paraphrase information presented in a read-aloud on animal defense mechanisms" (TG 48-64). During the opening of the lesson, the learning target is shared, and the term "paraphrase" is quickly and simply defined for the students using their knowledge of roots, affixes and word families. The teacher tells students that in order to effectively complete a paraphrase of the read-aloud for "Venom," students should use running notes or a similar strategy to remember specific details from the text that they would like to include in their paraphrases. Students record their running notes in the graphic organizer in answer to the guiding question: "How do animals' bodies and behaviors help them survive?" (TGSM 5). Students are learning and using the skill of paraphrasing in service of making meaning of the unit text in order to have the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			knowledge and skill necessary to complete the "Final Performance Task." Additional guidance is provided in the teaching notes to support ELLs who might require more explicit skill instruction for paraphrasing a text.
	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.	**Yes**	Materials regularly 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 Module 1: Unit 2: Lesson 6, students engage in a close read of "A River of Words" that they read to get the gist in a previous lesson. In this close read, the students are constantly directed back to the text to learn about the life of William Carlos Williams and determine what inspired him to write poetry. As a part of the close read, students engage in discussions with their peers and share ideas with the whole class while also documenting important information on a "Close Read Note-catcher" (TGSM 128-141). This method of close reading is used consistently throughout the modules over the course of the year.
	REQUIRED **8d)** The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**Yes**	The materials are easy to use and well organized for students and teachers. For example, each module includes a student workbook, a Teacher Guide, a Teacher Guide "Supporting Materials" book, and an "ALL Block" Teacher Guide. The curriculum tools to support successful implementation are also provided in a way that is easy to navigate, and all protocols are located in a single resource document. Each module is centrally focused around the unit texts, and each module is designed with the same structure that establishes consistency and ease of use throughout the course of the year. Guidance is also provided for how to implement the "ALL Block," which intentionally provides flex days to meet the needs of each teacher.
	8e) 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.).	**Yes**	Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. For example, in the program overview documents, a "Supporting English Language Learners" document is provided to outline how ELL instruction is designed and built into the curriculum. Additionally, each Unit Overview section provides unit-specific guidance for how to support ELLs. Within each lesson, lesson-specific guidance is provided in the "Meeting

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Students' Needs" section. The Teacher Guide "Supporting Materials" also provides additional "Language Dives" and "Resources" to ELLs to participate in during class and at home. In addition to the supports for ELLs that are provided for each lesson, in a section of the lesson entitled "Universal Design for Learning," guidance is given to support students using "Multiple Means of Representation" (MMR), "Multiple Means of Action and Expression" (MMAE), and "Multiple Means of Engagement" (MME). The recommended pacing for each module lesson and each "ALL Block" lesson is 60 minutes.
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Yes**	The content can reasonably be completed within a regular school year and the pacing of content allows for maximum student understanding. There are four modules within each grade level that provide approximately nine weeks of instruction each. Each module is divided into three units that contain approximately 10-12 lessons each.

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 **(Non-Negotiable)**	**Yes**	The Grade 4 texts are appropriately complex based on qualitative, quantitative, and reader task consideration analysis. The texts are authentic and well-crafted, worthy of multiple, careful readings.
	2. Range and Volume of Texts	**Yes**	There is a balance of instructional time between literary and informational texts, a variety of text types and lengths, and a plan for accountable independent reading.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills **(Non-Negotiable*)**	**Yes**	An appropriate sequence of foundational skills aligned to grade-level standards is followed and practiced with multiple opportunities for self-monitoring and self-correction. Vocabulary, fluency, and syntax are central to instruction.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
III: Questions and Tasks	4. Coherence of Tasks (**Non-Negotiable)**	**Yes**	Tasks are connected and meaningful in a way that builds knowledge and provides multiple opportunities for students to read, understand, and express understanding of complex texts through speaking and writing.
	5. Text-Dependent Questions **(Non-Negotiable)**	**Yes**	Questions within the materials are text-dependent and text-specific and meet the demands of the grade-level standards.
	6. Writing to Sources, Speaking and Listening, and Language	**Yes**	Tasks are mostly text-dependent and text-specific and require students to express understanding using the modes of writing named in the grade-level standards. Speaking and listening skills required for college and career readiness are central to instruction, and language standards are explicitly addressed and practiced in context to unit texts.
	7. Assessments	**Yes**	Assessments are tied to complex texts, varied, scaffolded, unbiased, and genuine measures of progress towards grade-level standards. Rubrics, student work exemplars, and clear assessment guidelines are also provided.
IV: Scaffolding and Support	8. Scaffolding and Support	**Yes**	Support and guidance to meet the needs of all learners is provided. Comprehension is central to instruction, and skills are utilized in service of making meaning of complex texts. The materials are well organized and provide adequate practice with complex text for a full academic year.
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.[11] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[12] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **EL Education** Grade: **5**

Publisher: **Open Up Resources** Copyright: **2017**

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. Range and Volume of Texts	
3. Foundational Skills (Non-Negotiable*)	
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.

[11] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[12] A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
Tier 1 and 2 Non-Negotiable **1. QUALITY OF TEXTS:** 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. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**REQUIRED** **1a)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,[13] as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**Yes**	The materials s are appropriately complex. The texts reviewed for Grade 5 have Lexile scores that range between 670L and 1695L, which fall within the Grade 4-5 band. Qualitative analysis and reader task considerations justify the placement and usage of texts in this curriculum. Some texts extend past the Grade 5 band, qualitative analysis and reader task considerations justify the placement and usage of texts in this curriculum. For example, in Module 1, the required trade book "Esperanza Rising" has a Lexile of 750L. While this measure is below the recommended quantitative band, qualitative analysis reveals that this text measures "very complex" due to multiple competing levels of meaning that are difficult to identify, separate and interpret, and has a theme that is implicit or subtle, often ambiguous and revealed over the entirety of the text. This text is paired with carefully selected excerpts from "The Universal Declaration of Human Rights (UDHR)" with Lexile scores of 1695L that are used to build background knowledge about human rights in order to give rich and authentic meaning to the novel, "Esperanza Rising." The text complexity analysis states, "This novel builds understanding and empathy as students explore the guiding question, 'What are human rights, and how can they be threatened?' The complex characters in the book offer the opportunity to examine how characters respond to challenges (RL.5.2) and to compare and contrast the main character in the novel (RL.5.3). Chapters in the story have meaningful title and connections (RL.5.5) and several repeating metaphors that are used to develop the themes and offer opportunities to explore how the author uses figurative language to create layers of meaning within the story (L.5.5, RL.5.4)" (Text Complexity Analysis 2). Therefore, while qualitative analysis shows that the meaning demands of the text are "very complex," the building of topic knowledge with informational texts

[13] 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"

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			makes the placement of this text appropriate. A "Trade Book Procurement List" was provided along with an in-depth "Text Analysis" document to further explain the placement of many texts within each unit.
	REQUIRED **1b)** At least 90% of texts are authentic[14] 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.	**Yes**	The majority of texts are authentic and well-crafted and offer rich opportunities for students to meet Grade 5 ELA standards. Of the 17 texts taught over the course of the four modules, one is written by EL Education staff for instructional purposes. The publisher-authored text, "Bite at Night!" is used in Module 2: Unit 3 as an exemplar narrative text to build understanding of plot structure in a narrative text. The narrative is based on the experiences of a scientist, Meg Lowman, that are briefly described in "The Most Beautiful Roof in the World," which is an authentic text that students also read in the module; therefore, students are familiar with the character and setting. The text is well-crafted and worthy of multiple reads as reflected in the curriculum. After engaging in multiple reads of "Bite at Night!", students then choose a different scene from "The Most Beautiful Roof in the World" and write a first-person narrative from a selected character's point of view. The majority of instructional time is spent engaging with the following authentic texts, "Esperanza Rising" by Pam Munoz Ryan, "The Universal Declaration of Human Rights" by the United Nations, "The Universal Declaration of Human Rights—Abridged for Youth," "A Life Like Mine: How Children Live Around the World" by DK Publishing, "Seeds of Change: Planting a Path to Peace" by Jen Johnson, "The Great Kapok Tree" by Lynne Cherry, "The Most Beautiful Roof in the World" by Kathryn Lasky, "Promises to Keep: How Jackie Robinson Changed America" by Sharon Robinson, "Jim Abbott" by Rick Swain, "Free Minds and Hearts at Work" by Jackie Robinson, "Eight Days: A Story of Haiti" by Edwidge Danticat, "In the Water Where the City Ends" by Simone White, "Hurricane Katrina: Superdome Poem" by Shelton "Shakespeare" Alexander, "Job" by Kwame Dawes, "How Well is Your Community Prepared?" by Scholastic, and "Know the

[14] Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Facts, Be Empowered" by Ready.gov.
	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. Within a sequence or collection, quality texts of grade--level complexity are selected for multiple, careful readings throughout the unit of study. 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.	**Yes**	The materials provide a coherent sequence or collection of connected texts that build vocabulary and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. In Module 4, the theme is centered around exploring the impact of natural disasters. In Unit 1: Lesson 1, students are introduced to the unit topic and watch several videos featuring three poems about natural disasters to engage with the unit focus: "Hurricane Katrina: Superdome Poem," "Simone White: In the Water Where the City Ends," and "Voices from Haiti: Job." During this lesson, students listen to the poems and engage in conversation protocols such as "Inferring the Topic" and "World Café" in which they synthesize their observations from the texts and discuss questions such as, "What conclusions can you draw about natural disasters and the people and places that experience them?" (TG 29-38). Students continue to engage with texts related to the topic and build background knowledge about the natural disasters driven by the question, "How do natural disasters affect the people and places that experience them?" by researching the natural disaster of their choice. During their research, they examine how authors use reasons and evidence to convey information. In Unit 2, students revisit some of the poems from Unit 1: Lesson 1 and read them analytically to determine how visuals and author's point of view contribute to the tone and meaning of the texts. In Lesson 9, students take the End of Unit 2 Assessment in which they respond in writing to the prompt, "What is one similarity OR one difference in the varieties of English used in "Katrina: Don't Let Her Go" and "Job"? Be sure to use an example from each poem to explain your thinking" (TGSM 303-306). In Unit 3, students use the knowledge gained from the first two units to think about how to help others prepare for natural disaster. The unit assessments require students to research which supplies are essential for emergency preparedness and to write an opinion essay in which they choose two items to include in an emergency kit and explain their reasons

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			for choosing those items (TG 10-11). The topics covered in Grade 5 are Module 1: Stories of Human Rights; Module 2: Biodiversity in the Rainforest; Module 3: Athlete Leaders of Social Change; and Module 4: The Impact of Natural Disasters.
	1d) 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.	**Yes**	The texts increase in complexity as materials progress throughout across grade bands. For example, in Module 1, students engage in multiple read-alouds of "Esperanza Rising" with a Lexile of 740L paired with excerpts from "The Universal Declaration of Human Rights." Then in Module 2, students read "The Most Beautiful Roof in the World" with a Lexile of 1160L paired with literary texts that range from 670L-820L. In Module 3, students read "Promises to Keep: How Jackie Robinson Changed America" with a Lexile of 1030L. In Module 4, students read "Eight Days: A Story of Haiti" with a Lexile of 820L. While this text measures quantitatively lower than those used in Modules 2 and 3, the publisher justifies its placement by saying, "The length of the book, word choice, illustrations and sequential plot are relatively simple to understand, but the theme, layers of meaning and the subtle connection to Junior's imaginings to the realities of the aftermath of an earthquake offer opportunities to analyze and interpret the text on a variety of levels" (Text Analysis 8). A Curriculum Map that provides an overview of the texts within each module can be found in the appendix of the Teacher Guide. Detailed text complexity analysis documents were also submitted for review. In addition to appropriate placement throughout individual grade levels, texts increase adequately across the 3-5 grade band as well.
2. 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,	**REQUIRED** **2a)** In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)	**Yes**	In Grade 5, ELA materials seek a balance in instructional time between literature and informational texts. For example, in Module 1 students read informational texts to build the knowledge necessary to access the complex meaning of the novel, "Esperanza Rising." In Module 2, they read the informational text, "The Most Beautiful Roof in the World," paired with works of literary nonfiction. In Module 3, they read the informational text "Promises

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RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☒ Yes ☐ No			to Keep: How Jackie Robinson Changed America" paired with a biography about Jim Abbott and autobiography by Jackie Robinson to explore the topic of how athletes can be leaders of social change. In Module 4, students read literary text, poems, and informational texts to explore the impact of natural disasters. The Grade 5 Curriculum Map located in the appendix of the Teacher Guide for each module provides the text type and Lexile score for each unit text.
	REQUIRED **2b)** 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 and varied lengths. Each module includes technology and multimedia resources to engage students. For example, in Module 1, students engage in the "Infer the Topic" protocol and examine videos and quotes related to the unit text to explore the topic of human rights. A list of technology and multimedia resources is provided in the Teacher Guide (10-11). Additionally, Module 4: Unit 2: Lesson 2 requires students to read "Eight Days: A Story of Haiti" and answer text-dependent questions about how the illustrations contribute to the tone and meaning of the story (TG 164-172). The length of provided texts ranges from poems and short informational texts to full novels.
	2c) 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 include many informational texts with an informational text structure rather than a narrative structure. For example, in Module 2, students read "The Most Beautiful Roof in the World," which includes an informational text structure with photographs and a third person point of view retelling of the adventures of a rainforest scientist, Meg Lowman. This text is used to build knowledge about the unit topic and provide the necessary context for students to write text-based first-person narratives about rainforest adventures to be combined into an eBook for the Final Performance Task (TG 16-18). In Module 3, students read "Promises to Keep: How Jackie Robinson Changed the World," which includes an informational text structure with sections, photos, captions, headings, and graphics to explore how Jackie Robinson's experiences on the baseball field contributed to a greater change in the world. In the Module 3: "End of Unit 2" assessment, students write

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			an opinion essay about factors that contributed to Jackie Robinson's success (TG 13).
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	**Yes**	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. Time is reserved daily during the "ALL (Additional Language and Literacy) Block" for "Accountable Independent Reading" (ALL TG xi). This time is to provide students with additional time for independent reading at a range of levels, to build more content knowledge and domain-specific vocabulary, and to give some free choice reading (every other week) to build students' motivation and interests in hopes of creating a love of reading. The "ALL Block" materials include additional reading of complex texts from the modules, as well as texts for accountable independent reading to support fluency and volume of reading. In Module 2: Unit 1, students are tasked with independent reading and then asked to respond to the following prompt in their reading journals, "How does your reading connect to your work in the module lessons?" (ALL TG 22). Connected texts are used during the course of each module for student enjoyment and interest. In Module 4, students conduct research on natural disasters. To support teachers and students in selecting texts, a "Recommended Texts and other Resources List" provides options for additional texts for shared and independent reading related to the unit topic. In addition to providing time within the school day, students are also typically assigned homework for "Accountable Research Reading." For this assignment, students select and read texts that are aligned to the topic of the module, select a prompt, and then respond in their independent reading journals. In a supplemental guide, "Independent Reading Sample Plans," teachers are given sample plans for implementing and supporting an accountable independent reading program. A list of "Recommended Texts" is provided for each module.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non-Negotiable* **3. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ☒ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**REQUIRED *Indicator for grades K-2 only** **3a)** 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.	**N/A**	
	REQUIRED **3b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	**Yes**	The instructional materials demand knowledge of grade-level phonic patterns and word analysis skills. The Curriculum Map for Grade 5 shows that the foundation skills for phonics and word recognition (RF.5.3) are integrated throughout the four modules (p. 10). An assessment tool, "Grade 5: Phonics and Word Recognition Checklist" is provided and focuses on Grade 5 foundational skills; however, this is not an ongoing assessment. The Teacher Guide for Module 1 states that a key feature of the "ALL Block" is that students consistently read complex text to gain both deeper content knowledge of the topic and deeper familiarity with the structures, syntax, and vocabulary of complex texts (xiii). The "Word Study" component of the "ALL Block" lesson allows students opportunities to practice with morphology of words as it relates to word meaning and syllabication patterns and more complex spelling patterns in a many different activities, including vocabulary games, vocabulary squares, and Frayer Models. The rationale for this framework is outlined in the introduction of the "ALL Block" Teacher Guide for Module 1 (xiv). The connection between the structure of the "ALL Block" and the module lessons is also provided (ALL TG xv-xx).
	REQUIRED **3c)** 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.	**Yes**	The instructional materials provide instruction and practice in word study. For example, during "ALL Block" Module 2: Unit 2, students consistently read complex text to gain both deeper content knowledge of the topic and deeper familiarity with the structures, syntax, and vocabulary of complex text. Students work closely with the prefixes en-, em-, and centi- and the root, "struct." For example, Unit 2, Week 2, Day 2, calls for students to read the sentence from the module lesson and analyze the word "destruction" by examining its parts. The teacher asks, "Based on the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	*(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* 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.		meaning of the affixes and root, what is the meaning of destruction?" (ALL TG 174). A similar process is completed on Day 4 when students analyze the word "centimeters" (177-179). Differentiation recommendations and additional supports for ELLs is also provided in the "Teaching Notes."
	REQUIRED **3d)** 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.	**Yes**	Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding. In the "ALL Block" for Module 1: Unit 2, Week 1 during "Independent Work," students define the words "fluently" and "accurately" and practice using context to self-correct when they make mistakes on Day 1. During Days 3 and 4, students read paragraphs to each other and keep track of how many times their partner self-corrects. Students are then prompted to reread the selected sentences for each other using a variety of different voices (ALL TG 80-81). In that same week during "Reading and Speaking Fluency/Grammar, Usage, and Mechanics (GUM)" for Day 3, students practice reading "Esperanza Rising." Prior to this small group work on Day 3, the teacher leads a whole-class lesson to review the meaning of "fluently and "accurately" from Day 1. The teacher then directs students to Turn and Talk about, "What does it mean to self-correct?" (ALL TG 90-95).
	REQUIRED **3e)** 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.	**Yes**	Opportunities are frequently built into the materials that allow for students to achieve reading fluency. The "ALL Block" provides five small group rotations in additional practice in the form of three 20-minute blocks. The small group rotations include: "Reading and Speaking Fluency/GUM," "Additional Work with Complex Texts," "Independent Reading," "Writing Practice," and "Word Study and Vocabulary." All rotations are covered in a two-week period. The "Accountable Independent Reading" rotation happens each week. During this time, students are given the chance to read more texts related to the module topic or given free choice. Fluency monitoring and practice is regular and plentiful throughout the module and "ALL

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Block" lessons.
	REQUIRED **3f)** 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.	**Yes**	Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading. During "Additional Work with Complex Texts," students spend additional time digging into the complex texts being read during module instruction. In this grade all modules include "Language Dives." All students participate as a whole group in a "Language Dive" at least twice a week (either in the main body of selected Grades K–5 module lessons or close read, or routinely in specific components of the Grades 3–5 "ALL Block") (TG 635). In addition, ELLs participate daily. Instructions state, "Teachers can strategically choose sentences and times for "Language Dives", and go beyond ELA to Science, Math, History, and Social Studies texts, offering conversation and practice across several days and subjects to meet student language needs" (TG 635). The importance of "Language Dives" is explained, "it is critical that students get help reading and discussing complex texts, focusing in particular on academic sentences. When students deconstruct, reconstruct, and practice the language of academic sentences every day, they begin to develop a vibrant interest in how language works. They consistently pay attention to the language structures they need to understand and more effectively use in college and career" (TG 636).
	3g) *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**	
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time,	**Yes**	The materials in this curriculum provide abundant and easily implemented materials. The "ALL Block" instructional component includes differentiated task

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	attention and practice for those students who need it.		cards for above level, on level, below level, and ELL students to help further support student understanding of module lessons and provide opportunities to further practice literacy skills. In addition to the differentiated task cards, the curriculum also offers additional "Mini Language Dives" to enhance either fluency or language and vocabulary acquisition for ELL students.
Section III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable **4. 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. ☒ Yes ☐ No	**REQUIRED** **4a)** 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.	**Yes**	Coherent sequences of questions and tasks focus students on understanding the texts, making connections among the texts in the collection, and expressing understanding of the topics presented in the text. For example, in Module 4: Unit 1: Lesson 1, students watch videos of poems about natural disasters and then engage in research about the physical impact of natural disasters. In Lesson 6, students take the "Mid-Unit 1 Assessment: Analyzing How an Author Uses Reasons and Evidence to Support Points." For this assessment, students read a new text about earthquakes and identify the reasons and evidence that the author uses to support key points. The "End of Unit 2 Assessment: Analyzing Point of View in a Literary Text" asks students to analyze how the point of view of the speaker contributes to the meaning. The "End of Unit 3 Assessment: Writing an Opinion Essay: Personal Items for My Emergency Preparedness Kit" asks students to connect their learning about natural disasters to their own lives by choosing items to include in an emergency kit and provide rationale for choosing each item. The "Final Performance Task" requires students to record a PSA (public service announcement) about how to say safe during a natural disaster to educate others by unpacking the items from their kits and explaining why they included those items. All of the module assessments are visible in the "Assessment Overview" section of the Teacher Guide for each module. This overview allows the teacher to see how the lessons and units build the necessary knowledge and skills students will need to successfully complete the "Final Performance Task" (TG 10-14).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	REQUIRED **4b)** 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.	**Yes**	Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening and language through grade-level complex texts. Each module has a "Final Performance Task" that is designed to help students synthesize and apply their learning from the module in an engaging and authentic way. The "Mid-Unit" and "End of Unit" assessments all support the knowledge and skills needed to successfully complete the "Final Performance Task." In Module 1, students read "Esperanza Rising" and articles from "The Universal Declaration of Human Rights" and then make connections between the two texts by examining "Esperanza Rising" for evidence of threats to human rights and engage in a text-based discussion about their findings. Students write a literary essay that analyzes character reactions in the novel. Then, students write monologues from the point of view of a character from the story who has had their human rights threatened. In the "Final Performance Task," students synthesize their learning about human rights by presenting their monologues and writing a "Director's Note" in which they identify the corresponding article from the "The Universal Declaration of Human Rights," and explain how people are impacted by this issue today (TG 14-19). In Module 3: Unit 1: Lesson 4, students are expected to find the gist of "Promises to Keep: How Jackie Robinson Changed the World," determine the main idea, and summarize the text. The student engages in a "Think-Pair-Share" and are instructed to, "Say a focus statement that answers the second module guiding question: What factors can contribute to an individual's success in changing society?" and "Reread the evidence on the Factor for Success: Historical Context anchor chart. Give an example from the text to support the focus statement you just shared with your partner" (TG 68-77). This work to gain meaning from unit texts about how an individual can influence society is in preparation for the "Final Performance Task" in which "...students reflect on the personal

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			qualities that help leaders to effect social change. Students choose a personal quality and then in groups create a poster for a display titled, "'Be an Effective Leader of Change" to help other students in their school understand the personal qualities they need to effectively lead change, and to inspire students in their school to become leaders of change" (TG 12).
	REQUIRED **4c)** 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).	**Yes**	Questions and tasks support students in examining language critical to determining meaning from the text. In Module 4: Unit 2: Lesson 1, students read "Eight Days: A Story of Haiti" and answer text-dependent questions to analyze the meaning of words in context that are essential to understanding the meaning of the text. For example, students are provided a sentence from the text and use their knowledge of root words to determine the meaning of the word "miraculously" (SW 42). "Language Dives" are integrated throughout the units to support students in making meaning of complicated syntax and replicating academic syntax in their own writing. For example, in Module 4: Unit 1: Lesson 4, students analyze a sentence from the text: "But these organizations, like the Federal Emergency Management Agency (FEMA) and the American Red Cross, can take days to arrive at the scene" (SW 10). In the "ALL Block" lesson for Unit 1, Week 1, students work with the homograph "well" and the conditional verb "would" to help students understand how to use questions in their written responses to engage readers (ALL TG 21).
Tier 1 and 2 Non-Negotiable **5. 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.	**REQUIRED** **5a)** A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of questions in the materials are text-dependent and text-specific, and require students to express ideas through both written and spoken responses. For example, in Module 2: Unit 1, students engage in multiple readings of "The Most Beautiful Roof in the World." In Lesson 2, students read to get the gist. In Lesson 3, students engage in a close reading of the text and answer text-dependent questions that are text-specific by recording responses in their student workbooks (TG 53-64). Students are asked to, "Sketch what the rainforest is like. Label your sketch with words and phrases from the text that help you understand what the rainforest is like" (SW 7). While

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☒ Yes ☐ No			students work in triads to complete this task, the teacher notes provide additional questions for the teacher to ask. For example, after having students reread the first paragraph on page 12, the teacher is prompted to ask, "What is the author describing with the phrase 'shadowed world'? How does this phrase help you to understand what the rainforest is like?" and "What is the purpose of this sentence? 'In this shadowed world, pierced occasionally by slivers of sunlight, are more varieties of living things than perhaps any other place on earth'" (TG 15-20). Additionally, during the "ALL Block" for Unit 1, students engage in Additional Work with Complex Text by answering questions such as, "What words in the sentence explain what biomass means? Underline them," and "Reread the whole sentence again. Discuss with your group: Why is the canopy the 'powerhouse' of the rainforest?" (ALL TG 39).
	REQUIRED **5b)** 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. ***(Note:*** *not every standard must be addressed with every text.)*	**Yes**	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, in Module 2: Unit 1: Lesson 3, students answer a series of questions aligned to Reading Informational Text Standard 5 in regard to the structure of "Effects of Studying Rainforests" such as, "What is the purpose of this sentence? 'In this shadowed world, pierced occasionally by slivers of sunlight, are more varieties of living things than perhaps any other place on earth'", "What is the purpose of this sentence? 'And there are animals, too'", "What is the purpose of this sentence? 'The rainforest is a timeless, uncharted world, where mysteries abound and new or rare species appear like undiscovered islands'", and "How does the information in the first two paragraphs help you understand the idea introduced in paragraph 3?". The assessments throughout the unit are aligned to the grade-level standards and deepen students learning over time. For each unit within a module, students take a "Mid-Unit" and an "End of Unit" assessment before completing the "Final Performance Task." In Module 2, the "Final Performance Task" requires students to work in pairs to compile text-based narrative writings from Unit 3

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			into an eBook complete with two independently written narratives, one partner narrative, a front cover, a contents page, an introduction, and pictures.
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. ☒ Yes ☐ No	**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.	**Yes**	The materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. In Module 1, students work in expert groups to analyze sections of "Esperanza Rising" by reading research texts about Mexico in the 1930s and engage in multiple informal discussions with their peers to create an anchor chart about their assigned topic that they will formally present to the class (TG 64-76). Later in the module, after reading and discussing the chapter, "Las Cebollas," students complete a graphic organizer in their Student Workbooks (SW 62). The "End of Unit 1" assessment requires students to participate in a text-based discussion about threats to human rights in Chapters 4-6 of "Esperanza Rising," and their reactions to these threats, quoting accurately from the unit texts (TG 14). In Unit 2, students draft and revise literary essays that compare and contrast the reactions of two characters to an event in the story (TG 15). The "Mid-Unit 3" assessment requires students to write a monologue from the point of view of a character from the story that they will eventually perform in the "Final Performance Task" (TG 15).
	REQUIRED *Indicator for grades 3-12 only **6b)** 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.	**Yes**	A vast majority of oral and written tasks require students to demonstrate knowledge built through analysis and synthesis of texts. For example, the Module 3 End of Unit 2 Assessment requires students to write an opinion essay about the factors that contributed to Jackie Robinson's success (TG 13). As students continue through the module to build more knowledge about creating social change, they prepare to complete the End of Unit 3 Assessment in which students complete the following task, "Now that you have researched and created a multimedia presentation about a factor that can support success in social change, you are going to have the opportunity to share your thinking with your peers. In your presentation, you will describe the factor you researched and provide examples of how it supported athletes in breaking barriers. You will use the visuals

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			you created to help the listener better understand this factor and how it can support someone in leading social change" (TGSM 363). This learning path supports students in completing the "Final Performance Task" of creating a poster that defines the "Personal Qualities to Be an Effective Leader of Change: Throughout this module, you have been learning about different factors that contribute to the success of athletes as leaders of change. For this task, you are going to focus on personal qualities, working as a group to create a poster about one of the personal qualities that your group thinks is particularly important for success as an effective leader of change. The poster will include examples of athletes who have demonstrated this personal quality. This poster will then be included in a 'Be an Effective Leader of Change' display to educate and inspire other students to become leaders of change" (TGSM 368).
	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.	**N/A**	
	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). 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.	**Yes**	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards for this grade. In Module 3, students write an informative essay in response to the prompt, "Write an informative four-paragraph essay to answer the question: How were the factors that supported Janet Guthrie's success in her fight for social change the same as, and different from, the factors that led to Jackie Robinson's success?" (TGSM 356). In Module 2, students write a narrative in response to the prompt, "In this assessment, you are going to plan and draft a new first-person narrative based on the following event from 'The Most Beautiful Roof in the World': The boys are preparing to go up into the trees" (TGSM 387). In Module 4, students write an opinion essay in response to the prompt, "You are going to put together an emergency preparedness kit for your family to use during a natural disaster. You have already determined the practical supplies you are going to include. Now you are going to think and write about the personal

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			items you would include for entertainment and/or comfort...Which two personal items would be best to include in your kit and why? Write an essay explaining which two personal items you would choose for your family emergency preparedness kit for entertainment and/or comfort. Be sure to explain your reasons for your choices. Other students will read your essay to help them decide which personal items they might pack in their own emergency preparedness kits. Remember that the kit cannot be too big or heavy and that it has to serve your entire family. The items you choose should function without electricity, as power may be out for some time after a natural disaster" (TGSM 317). The series of assessments included in each module of instruction engages students in many shared, short research projects to develop the expertise needed to conduct research independently.
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	**Yes**	The materials provide models for writing and student exemplars to support writing development in English language arts. Writing is modeled for students prior to engaging in writing throughout the curriculum. For example, in Module 2 students write their own first-person narratives using the mentor text, "Bite at Night!" (TGSM 387-393). In Module 3: Unit 2: Lesson 9, students analyze a model essay about Branch Rickey using the "Painted Essay® Template" in preparation of writing their own opinion essays (TG 234-242).
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.	**Yes**	Materials 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. Each module contains multiple "Language Dives" which provide students with strategies to analyze, understand, and use the language of the text. During a "Language Dive," teachers and students slow down the reading of a text to deeply analyze the meaning, purpose, and structure of a specific part of the text. An overview of this strategy is provided in the appendix of the Teacher Guide for each module. In Module 3: Unit 1: Lesson 2, this strategy is used to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			analyze a sentence from "Promises to Keep: How Jackie Robinson Changed the World" that helps students explore the function of multiple verb tenses within a single sentence: "Before we get into the story of Jackie Robinson, however, we need to understand how segregation became a way of life in the United States" (TGSM 15-19). The "ALL Block" also explicitly addresses grammar, usage, and mechanics. A list of the language standards that are formally assessed in each module was provided in the Curriculum Map for Grade 5 document (13-14).
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). ☒ Yes ☐ No	**REQUIRED** **7a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**Yes**	Measurement of progress via assessments includes a gradual release of supporting scaffolds for students to measure their independent abilities. For example, the "Mid-Unit 1" assessment for Module 1 requires students to answer multiple choice and constructed response questions related to "The Universal Declaration of Human Rights." In addition to answering the questions, students are prompted to fill out multiple different graphic organizers prior to tackling the constructed response question: "Use what you saw in the video, the student version of the UDHR, and the text of Article 13 to write a summary of Article 13. Check your summary using the Criteria for an Effective Summary anchor chart" (TGSM 398-401). For the End of Unit 2 Assessment in Module 4, students read "Job" and answer multiple choice and constructed response questions related to the text. However, the assessment no longer utilizes graphic organizers. Additionally the final prompt, "What is one similarity OR one difference in the varieties of English used in "Katrina: Don't Let Her Go" and "Job"? Be sure to use an example from each poem to explain your thinking," no longer tells students to check their responses using a checklist (TGSM 303-306).
	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.	**Yes**	Aligned rubrics or assessments guidelines are included and provide sufficient guidance for interpreting student performance. The curriculum includes an opinion writing rubric, an informative/explanatory writing rubric, and a narrative writing rubric that were created with language adapted from Smarter Balanced

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Assessment Consortium (SBAC) and Partnership for Assessment of Readiness for College and Careers (PARCC) writing rubrics. Annotated student exemplars, scoring guidance, and assignment-specific rubrics are also available in the Teacher Guide "Supporting Materials" for each module as needed. For example, in Module 3: Unit 2: Lesson 13, the teaching notes include "Assessment Guidance." In that section teachers are provided with the guidance such as, "When assessing and providing feedback on this assessment, use the teacher answer key and sample student responses to help complete the "Tracking Progress" recording form (see Assessment Overview and Resources)" (TG 276).
	REQUIRED **7c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Yes**	Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. For example, each module includes three units. Within each unit there is a "Mid-Unit" and an "End of Unit" assessment that builds the knowledge and skills students will need to be successful in completing the "Final Performance Task" for each module. Students are also required to track progress after completing tasks using task-specific criteria. For example, in Module 1: Unit 2: Lesson 13, students use a checklist to evaluate their ability to write an informative essay (TG 349-361). Additional opportunities to assess student progress are built into each module and "ALL Block" lesson as outlined in the teaching notes for each lesson.
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Yes**	The materials assess student proficiency using methods that are unbiased and accessible to all students. The texts used in the assessments are related to the unit topics that students have had the opportunity to build knowledge about prior to being assessed. The formative assessments included in the lessons also typically suggest ways to provide heavy or light supports to students as needed. Additionally, each module lesson has an "Ongoing Assessment" and "Assessment Guidance Section" in the Teacher Guide to help teachers monitor student progress prior to summative assessments.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section IV. Scaffolding and Support			
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. ☒ Yes ☐ No	**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.	**Yes**	Pre-reading activities and suggested approaches to teacher scaffolding are focused on engaging students in understanding the text. Each module opens with an introduction to the unit topic, module-guiding questions, and a preview of the "Final Performance Task." For example, in Module 1: Unit 1: Lesson 1, students engage in the "Infer the Topic" protocol to build schema on the topic of rainforests (TG 32-41). In Module 3: Unit 1: Lesson 1, students engage in the "Mystery Quotes" protocol to preview quotes from the unit texts and build schema on the topic of Jackie Robinson (TG 36-47). The remaining lessons in the module focus on building skills through complex texts. Additional support for making meaning of complex texts is provided in the "ALL Block" lessons.
	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.	**Yes**	Materials have the goal of students gaining full comprehension of complex texts. For example, in Module 3: Unit 1: Lesson 2, one of the daily learning targets states, "I can determine the main ideas of a text and explain how they are supported by key details" (TG 48-58). During the opening of the lesson, the learning target is shared, and the teacher prompts the students to engage in a "turn and talk" to discuss the question, "What are main ideas? How are main ideas different from the gist?" During "Work Time C," the teacher reminds students of the definition of main idea and directs students to use the note-catchers provided in their Student Workbooks in order to track the main ideas presented in the passage. Students are learning the skill of determining the main idea in service of making meaning of the unit text in order to have the knowledge and skill necessary to complete the "Final Performance Task." Additional guidance is provided in the teaching notes to support ELLs who might require more explicit skill instruction for paraphrasing a text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.	**Yes**	Materials regularly 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 Module 2: Unit 1: Lesson 3, students engage in a close read of "The Most Beautiful Roof in the World" that they read to get the gist in a previous lesson. In this close read, the students are constantly directed back to the text to examine the structure and how the structure contributes to the overall meaning of the text. As a part of the close read, students engage in discussions with their peers and share ideas with the whole class while also documenting important information on a "Close Read Note-catcher" (TGSM 14-22). This method of close reading is used consistently throughout the modules over the course of the year.
	REQUIRED **8d)** The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**Yes**	The materials are easy to use and well organized for students and teachers. For example, each module includes a student workbook, a Teacher Guide, a Teacher Guide "Supporting Materials" book, and an "ALL Block" Teacher Guide. The curriculum tools to support successful implementation are also provided in a way that is easy to navigate, and all protocols are located in a single resource document. Each module is centrally focused around the unit texts, and each module is designed with the same structure that establishes consistency and ease of use throughout the course of the year. Guidance is also provided for how to implement the "ALL Block," which intentionally provides flex days to meet the needs of each teacher.
	8e) 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.).	**Yes**	Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. For example, in the program overview documents, a "Supporting English Language Learners" document is provided to outline how ELL instruction is designed and built into the curriculum. Additionally, each Unit Overview section provides unit-specific guidance for how to support ELLs. Within each lesson, lesson-specific guidance is provided in the "Meeting Students' Needs" section. The Teacher Guide Supporting Materials also provides additional "Language Dives" and "Resources" to ELLs to participate in during class and at home. In addition to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the supports for ELLs that are provided for each lesson, in a section of the lesson entitled "Universal Design for Learning," guidance is given to support students using "Multiple Means of Representation" (MMR), "Multiple Means of Action and Expression" (MMAE), and "Multiple Means of Engagement" (MME). The recommended pacing for each module lesson and each "ALL Block" lesson is 60 minutes.
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Yes**	The content can reasonably be completed within a regular school year and the pacing of content allows for maximum student understanding. There are four modules within each grade level that provide approximately nine weeks of instruction each. Each module is divided into three units that contain approximately 10-12 lessons each.

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 **(Non-Negotiable)**	**Yes**	The Grade 5 texts are appropriately complex based on qualitative, quantitative, and reader task consideration analysis. The texts are authentic and well-crafted, worthy of multiple, careful readings.
	2. Range and Volume of Texts	**Yes**	There is a balance of instructional time between literary and informational texts, a variety of text types and lengths, and a plan for accountable independent reading.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills **(Non-Negotiable*)**	**Yes**	An appropriate sequence of foundational skills aligned to grade-level standards is followed and practiced with multiple opportunities for self-monitoring and self-correction. Vocabulary, fluency, and syntax are central to instruction.
III: Questions and Tasks	4. Coherence of Tasks (**Non-Negotiable)**	**Yes**	The tasks are connected and meaningful in a way that builds knowledge and provides multiple opportunities for students to read, understand, and express understanding of complex texts through speaking and writing.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	5. Text-Dependent Questions **(Non-Negotiable)**	**Yes**	Questions within the materials are text-dependent and text-specific and meet the demands of the grade-level standards.
	6. Writing to Sources, Speaking and Listening, and Language	**Yes**	Tasks are mostly text-dependent and text-specific and require students to express understanding using the modes of writing named in the grade-level standards. Speaking and listening skills required for college and career readiness are central to instruction, and language standards are explicitly addressed and practiced in context to unit texts.
	7. Assessments	**Yes**	Assessments are tied to complex texts, varied, scaffolded, unbiased, and genuine measures of progress towards grade-level standards. Rubrics, student work exemplars, and clear assessment guidelines are also provided.
IV: Scaffolding and Support	8. Scaffolding and Support	**Yes**	Support and guidance to meet the needs of all learners is provided. Comprehension is central to instruction, and skills are utilized in service of making meaning of complex texts. The materials are well organized and provide adequate practice with complex text for a full academic year.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

*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 2017-2018 Teacher Leader Advisors were selected from across the state and represented the following parishes and school systems: Ascension, Avoyelles, Bossier, Caddo, East Baton Rouge, Iberia, Iberville, InspireNOLA Charter Schools, Jefferson, KIPP New Orleans, Lafayette, Livingston, Monroe, Orleans, Plaquemines, ReNEW Schools, Recovery School District, RSD - Choice Foundation, St. Charles, St. John the Baptist, Tangipahoa, Terrebonne, Vermilion, West Baton Rouge, West Feliciana, and Zachary.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.