

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



Title: Scott Foresman Reading Street (Common Core)

Grade: K-6

Publisher: Pearson Education, Inc.

Copyright: 2013

Overall Rating: Tier III, Not representing quality

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

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.

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Foundational Skills (Non-Negotiable)**
Assessment*	Quality of Texts (Non-Negotiable)
Writing to Sources*	Range and Volume of Texts
Language*	Text-Dependent Questions (Non-Negotiable)
	Scaffolding and Support*
	Speaking and Listening*
*items reviewed at K-3 only	**items not applicable at Grade 6

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

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

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

Click below for complete grade-level reviews:

[Grade K \(Tier 3\)](#)

[Grade 1 \(Tier 3\)](#)

[Grade 2 \(Tier 3\)](#)

[Grade 3 \(Tier 3\)](#)

[Grade 4 \(Tier 3\)](#)

[Grade 5 \(Tier 3\)](#)

[Grade 6 \(Tier 3\)](#)

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



Title: Scott Foresman Reading Street (Common Core)

Grade: K

Publisher: Pearson Education, Inc.

Copyright: 2013

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Foundational Skills (Non-Negotiable*)
Assessment	Quality of Texts (Non-Negotiable)
Writing to Sources	Range and Volume of Texts
Language	Text-Dependent Questions (Non-Negotiable)
	Scaffolding and Support
	Speaking and Listening

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>1. FOUNDATIONAL SKILLS: Materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, phonics, word awareness, and reading fluency in a logical and transparent progression.</p> <p>These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED</p> <p>1a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	Yes	There are 6 units with 6 weekly lessons in each unit. Materials do appear to follow a sequential order of foundational skills instruction. There are adequate opportunities for students to build on foundational skills and carry over from one unit to another.
	<p>REQUIRED</p> <p>1b) Materials include student texts that allows for systematic, regular and frequent practice of foundational skills as they are introduced.</p>	Yes	There are 6 decodable and big books in each unit. Big Books do not reinforce the foundational skills, but students have adequate practice of those skills in the decodable readers in each unit/lesson.
	<p>REQUIRED</p> <p>1c) Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.</p>	No	Stories provided in units are appropriate for the grade level. There is a decodable book and big book in each lesson. A majority of the texts in each unit are Animal Fantasy with at least one Non-fiction selection in each unit. However, no opportunities to develop fluency silently were noted.
	<p>REQUIRED</p> <p>1d) Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.</p>	Yes	Materials provide regular practice in spelling as emphasis is placed on phonemes rather than individual letters through the use of a workbook.
	<p>REQUIRED</p> <p>1e) Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.</p>	No	There were no lessons which dealt with word study. There was one lesson on decoding grade-level words in each weekly lesson. No practice for any other skills noted throughout this program.
	<p>REQUIRED</p> <p>1f) Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	Yes	Materials allow students to gain purpose and understanding by making connections through the use of read-alouds and picture cards. Phonics instruction begins with sounds and letters.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
	1g) Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.		Not evaluated because one or more of the required criteria was not met.
	1h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.		Not evaluated because one or more of the required criteria was not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 2. COMPLEXITY OF TEXTS: Materials present a progression of texts as stated by Reading Standard 10¹ and Reading Foundational Standard 4.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Reading Foundational Standard 4 applies to student-read texts. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) Beginning in grade 2, materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis² were used in selection of texts. Poetry and drama are analyzed only using qualitative measures. In all grades, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	The materials for this grade did not include a Text Based Comprehension page which provides text complexity measures used to select texts since the Teacher Edition was inaccessible. In the 6 units, there are 6 big books in the weekly lessons in each unit for read-aloud/shared reading opportunities. Read-alouds allow students to engage with text.
	<p>REQUIRED 2b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	Yes	Texts align with requirement of standards. Read-aloud texts appear to be aligned with requirements of range and quality of texts.
	<p>REQUIRED 2c) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	There is greater variability noted due to read-alouds and listening skills.
<p>Tier 1 and 2 Non-Negotiable 3. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade-level texts</p>	<p>REQUIRED 3a) Nearly all texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.</p>	Yes	Texts are appropriate for grade level and different curriculum areas are represented.

¹ Grades K-2 Example: Student-read texts include the introduction of additional phonic patterns, increasing sentence length, etc. Read-aloud texts fall within the grades 2-5 band and are similar to exemplars in [Appendix B](#).

² The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

<p>and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><i>(Note: In K and 1 this refers generally to read-aloud material and some student-read texts after midyear in grade 1. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>3b) Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study. 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 text.</p>	<p>No</p>	<p>In the weekly lessons there are 6 big books and 6 decodable books along with leveled reader books. Big Books allow students to make connections to real-life experiences. Although built around a general “concept” the selections do not systematically build knowledge. The Units are organized by a general focus (i.e. Going Places), and the weekly readings relate to that focus tangentially, but do not build on one another to build knowledge from week to week (i.e. Jets, Swings, Fox Can Fix It, The Little Engine that Could, Queen of the Forest).</p>
	<p>REQUIRED</p> <p>3c) Within a sequence or collection of texts, specific complex anchor texts are selected for multiple, careful readings.</p>	<p>Yes</p>	<p>Books in series do provide for multiple and careful readings as books in lessons/unit through use of leveled readers and e-readers.</p>
	<p>3d) Nearly all texts are previously published rather than “commissioned.”</p>	<p>Yes</p>	<p>Texts are selections which have been previously published.</p>
<p>4. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 of the standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, or RI.2.3).</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>4a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	<p>Yes</p>	<p>In the 6 units and 6 weeks of lessons in each unit, there appears to be an adequate balance between literature/informational texts. Books range in the areas of animal fantasy, fairy tale, fable, realistic and historical fiction and non-fiction.</p>
	<p>REQUIRED</p> <p>4c) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	<p>Yes</p>	<p>Printed text and its related illustrations are the main formats presented in the materials. Non-print text such as film, art, music and charts are not included.</p>
	<p>4b) Materials include many informational texts with an informational text structure rather than a narrative structure.</p>	<p>Yes</p>	<p>Informational texts follow instructional and not narrative structure.</p>
	<p>4d) Materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p>Yes</p>	<p>Materials provide regular readings and are texts which appeal to students' interests and although they are not repeated throughout the program, students will use them to connect knowledge making them meaningful and purposeful.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS: Text-dependent questions reflect the requirements of Reading Standard 1 by requiring the use of textual details in support of meeting other grade-specific standards.</p> <p><i>(Note: In K and 1 this refers to read-aloud material, which is typically from grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	Yes	Majority of questions are text dependent. Each unit starts with an essential question based on the 6 books in the weekly lessons. Student ideas are expressed through both spoken and written responses.
	<p>REQUIRED</p> <p>5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations, its impact (including the building of knowledge), and its connection to other texts.</p>	Yes	Each weekly lesson starts off with an essential question and at the end of the story there 2 questions at different levels of questioning which build on and connect to other texts.
	<p>REQUIRED</p> <p>5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade over time to advance and deepen student learning. <i>(Note: Not every standard must be assessed with every text.)</i></p>	No	Questions do not include the language of the standards and are limited to either the application or (sometimes) analyzing level.
	<p>5d) Questions often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	No	Questions often begin with evaluation or analysis of text and prior experiences rather than comprehension.
	<p>5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from text and in learning new vocabulary from every reading opportunity.</p>	No	Questions are more at application level rather than supporting students in being able to use language to determine meaning from text. There is a Let's Learn It! Vocabulary section following the Big Book story but words are only related to overall theme of the story and not present in the story itself.
<p>6. ASSESSMENT: 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 grade-level text(s).</p>	<p>REQUIRED</p> <p>6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	Measurement of student progress provides scaffolding for students to work independently on skills/objectives necessary to attain.
	<p>REQUIRED</p> <p>6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	Rubrics were not noted, however, there were opportunities for teachers to provide corrective feedback and monitor student progress through use of assessment handbook, baseline group test, and online assessment.
	<p>REQUIRED</p> <p>6c) Materials use varied modes of assessment, including a range of pre-,</p>	Yes	Variety of assessments noted through use of online, weekly assessments, fresh reads, and

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III. Questions and Tasks			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	formative, summative and self-assessment measures.		writing to sources noted.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Materials accessible to all students.
	6e) When assessments indicate students do not understand what they hear or read, materials should provide suggestions for reteaching and additional student learning opportunities. These materials must be easily implemented.	Yes	Materials provide easily to implement remediation and intervention especially or those without a clear understanding of skill/objective.

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IV. Scaffolding and Support			
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text (either listened to or read) as required by the standards at each grade. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Yes	Pre-reading activities are engaging and provide a focus for students to relate to text/stories read aloud.
	REQUIRED 7b) Read aloud materials must have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Yes	Read-aloud Materials allow students to comprehend text/stories and use strategies to enhance understanding of texts/stories. Opportunity for favorite traditional read aloud, literacy based centers, and immersion in text, where teachers can facilitate student choice from existing leveled libraries based on interest, availability, and readability. The purpose of this time is to build independent, interested, and capable readers.
	REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	No	Materials do not direct teachers to return to parts of the text in guiding students with reading, discussion, etc.. The only redirection comes in the form of corrective feedback if the student is having trouble with decoding, fluency, etc.

	<p>7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	<p>Yes</p>	<p>Activities are included to allow time to review, reinforce, assess, and remediate content knowledge.</p>
	<p>7f) The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	<p>Yes</p>	<p>Materials appear to be user-friendly and are at the center of the focus.</p>
	<p>7e) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	<p>Yes</p>	<p>Content can be completed in a reasonable amount of time and paced to maximize student understanding.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent (based on what has been read or heard) and reflect the writing genres named in the standards.</p> <p>Writing assignments are prominent and varied and ask students to draw on their experience, imagination, current capacities, and most frequently, the texts they encounter through reading or read-alouds as source material. As a means to such expression, materials provide sufficient opportunities for all students to practice newly acquired foundational skills as well as other forms of self-expression.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) Students engage in a full range of writing as outlined by the standards at each grade level and materials include multiple writing tasks. This includes writing about what they are hearing or reading, writing narratives (both real and imagined), writing to inform or explain, and writing opinions.</p>	Yes	Multiple writing tasks noted as appropriate with this grade level.
	<p>REQUIRED 8b) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing, on-demand and process writing, etc.).</p>	Yes	Writing opportunities prominent and varied throughout the units noted.
	<p>REQUIRED 8c) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly.</p>	Yes	In each unit, there were opportunities for students to connect text/stories read aloud and writing and sharing opportunities.
	<p>REQUIRED 8d) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Yes	Materials require the students to have an understanding of foundational standards.
	<p>8e) Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	Yes	Opportunities for educators to monitor student progress in developing foundational skills in writing noted.
	<p>8f) Materials engage students in shared research projects to develop the skills needed to conduct research independently in later grades.</p>	Yes	Opportunities for students to work collaboratively in shared projects noted.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
<p>9. SPEAKING AND LISTENING: Materials should promote frequent and regular discussions about texts students have heard or read. Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for appropriate interactions and conversations with a variety of audiences in and out of the classroom.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 2, 3, and 4).</p>	No	Texts allow for frequent and regular discussions of texts and stories, but do not meet the criteria for Quality and Range. Speaking and listening tasks progress across the grade level.
	<p>REQUIRED 9b) As a regular part of comprehension instruction materials build in frequent opportunities for a range of conversations and collaborations with peers about texts listened to or read.</p>	Yes	Collaboration and conversation opportunities in each lesson
	<p>REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. For example, through directions and modeling, materials encourage students to use academic language and grade-appropriate oral language conventions.</p>	Yes	The read-alouds and associated instructional materials within the units have been designed to provide repeated listening experiences with selected vocabulary words.
	<p>9d) Materials develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others.</p>	Yes	Opportunities for students to work collaboratively and share ideas with on another noted.
	<p>9e) Materials include a variety of authentic speaking and listening activities for student practice.</p>	Yes	Authentic Speaking & Listening activities for student practice noted

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VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level.</p>	Yes	Grammar and Language Conventions Noted.
	<p>REQUIRED 10c) Materials create opportunities for students to discover accurate usage patterns, compare them with their own (oral and written), and develop proficiency in usage and language conventions that build from one grade to the next.</p>	Yes	Materials allow opportunities for students to become more proficient through practice and usage.
	<p>REQUIRED 10d) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>	Yes	Materials encourage students to use language from texts to build on and develop complex sentence structure in their writing and everyday language usage.
	<p>REQUIRED 10e) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>	Yes	Materials have built in and frequent opportunities for students to use developmentally appropriate conventions when speaking and writing about texts/stories.
	<p>10b) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Yes	Real-world activities provided and noted for students to practice and use natural and appropriate language.

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

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

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FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Foundational Skills	1. Foundational Skills (Non-Negotiable*)	No	Materials address phonemic awareness and phonic skills, but not fluency and encoding or word study skills.
II: Text Selection	2. Complexity of Texts (Non-Negotiable)	Yes	Texts align with requirement of standards. Read-aloud texts appear to be aligned with requirements of range and quality of texts.
	3. Quality of Texts (Non-Negotiable)	No	Texts are worth reading, varied and but do not systematically build knowledge.
	4. Range and Volume of Texts	No	Materials include only print texts.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Although questions are related to text, questions do not include the language of the standards and are limited to either the application or (sometimes) analyzing level.
	6. Assessment	Yes	Variety of modes of assessments available for teachers to use to monitor student progress and provide feedback and remediation.
IV: Scaffolding and Support	7. Scaffolding and Support	No	Materials do not direct teachers to return to parts of the text in guiding students with reading, discussion, etc. The only redirection comes in the form of corrective feedback if the student is having trouble with decoding, fluency, etc.
V: Writing to Sources and Research	8. Writing to Sources	Yes	Varied writing opportunities noted.
VI: Speaking and Listening	9. Speaking and Listening	No	Oral tasks are text-dependent and provide opportunities for students in both classroom and other settings, but texts do not meet the criteria for quality and range.
VII: Language	10. Language	Yes	Language provides meaning practice for students.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

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

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



Title: Scott Foresman Reading Street (Common Core)

Grade: 1

Publisher: Pearson Education, Inc.

Copyright: 2013

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Foundational Skills (Non-Negotiable*)
Assessment	Quality of Texts (Non-Negotiable)
Writing to Sources	Range and Volume of Texts
Language	Text-Dependent Questions (Non-Negotiable)
	Scaffolding and Support
	Speaking and Listening

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<p>Tier 1 and 2 Non-Negotiable*</p> <p>1. FOUNDATIONAL SKILLS: Materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, phonics, word awareness, and reading fluency in a logical and transparent progression.</p> <p>These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED</p> <p>1a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	Yes	There are 5 units with 6 weekly lessons in each unit with the first unit being a review. Materials do appear to follow a sequential order of foundational skills instruction. There are adequate opportunities for students to build on foundational skills and carry over from one unit to another.
	<p>REQUIRED</p> <p>1b) Materials include student texts that allows for systematic, regular and frequent practice of foundational skills as they are introduced.</p>	Yes	There is one story and 1 passage in each lesson providing students with adequate practice of those foundational skills.
	<p>REQUIRED</p> <p>1c) Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.</p>	No	Stories provided in units are appropriate for the grade level. Not enough opportunities for silent reading for fluency noted.
	<p>REQUIRED</p> <p>1d) Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.</p>	Yes	Materials provide regular practice in spelling.
	<p>REQUIRED</p> <p>1e) Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.</p>	No	Word study opportunities very minimal. Although there was decoding of words, there was very little if none syllabication practice noted.
	<p>REQUIRED</p> <p>1f) Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	Yes	Materials allow students to gain purpose and understanding by making connections through the use of stories and passages.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
	1g) Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	Yes	Adequate opportunities present for educators to monitor student progress. There are corrective feedback areas throughout lessons to help pinpoint student problems as they arise.
	1h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	Materials are easily implementable allowing opportunities to remediate, reinforce, or remediate as needed.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. COMPLEXITY OF TEXTS: Materials present a progression of texts as stated by Reading Standard 10¹ and Reading Foundational Standard 4.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Reading Foundational Standard 4 applies to student-read texts. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) Beginning in grade 2, materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis² were used in selection of texts. Poetry and drama are analyzed only using qualitative measures. In all grades, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	Texts appear to fall within criteria used to determine complexity of texts. Materials appear to be adequate in providing students opportunities to engage with text. The materials for this grade did not include a Text Based Comprehension page which provides text complexity measures used to select texts since the Teacher Edition was inaccessible.
	<p>REQUIRED</p> <p>2b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	Yes	Texts align with requirement of standards. Read-aloud texts appear to be aligned with requirements of range and quality of texts.
	<p>REQUIRED</p> <p>2c) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	Texts appear to become more complex as students progress through program.
<p>Re built Tier 1 and 2 Non-Negotiable</p> <p>3. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade-level texts</p>	<p>REQUIRED</p> <p>3a) Nearly all texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.</p>	Yes	Texts are appropriate for grade level and different curriculum areas are represented.

¹ Grades K-2 Example: Student-read texts include the introduction of additional phonic patterns, increasing sentence length, etc. Read-aloud texts fall within the grades 2-5 band and are similar to exemplars in [Appendix B](#).

² The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

<p>and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><i>(Note: In K and 1 this refers generally to read-aloud material and some student-read texts after midyear in grade 1. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>3b) Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study. 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 text.</p>	<p>No</p>	<p>In the weekly lessons there are stories and passages as well as leveled readers. Although a variety of texts allows students to make connections to real-life experiences, the selections are do not systematically build knowledge. The Units are organized by a general focus (i.e. Changes), and the weekly readings relate to that focus tangentially, but do not build on one another to build knowledge from week to week (i.e. A Place to Play and My Neighborhood to The Ugly Duckling to the Class Pet, then Frog and Toad.).</p>
	<p>REQUIRED</p> <p>3c) Within a sequence or collection of texts, specific complex anchor texts are selected for multiple, careful readings.</p>	<p>Yes</p>	<p>Books in series do provide for multiple and careful readings as books in lessons/unit through use of leveled readers and e-readers.</p>
	<p>3d) Nearly all texts are previously published rather than “commissioned.”</p>	<p>Yes</p>	<p>Texts are selections which have been previously published.</p>
<p>4. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 of the standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, or RI.2.3).</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>4a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	<p>Yes</p>	<p>In the 5 units and 6 weeks of lessons in each unit, there appears to be an adequate balance between literature/informational texts. Books range in the areas of realistic fiction, poetry, procedural text, realistic fiction, fables, how to do’s, etc.</p>
	<p>REQUIRED</p> <p>4c) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	<p>No</p>	<p>Printed text and its related illustrations are the main formats presented in the materials. Non-print text such as film, art, music and charts are not included.</p>
	<p>4b) Materials include many informational texts with an informational text structure rather than a narrative structure.</p>	<p>Yes</p>	<p>Informational texts follow instructional and not narrative structure.</p>
	<p>4d) Materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p>Yes</p>	<p>Materials provide regular readings and are texts which appeal to students’ interests and although they are not repeated throughout the program, students will use them to connect knowledge making them meaningful and purposeful.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS: Text-dependent questions reflect the requirements of Reading Standard 1 by requiring the use of textual details in support of meeting other grade-specific standards.</p> <p><i>(Note: In K and 1 this refers to read-aloud material, which is typically from grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	Yes	Majority of questions are text dependent. Each unit starts with an essential question based on the 6 books in the weekly lessons. Student ideas are expressed through both spoken and written responses.
	<p>REQUIRED</p> <p>5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations, its impact (including the building of knowledge), and its connection to other texts.</p>	Yes	Each weekly lesson starts off with an essential question and at the end of the story there questions at different levels of questioning which build on and connect to other texts.
	<p>REQUIRED</p> <p>5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade over time to advance and deepen student learning. <i>(Note: Not every standard must be assessed with every text.)</i></p>	No	Questions do not adequately address language of the standards although being at different levels of questioning.
	<p>5d) Questions often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	No	Questions are more evaluative rather than targeting comprehension. There are comprehension questions, but a majority of the questions are evaluative.
	<p>5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from text and in learning new vocabulary from every reading opportunity.</p>	No	Questions only minimally assist students in supporting developing and building on academic language needed to determine meaning from text.
<p>6. ASSESSMENT: 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 grade-level text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	Measurement of student progress provides scaffolding for students to work independently on skills/objectives necessary to attain.
	<p>REQUIRED</p> <p>6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	Rubrics were not noted, however, there were opportunities for teachers to provide corrective feedback and monitor student progress through use of assessment handbook, baseline group test, and online assessment.
	<p>REQUIRED</p> <p>6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	Variety of assessments noted through use of online, weekly assessments, fresh reads, and writing to sources noted.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Materials accessible to all students.
	6e) When assessments indicate students do not understand what they hear or read, materials should provide suggestions for reteaching and additional student learning opportunities. These materials must be easily implemented.	Yes	Materials provide easily to implement remediation and intervention especially or those without a clear understanding of skill/objective.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text (either listened to or read) as required by the standards at each grade. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Yes	Pre-reading activities are engaging and provide a focus for students to relate to text/stories read aloud.
	REQUIRED 7b) Read aloud materials must have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Yes	Read-aloud Materials allow students to comprehend text/stories and use strategies to enhance understanding of texts/stories. Opportunity for favorite traditional read aloud, literacy based centers, and immersion in text, where teachers can facilitate student choice from existing leveled libraries based on interest, availability, and readability. The purpose of this time is to build independent, interested, and capable readers.
	REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	No	Materials do not direct teachers to return to parts of the text in guiding students with reading, discussion, etc. The only redirection comes in the form of corrective feedback if the student is having trouble with decoding, fluency, etc.
	7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level	Yes	Activities are included to allow time to review, reinforce, assess, and remediate content

	(e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		knowledge.
	7f) The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Yes	Materials appear to be user-friendly and are at the center of the focus.
	7e) 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	Content can be completed in a reasonable amount of time and paced to maximize student understanding.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent (based on what has been read or heard) and reflect the writing genres named in the standards.</p> <p>Writing assignments are prominent and varied and ask students to draw on their experience, imagination, current capacities, and most frequently, the texts they encounter through reading or read-alouds as source material. As a means to such expression, materials provide sufficient opportunities for all students to practice newly acquired foundational skills as well as other forms of self-expression.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) Students engage in a full range of writing as outlined by the standards at each grade level and materials include multiple writing tasks. This includes writing about what they are hearing or reading, writing narratives (both real and imagined), writing to inform or explain, and writing opinions.</p>	Yes	Multiple writing tasks noted as appropriate with this grade level.
	<p>REQUIRED 8b) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing, on-demand and process writing, etc.).</p>	Yes	Writing opportunities prominent and varied throughout the units noted.
	<p>REQUIRED 8c) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly.</p>	Yes	In each unit, there were opportunities for students to connect text/stories read aloud and writing and sharing opportunities.
	<p>REQUIRED 8d) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Yes	Materials require the students to have an understanding of foundational standards.
	<p>8e) Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	Yes	Opportunities for educators to monitor student progress in developing foundational skills in writing noted.
	<p>8f) Materials engage students in shared research projects to develop the skills needed to conduct research independently in later grades.</p>	Yes	Opportunities for students to work collaboratively in shared projects noted.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
<p>9. SPEAKING AND LISTENING: Materials should promote frequent and regular discussions about texts students have heard or read. Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for appropriate interactions and conversations with a variety of audiences in and out of the classroom.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 2, 3, and 4).</p>	No	Texts allow for frequent and regular discussions of texts and stories, but do not meet the criteria for Quality and Range. Speaking and listening tasks progress across the grade level.
	<p>REQUIRED 9b) As a regular part of comprehension instruction materials build in frequent opportunities for a range of conversations and collaborations with peers about texts listened to or read.</p>	Yes	Collaboration and conversation opportunities in each lesson
	<p>REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. For example, through directions and modeling, materials encourage students to use academic language and grade-appropriate oral language conventions.</p>	Yes	Stories and Passages within the lessons have been designed to provide repeated listening experiences with selected vocabulary words.
	<p>9d) Materials develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others.</p>	Yes	Opportunities for students to work collaboratively and share ideas with on another noted.
	<p>9e) Materials include a variety of authentic speaking and listening activities for student practice.</p>	Yes	Authentic Speaking & Listening activities for student practice noted.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level.</p>	Yes	Grammar and Language Conventions Noted.
	<p>REQUIRED 10c) Materials create opportunities for students to discover accurate usage patterns, compare them with their own (oral and written), and develop proficiency in usage and language conventions that build from one grade to the next.</p>	Yes	Materials allow opportunities for students to become more proficient through practice and usage.
	<p>REQUIRED 10d) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>	Yes	Materials encourage students to use language from texts to build on and develop complex sentence structure in their writing and everyday language usage.
	<p>REQUIRED 10e) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>	Yes	Materials have built in and frequent opportunities for students to use developmentally appropriate conventions when speaking and writing about texts/stories.
	<p>10b) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Yes	Real-world activities provided and noted for students to practice and use natural and appropriate language.

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

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

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Foundational Skills	1. Foundational Skills (Non-Negotiable*)	No	Materials do not adequately address building foundational skills in the area of word study.
II: Text Selection	2. Complexity of Texts (Non-Negotiable)	Yes	Texts align with requirement of standards. Read-aloud texts appear to be aligned with requirements of range and quality of texts.
	3. Quality of Texts (Non-Negotiable)	No	Texts are worth reading, varied and but do not systematically build knowledge.
	4. Range and Volume of Texts	No	Materials include only print texts.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Questions are text-dependent but do not adequately address language of the standards although being at different levels of questioning.
	6. Assessment	Yes	Variety of modes of assessments available for teachers to use to monitor student progress and provide feedback and remediation.
IV: Scaffolding and Support	7. Scaffolding and Support	No	Materials do not direct teachers to return to parts of the text in guiding students with reading, discussion, etc. The only redirection comes in the form of corrective feedback if the student is having trouble with decoding, fluency, etc.
V: Writing to Sources and Research	8. Writing to Sources	Yes	Varied writing opportunities noted.
VI: Speaking and Listening	9. Speaking and Listening	No	Oral tasks are text-dependent and provide opportunities for students in both classroom and other settings, but texts do not meet the criteria for quality and range.
VII: Language	10. Language	Yes	Language provides meaning practice for students.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

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

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



Title: Scott Foresman Reading Street (Common Core)

Grade: 2

Publisher: Pearson Education, Inc.

Copyright: 2013

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Foundational Skills (Non-Negotiable*)
Assessment	Quality of Texts (Non-Negotiable)
Writing to Sources	Range and Volume of Texts
Language	Text-Dependent Questions (Non-Negotiable)
	Scaffolding and Support
	Speaking and Listening

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>1. FOUNDATIONAL SKILLS: Materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, phonics, word awareness, and reading fluency in a logical and transparent progression.</p> <p>These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED</p> <p>1a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	Yes	2 nd grade has 6 units. Materials follow a sequence of foundational skills instruction.
	<p>REQUIRED</p> <p>1b) Materials include student texts that allows for systematic, regular and frequent practice of foundational skills as they are introduced.</p>	Yes	Each unit provides instruction for 6 weeks and contains a concept launch, skills overview and assessment.
	<p>REQUIRED</p> <p>1c) Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.</p>	No	Text offered are varied, however students are not provided ample opportunities to develop fluency, especially silent reading opportunities.
	<p>REQUIRED</p> <p>1d) Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.</p>	Yes	A workbook is provided for regular practice in encoding.
	<p>REQUIRED</p> <p>1e) Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.</p>	No	Lessons dealt with prefixes, suffixes, spelling/sound symbol. Although word study is lacking.
	<p>REQUIRED</p> <p>1f) Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	Yes	Materials allow students to read with purpose and understanding and make frequent connections between the acquisition of foundation skills and making from reading.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
	1g) Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	Yes	Diagnostic Assessments offered at regular intervals.
	1h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	Materials easily implemented and provide teachers more time, attention and practice for students who need it. RTI interventions provided.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 2. COMPLEXITY OF TEXTS: Materials present a progression of texts as stated by Reading Standard 10¹ and Reading Foundational Standard 4.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Reading Foundational Standard 4 applies to student-read texts. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) Beginning in grade 2, materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis² were used in selection of texts. Poetry and drama are analyzed only using qualitative measures. In all grades, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	Texts fall within grade-level complexity bands. Students read selections such as <i>Scarcity</i> 530L, <i>A Weed is a Flower</i> 710L, and <i>One Good Turn Deserves Another</i> 510L. Materials include a Text Based Comprehension page which provides text complexity measures used to select texts.
	<p>REQUIRED 2b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	Yes	Texts for 2 nd grade align with the requirements outlined in the standards
	<p>REQUIRED 2c) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	Texts increase in complexity as materials across grade bands. Read aloud texts follow the same trend.
<p>Tier 1 and 2 Non-Negotiable 3. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade-level texts</p>	<p>REQUIRED 3a) Nearly all texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.</p>	Yes	Texts are worth reading, varied and provide rich content and include texts in many disciplines.

¹ Grades K-2 Example: Student-read texts include the introduction of additional phonic patterns, increasing sentence length, etc. Read-aloud texts fall within the grades 2-5 band and are similar to exemplars in [Appendix B](#).

² The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

<p>and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><i>(Note: In K and 1 this refers generally to read-aloud material and some student-read texts after midyear in grade 1. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 3b) Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study. 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 text.</p>	<p>No</p>	<p>Materials provide a sequence or collection of texts that build toward a focus, but are not selected to build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.</p>
	<p>REQUIRED 3c) Within a sequence or collection of texts, specific complex anchor texts are selected for multiple, careful readings.</p>	<p>Yes</p>	<p>Each week a specific text is introduced with two reads. A first read where students “access the text” and a second read where students “close read” with questions.</p>
	<p>3d) Nearly all texts are previously published rather than “commissioned.”</p>	<p>Yes</p>	<p>All texts selections have been previously published rather than “commissioned”.</p>
<p>4. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 of the standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, or RI.2.3).</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 4a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	<p>Yes</p>	<p>In the units, all 6 there is a good balance of literature, informational texts, as well as poetry, drama, etc...</p>
	<p>REQUIRED 4c) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	<p>No</p>	<p>Printed text and its related illustrations are the main formats presented in the materials. Non-print text such as film, art, music and charts are not included.</p>
	<p>4b) Materials include many informational texts with an informational text structure rather than a narrative structure.</p>	<p>Yes</p>	<p>Informational texts have an informational text structure, rather than a narrative structure.</p>
	<p>4d) Materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p>Yes</p>	<p>Regular opportunities for accountable, independent reading that appeal to student’s interest and build stamina provided.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS: Text-dependent questions reflect the requirements of Reading Standard 1 by requiring the use of textual details in support of meeting other grade-specific standards.</p> <p><i>(Note: In K and 1 this refers to read-aloud material, which is typically from grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	Yes	Units start with question students ideas are expressed both written and spoken
	<p>REQUIRED</p> <p>5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations, its impact (including the building of knowledge), and its connection to other texts.</p>	No	Text-dependent questions elicit sustained attention to the text and its illustrations, but not in its connection to other texts. There are several instances when students are asked to Read Across Texts, but students are only asked one surface-level or non-text dependent question connecting the texts (i.e. What other song did you read about in Red, White, and Blue?).
	<p>REQUIRED</p> <p>5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade over time to advance and deepen student learning. <i>(Note: Not every standard must be assessed with every text.)</i></p>	No	Questions and tasks to not require the depth and complexity required by the standard.
	<p>5d) Questions often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	No	Questions often do not begin with comprehension of text.
	<p>5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from text and in learning new vocabulary from every reading opportunity.</p>	No	Questions do not support students unpacking the academic language.
<p>6. ASSESSMENT: 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 grade-level text(s).</p>	<p>REQUIRED</p> <p>6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	Measurement of student progress provides scaffolding for students to work independently on skills/objectives necessary to attain.
	<p>REQUIRED</p> <p>6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	Few rubrics noted, however the ones noted are aligned. Assessment guidelines and scoring guides with work exemplars noted.
	<p>REQUIRED</p> <p>6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	Varied modes of assessment noted. Pre-formative, summative and self – assessment

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Materials unbiased and accessible to all students.
	6e) When assessments indicate students do not understand what they hear or read, materials should provide suggestions for reteaching and additional student learning opportunities. These materials must be easily implemented.	Yes	Remediation and suggestions for reteaching noted

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text (either listened to or read) as required by the standards at each grade. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Yes	Pre-reading activities and suggested approaches to teacher scaffolding noted.
	REQUIRED 7b) Read aloud materials must have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Yes	Read aloud goal of students gaining full comprehension of complex texts noted.
	REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	No	No direction to educators to return to focused part of texts noted.
	7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	No	Weak support provided for varying student needs, especially the higher level learner.

	<p>7f) The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	<p>Yes</p>	<p>Materials appear to be user-friendly and are at the center of the focus.</p>
	<p>7e) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	<p>Yes</p>	<p>Content completed during the academic school year.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent (based on what has been read or heard) and reflect the writing genres named in the standards.</p> <p>Writing assignments are prominent and varied and ask students to draw on their experience, imagination, current capacities, and most frequently, the texts they encounter through reading or read-alouds as source material. As a means to such expression, materials provide sufficient opportunities for all students to practice newly acquired foundational skills as well as other forms of self-expression.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) Students engage in a full range of writing as outlined by the standards at each grade level and materials include multiple writing tasks. This includes writing about what they are hearing or reading, writing narratives (both real and imagined), writing to inform or explain, and writing opinions.</p>	Yes	A full range of writing noted.
	<p>REQUIRED 8b) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing, on-demand and process writing, etc.).</p>	Yes	Yes, many writing opportunities varied in length and time demands noted.
	<p>REQUIRED 8c) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly.</p>	Yes	Opportunities for connections between writing, speaking and listening, reading and the language standards noted.
	<p>REQUIRED 8d) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Yes	Yes, materials address grade-level foundational standards
	<p>8e) Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	Yes	Materials provide opportunities for educators to monitor student progress and respond to needs of individual students.
	<p>8f) Materials engage students in shared research projects to develop the skills needed to conduct research independently in later grades.</p>	Yes	Research projects noted, but independent and not shared.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
<p>9. SPEAKING AND LISTENING: Materials should promote frequent and regular discussions about texts students have heard or read. Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for appropriate interactions and conversations with a variety of audiences in and out of the classroom.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 2, 3, and 4).</p>	No	Texts used in speaking and listening do not meet the criteria for range and quality of texts.
	<p>REQUIRED 9b) As a regular part of comprehension instruction materials build in frequent opportunities for a range of conversations and collaborations with peers about texts listened to or read.</p>	Yes	Materials build in regular opportunities for collaborations with peers about texts.
	<p>REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. For example, through directions and modeling, materials encourage students to use academic language and grade-appropriate oral language conventions.</p>	Yes	Materials build in frequent opportunities for connections and alignment btw speaking and listening, reading and writing, and the language standards.
	<p>9d) Materials develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others.</p>	Yes	Active listening skills are developed via materials.
	<p>9e) Materials include a variety of authentic speaking and listening activities for student practice.</p>	Yes	A variety of authentic speaking and listening activities for student practice are noted.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level.</p>	Yes	Materials address the grammar and language conventions at grade levels.
	<p>REQUIRED 10c) Materials create opportunities for students to discover accurate usage patterns, compare them with their own (oral and written), and develop proficiency in usage and language conventions that build from one grade to the next.</p>	Yes	Materials create opportunities for students to discover accurate usage patterns and develop proficiency in usage and language conventions that build from one grade to the next noted.
	<p>REQUIRED 10d) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>	Yes	Materials encourage students to examine the language of texts
	<p>REQUIRED 10e) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>	Yes	Frequent opportunities for connections and alignment btw language standards, writing, reading and speaking and listening noted.
	<p>10b) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Yes	Materials provide real-world activities for student practice.

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

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

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Foundational Skills	1. Foundational Skills (Non-Negotiable*)	No	Text offered are varied, however students are not provided ample opportunities to develop fluency, especially silent reading opportunities.
II: Text Selection	2. Complexity of Texts (Non-Negotiable)	Yes	Texts increase in complexity as materials across grade bands. Read aloud texts follow the same trend.
	3. Quality of Texts (Non-Negotiable)	No	Texts are worth reading, varied but are not selected to build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.
	4. Range and Volume of Texts	No	Materials include only print texts.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Although questions are related to text, questions do not include the language of the standards and are limited to either the application or (sometimes) analyzing level.
	6. Assessment	Yes	Varied modes of assessment noted. Pre-formative, summative and self – assessment
IV: Scaffolding and Support	7. Scaffolding and Support	No	Weak support provided for varying student needs, especially the higher level learner.
V: Writing to Sources and Research	8. Writing to Sources	Yes	A full range of writing noted. Materials provide opportunities for educator to monitor student progress and respond to needs of individual students.
VI: Speaking and Listening	9. Speaking and Listening	No	Materials build in frequent opportunities for connections and alignment between speaking and listening, reading and writing, and the language standards, but texts do not meet criteria for quality and range.
VII: Language	10. Language	Yes	Materials create opportunities for students to discover accurate usage patterns and develop proficiency in usage and language conventions that build from one grade to the next noted.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

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

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



Title: Scott Foresman Reading Street (Common Core)

Grade: 3

Publisher: Pearson Education, Inc.

Copyright: 2013

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Foundational Skills (Non-Negotiable*)
Assessment	Quality of Texts (Non-Negotiable)
Writing to Sources	Range and Volume of Texts
Language	Text-Dependent Questions (Non-Negotiable)
	Scaffolding and Support
	Speaking and Listening

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10¹.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis² were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	Yes	Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis were used in selection of texts. Students read selections such as <i>Penguin Chick</i> 690L, <i>Amazing Bird Nests</i> 730L, and <i>Rocks in His Head</i> 720L. Materials include a Text Based Comprehension page which provides text complexity measures used to select texts.
	<p>REQUIRED 1b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	Yes	Texts align with the requirements outlined in the standards and with the complexity of the exemplars.
	<p>REQUIRED 1c) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	Texts increase in complexity across the grade bands as materials progress with read aloud texts following the same trend.
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge</p>	<p>REQUIRED 2a) 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.</p>	Yes	Texts are worth reading, varied and provide rich content and include texts in many disciplines. Newspaper articles, fables, tales, nonfiction, and fiction many texts from different disciplines noted.
	<p>REQUIRED 2b) Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and</p>	No	Materials provide a sequence or collection of texts that build toward a focus, but are not selected to build knowledge systematically through reading, writing, listening and speaking

¹ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

² The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
(ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	speaking about topics or ideas under study.		about topics or ideas under study. The Units are organized by a general concept (i.e. Solving Problems), and the weekly readings relate to that focus tangentially, but do not build on one another to build knowledge from week to week (i.e. Plant Structures, People, Time, Fair Solutions, and Adaptations).
	REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	Yes	Each week a specific text is introduced with two reads. A first read where students “access the text” and a second read where students “close read” with questions.
	2d) Nearly all texts are previously published rather than “commissioned.”	Yes	All texts are previously published
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	Yes	A balance of literature, informational texts, as well as poetry, drama, etc...
	REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	No	Printed text and its related illustrations are the main formats presented in the materials. Non-print text such as film, art, music and charts are not included.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	Yes	Materials include many informational texts with an informational text structure rather than a narrative structure.
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	Regular opportunities for accountable independent reading that appeal to student's interest and build stamina provided.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED</p> <p>4a) Materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	Yes	Materials demand knowledge of grade-level phonics and word analysis skills.
	<p>REQUIRED</p> <p>4b) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	Yes	Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.
	<p>REQUIRED</p> <p>4c) Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	No	Lessons on prefixes, suffixes, spelling/sound symbol. Although word study is lacking.
	<p>REQUIRED</p> <p>4d) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p>	No	Text rich and varied, however students are not provided sufficient opportunities to develop fluency, especially silent reading opportunities.
	<p>REQUIRED</p> <p>4e) Materials guide students to read grade-level text with purpose and understanding.</p>	Yes	Grade level text read with purpose and understanding.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>Non-Negotiable 5. TEXT--DEPENDENT QUESTIONS: Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	Yes	Text-dependent questions with student ideas expressed through both written and orally responses.
	<p>REQUIRED 5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.</p>	No	Text-dependent questions elicit sustained attention to the text and its illustrations, but not in its connection to other texts. There are several instances when students are asked to Read Across Texts, but students are only asked one surface-level or non-text dependent question connecting the texts (i.e. Which type of money would you like to use at a super market?).
	<p>REQUIRED 5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. (<i>Note: not every standard must be assessed with every text.</i>)</p>	No	Questions and tasks to not require the depth and complexity required by the standard.
	<p>5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	No	Questions often do not begin with comprehension of text
	<p>5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.</p>	No	Materials offer only a weak connection to learning new vocabulary and do not meet this indicator.
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	There is a gradual release of supporting scaffolds for students to measure their independent abilities.
	<p>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	Some aligned rubrics noted. Scoring guides and student work exemplars are included.
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	Varied modes of assessment noted including pre-formative, summative and self-assessment measures.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Materials are unbiased and accessible methods via materials

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Yes	Pre-reading activities and suggested approaches scaffold and focus and engage learners with understanding of the text itself.
	REQUIRED 7b) Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Yes	Reading strategies support comprehension of specific text, anchor text and focus on building knowledge and insight.
	REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	No	Materials do not regularly direct teachers to return to focused parts of anchor text to guide students through rereading, rich discussions and writing and events and information.
	REQUIRED 7d) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.	Yes	The materials are easy to use and cleanly laid out for educators and supports. Reading selections are centrally located and the center of focus.
	7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student	Yes	There are materials for supporting students' needs at varying levels. Differentiated small group instruction and alternate teaching methods, suggestions for remediation with suggested

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		strategies
	7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The content is laid out to be completed in one academic year (3 rd grade).
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
8. WRITING TO SOURCES: The majorities of written tasks is text-dependent and reflect the writing genres named in the standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 8a) A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.	Yes	Written tasks require students to analyze and synthesize sources as well as to present careful analysis
	REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.	Yes	Multiple writing tasks noted aligned to the three modes of writing.
	REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).	Yes	Writing opportunities are abundant with varying lengths and time demands
	REQUIRED 8d) Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their	Yes	Materials build opportunities for connections and alignment between writing, speaking and listening, reading and the language standards.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	writing with a peer who reviews the writing against using a peer review checklist.		
	8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.	Yes	Research both shared and independent provides students with opportunities to collect, analyze, and evaluate information, which are critical 21st Century Skills.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).	No	Texts do not meet the criteria for range and quality of text.
	REQUIRED 9b) Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.	Yes	Materials are conducive to engaging students effectively in a range of conversations and collaborations, expressing well-supported ideas and building on others' ideas.
	REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.	Yes	Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.	Yes	Materials develop active listening skills

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.</p>	Yes	Materials address grammar and language conventions as specified by the language standards per each grade level and build on standards from previous grades.
	<p>REQUIRED 10b) Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>	Yes	Materials expect students to confront their own error patterns in usage and conventions and correct them.
	<p>REQUIRED 10c) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>	Yes	Materials encourage students to examine the language of texts and model their own writing after texts they are listening to or reading.
	<p>REQUIRED 10d) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>	Yes	Materials build in frequent opportunities for connections and alignment between the language, writing, reading, speaking and listening standards.
	<p>10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Yes	Multiple opportunities provided to make real-world connections and practice with natural language.

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

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

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	Texts increase in complexity across the grade bands as materials progress with read aloud texts following the same trend.
	2. Quality of Texts (Non-Negotiable)	No	Texts are worth reading, varied and but do not systematically build knowledge. Newspaper articles, fables, tales, nonfiction, and fiction many texts from different disciplines noted.
	3. Range and Volume of Texts	No	Materials include only print texts.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	No	Text rich and varied, however students are not provided sufficient opportunities to develop fluency, especially silent reading opportunities.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Language of the standards and the depth and complexity is weak.
	6. Assessment	Yes	Varied modes of assessment noted including pre-formative, summative and self-assessment measures.
IV: Scaffolding and Support	7. Scaffolding and Support	No	Materials do not regularly direct teachers to return to focused parts of texts to guide students through rereading, rich discussions and writing and events and information.
V: Writing to Sources and Research	8. Writing to Sources	Yes	Research both independent and shared noted. Students provided opportunities to collect, analyze, and evaluate information, which are critical 21st Century Skills.
VI: Speaking and Listening	9. Speaking and Listening	No	Materials are conducive to engaging students effectively in a range of conversations and collaborations, expressing well-supported ideas and building on others’ ideas but texts do not meet the criteria for quality and range.
VII: Language	10. Language	Yes	Materials expect students to confront their own error patterns in usage and conventions and correct them; one specific place is in writers’ workspace.
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality			

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

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



Title: Scott Foresman Reading Street (Common Core)

Grade: 4

Publisher: Pearson Education, Inc.

Copyright: 2013

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Quality of Texts (Non-Negotiable)
	Range and Volume of Texts
	Foundational Skills (Non-Negotiable*)
	Text-Dependent Questions (Non-Negotiable)

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10¹.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis² were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	Yes	Most texts do fall within the grade-level complexity band. Students read selections such as <i>The Man Who Named the Clouds</i> L920, <i>On the Banks of Plum Creek</i> L720, and <i>Eye of the Storm</i> L1060. Materials include a Text Based Comprehension page which provides text complexity measures used to select texts.
	<p>REQUIRED 1b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	Yes	Texts align with the requirements outlined in the standards and the complexity of the exemplars provided in Appendix B.
	<p>REQUIRED 1c) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	Complexity progresses through grade levels.
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and</p>	<p>REQUIRED 2a) 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.</p>	No	The text has a balance of literature and informational but nothing that is content rich and well-crafted in different disciplines.
	<p>REQUIRED 2b) Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.</p>	No	There is no building of systematic knowledge on a topic of study. Although there is a focus to each unit the texts are not selected to systematically build knowledge.

¹ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

² The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	Yes	Although there are no anchor texts provided where students refer back to the anchor text as they are reading, there is one weekly text that is provided for two reads. A first read where students “access the text” and a second read where students “close read” with questions.
	2d) Nearly all texts are previously published rather than “commissioned.”	Yes	All texts are previously published
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	Yes	There is a balance of literature and informational text.
	REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	No	All materials are printed.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.		Not evaluated. Non-negotiable criteria not met.
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.		Not evaluated. Non-negotiable criteria not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>4. FOUNDATIONAL SKILLS:</p> <p>Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED</p> <p>4a) Materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	Yes	<p>Texts are grade level appropriate for students to have knowledge of grade-level phonic patterns and word analysis skills.</p>
	<p>REQUIRED</p> <p>4b) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	No	<p>Students are taught phonics and words analysis skills in isolation. There is no context to confirm or self-correct word recognition.</p>
	<p>REQUIRED</p> <p>4c) Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	Yes	<p>Materials do provide instruction and practice in word study through the spelling part of the program.</p>
	<p>REQUIRED</p> <p>4d) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p>	No	<p>The fluency built into the program is oral fluency only. Silent reading is not addressed in the materials.</p>
	<p>REQUIRED</p> <p>4e) Materials guide students to read grade-level text with purpose and understanding.</p>	Yes	<p>Students have students read grade level text with understanding.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>Non-Negotiable 5. TEXT--DEPENDENT QUESTIONS: Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	No	Many of the questions do not require students to go back into the text to find answers.
	<p>REQUIRED 5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.</p>	No	There is no connection to other text. Although some questions are text-dependent they are not in a coherent sequence throughout the text.
	<p>REQUIRED 5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. (<i>Note: not every standard must be assessed with every text.</i>)</p>	No	Questions and tasks do not require the depth and complexity required by the standard. For example, CCSS states that students describe in depth character, setting, or event in a story or drama and the task is for students to fill in a timeline of events with no description.
	<p>5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>		Not evaluated. Non-negotiable criteria not met.
	<p>5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.</p>		Not evaluated. Non-negotiable criteria not met.
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>		Not evaluated. Non-negotiable criteria not met.
	<p>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		Not evaluated. Non-negotiable criteria not met.
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>		Not evaluated. Non-negotiable criteria not met.
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>		Not evaluated. Non-negotiable criteria not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		Not evaluated. Non-negotiable criteria not met.
	<p>REQUIRED 7b) Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>		Not evaluated. Non-negotiable criteria not met.
	<p>REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>		Not evaluated. Non-negotiable criteria not met.
	<p>REQUIRED 7d) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.</p>		Not evaluated. Non-negotiable criteria not met.
	<p>7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>		Not evaluated. Non-negotiable criteria not met.
	<p>7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>		Not evaluated. Non-negotiable criteria not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.</p>		Not evaluated. Non-negotiable criteria not met.
	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>		Not evaluated. Non-negotiable criteria not met.
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).</p>		Not evaluated. Non-negotiable criteria not met.
	<p>REQUIRED 8d) Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>		Not evaluated. Non-negotiable criteria not met.
	<p>8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>		Not evaluated. Non-negotiable criteria not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).		Not evaluated. Non-negotiable criteria not met.
	REQUIRED 9b) Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.		Not evaluated. Non-negotiable criteria not met.
	REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.		Not evaluated. Non-negotiable criteria not met.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.		Not evaluated. Non-negotiable criteria not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.</p>		Not evaluated. Non-negotiable criteria not met.
	<p>REQUIRED 10b) Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>		Not evaluated. Non-negotiable criteria not met.
	<p>REQUIRED 10c) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>		Not evaluated. Non-negotiable criteria not met.
	<p>REQUIRED 10d) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>		Not evaluated. Non-negotiable criteria not met.
	<p>10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>		Not evaluated. Non-negotiable criteria not met.

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

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

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	Materials provide materials that are complex based qualitative and quantitative analysis.
	2. Quality of Texts (Non-Negotiable)	No	There are no anchor texts provided. The texts that are provided do not provide students with content rich text that systematically builds knowledge or would be helpful in different disciplines.
	3. Range and Volume of Texts	No	There is a balance of text, although there are not any additional forms of text provided.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	No	Skills are taught in isolation and do not allow for students to practice any skills embedded in context.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Most of the questions that are suggested are very low level and do not require students to go back into the text to answer questions.
	6. Assessment		Not evaluated. Non-negotiable criteria not met.
IV: Scaffolding and Support	7. Scaffolding and Support		Not evaluated. Non-negotiable criteria not met.
V: Writing to Sources and Research	8. Writing to Sources		Not evaluated. Non-negotiable criteria not met.
VI: Speaking and Listening	9. Speaking and Listening		Not evaluated. Non-negotiable criteria not met.
VII: Language	10. Language		Not evaluated. Non-negotiable criteria not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

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

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



Title: Scott Foresman Reading Street (Common Core)

Grade: 5

Publisher: Pearson Education, Inc.

Copyright: 2013

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Quality of Texts (Non-Negotiable)
	Range and Volume of Texts
	Foundational Skills (Non-Negotiable*)
	Text-Dependent Questions (Non-Negotiable)

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10¹.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis² were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	Yes	Most texts do fall within the grade-level complexity band. Students read selections such as <i>Weslandia</i> L1020, <i>Island of the Blue Dolphins</i> L1020, and <i>Journey to the Center of the Earth</i> L910. Materials include a Text Based Comprehension page which provides text complexity measures used to select texts.
	<p>REQUIRED 1b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	Yes	Texts align with the requirements outlined in the standards and the complexity of the exemplars provided in Appendix B. “Midnight Ride of Paul Revere,” an Appendix B exemplar, is included in the materials for this grade.
	<p>REQUIRED 1c) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	Complexity progresses through grade levels.
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge</p>	<p>REQUIRED 2a) 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.</p>	No	The text has a balance of literature and informational but nothing that is content rich and well-crafted in different disciplines.
	<p>REQUIRED 2b) Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and</p>	No	There is no building of systematic knowledge on a topic of study. Although there is a focus to each unit the texts are not selected to

¹ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

² The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
(ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	speaking about topics or ideas under study.		systematically build knowledge.
	REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	Yes	Although there are no anchor texts provided where students refer back to the anchor text as they are reading, there is one weekly text that is provided for two reads. A first read where students “access the text” and a second read where students “close read” with questions.
	2d) Nearly all texts are previously published rather than “commissioned.”	Yes	All texts are previously published
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	Yes	There is a balance of literature and informational text.
	REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	No	All materials are printed.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.		Not evaluated. Non-negotiable criteria were not met.
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED 4a) Materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	Yes	Texts are grade level appropriate for students to have knowledge of grade-level phonic patterns and word analysis skills.
	<p>REQUIRED 4b) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	No	Students are taught phonics and words analysis skills in isolation. There is no context to confirm or self-correct word recognition.
	<p>REQUIRED 4c) Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	Yes	Materials do provide instruction and practice in word study through the spelling part of the program.
	<p>REQUIRED 4d) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p>	No	The fluency built into the program is oral fluency only. Silent reading is not addressed in the materials.
	<p>REQUIRED 4e) Materials guide students to read grade-level text with purpose and understanding.</p>	Yes	Students have students read grade level text with understanding.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>Non-Negotiable 5. TEXT--DEPENDENT QUESTIONS: Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	No	Many of the questions do not require students to go back into the text to find answers.
	<p>REQUIRED 5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.</p>	No	There is no connection to other texts. Although some questions are text-dependent they are not in a coherent sequence throughout the text.
	<p>REQUIRED 5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. (<i>Note: not every standard must be assessed with every text.</i>)</p>	No	Questions and tasks do not require the depth and complexity required by the standard. For example, CCSS states that students compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in a story. The materials require student to list events in a story.
	<p>5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.</p>		Not evaluated. Non-negotiable criteria were not met.
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED 7b) Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED 7d) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.		Not evaluated. Non-negotiable criteria were not met.
	7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		
	7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 8d) Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED 9b) Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.		Not evaluated. Non-negotiable criteria were not met.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 10b) Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 10c) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 10d) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>		Not evaluated. Non-negotiable criteria were not met.

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

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

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	Materials provide materials that are complex based qualitative and quantitative analysis.
	2. Quality of Texts (Non-Negotiable)	No	There are no anchor texts provided. The texts that are provided do not provide students with content rich text that systematically build knowledge or would be helpful in different disciplines.
	3. Range and Volume of Texts	No	There is a balance of text, although there are not any additional forms of text provided.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	No	Skills are taught in isolation and do not allow for students to practice any skills embedded in context.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Most of the questions that are suggested are very low level and do not require students to go back into the text to answer questions.
	6. Assessment		Not evaluated. Non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support		Not evaluated. Non-negotiable criteria were not met.
V: Writing to Sources and Research	8. Writing to Sources		Not evaluated. Non-negotiable criteria were not met.
VI: Speaking and Listening	9. Speaking and Listening		Not evaluated. Non-negotiable criteria were not met.
VII: Language	10. Language		Not evaluated. Non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality			

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

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



Title: Scott Foresman Reading Street (Common Core)

Grade: 6

Publisher: Pearson Education, Inc.

Copyright: 2013

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Quality of Texts (Non-Negotiable)
	Range and Volume of Texts
	Text-Dependent Questions (Non-Negotiable)

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10 ¹ . <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 1a) Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis ² were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.	Yes	Most texts do fall within the grade-level complexity band. Students read selections such as <i>Old Yeller</i> L940, <i>Hatchet</i> L940, and <i>The View from Saturday</i> L1020. Materials include a Text Based Comprehension page which provides text complexity measures used to select texts.
	REQUIRED 1b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B .	Yes	Texts align with the requirements outlined in the standards and the complexity of the exemplars provided in Appendix B.
	REQUIRED 1c) 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	Complexity progresses through grade levels.
Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and	REQUIRED 2a) 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.	No	The text has a balance of literature and informational but nothing that is content rich and well-crafted in different disciplines.
	REQUIRED 2b) Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.	No	There is no building of systematic knowledge on a topic of study. Although there is a focus to each unit the texts are not selected to systematically build knowledge.

¹ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

² The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	Yes	Although there are no anchor texts provided where students refer back to the anchor text as they are reading, there is one weekly text that is provided for two reads. A first read where students “access the text” and a second read where students “close read” with questions.
	2d) Nearly all texts are previously published rather than “commissioned.”	Yes	All texts are previously published
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	Yes	There is a balance of literature and informational text.
	REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	No	All materials are printed.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.		Not evaluated. Non-negotiable criteria were not met.
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED 4a) Materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>		
	<p>REQUIRED 4b) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>		
	<p>REQUIRED 4c) Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		
	<p>REQUIRED 4d) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p>		
	<p>REQUIRED 4e) Materials guide students to read grade-level text with purpose and understanding.</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>Non-Negotiable 5. TEXT--DEPENDENT QUESTIONS: Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	No	Many of the questions do not require students to go back into the text to find answers.
	<p>REQUIRED 5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.</p>	No	There is no connection to other texts. Although some questions are text-dependent, they are not in a coherent sequence throughout the text.
	<p>REQUIRED 5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i></p>	No	Questions and tasks do not require the depth and complexity required by the standards. For example, CCSS states that students analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. The materials have students sequence events from the story with prompting and require no analysis of the events.
	<p>5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.</p>		Not evaluated. Non-negotiable criteria were not met.
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED 7b) Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED 7d) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.		Not evaluated. Non-negotiable criteria were not met.
	7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		
	7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 8d) Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
<p>9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 9b) Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.</p>		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 10b) Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 10c) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 10d) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>		Not evaluated. Non-negotiable criteria were not met.

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

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

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	Materials provide materials that are complex based qualitative and quantitative analysis.
	2. Quality of Texts (Non-Negotiable)	No	There are no anchor texts provided. The texts that are provided do not provide students with content rich text that systematically build knowledge or would be helpful in different disciplines.
	3. Range and Volume of Texts	No	There is a balance of text, although there are not any additional forms of text provided.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Most of the questions that are suggested are very low level and do not require students to go back into the text to answer questions.
	6. Assessment		Not evaluated. Non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support		Not evaluated. Non-negotiable criteria were not met.
V: Writing to Sources and Research	8. Writing to Sources		Not evaluated. Non-negotiable criteria were not met.
VI: Speaking and Listening	9. Speaking and Listening		Not evaluated. Non-negotiable criteria were not met.
VII: Language	10. Language		Not evaluated. Non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality			

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