

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: Pearson Literature

Grade: 6-8

Publisher: Pearson Education, Inc.

Copyright: 2015

Overall Rating: Tier II, Approaching quality

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

STRONG	WEAK
<u>Complexity of Texts (Non-Negotiable)</u>	<u>Range and Volume of Texts</u>
<u>Quality of Texts (Non-Negotiable)</u>	<u>Assessment</u>
<u>Text-Dependent Questions (Non-Negotiable)</u>	<u>Speaking and Listening</u>
<u>Scaffolding and Support</u>	<u>Language</u>
<u>Writing to Sources</u>	

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

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

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

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

Click below for complete grade-level reviews:

[Grade 6 \(Tier 2\)](#)

[Grade 7 \(Tier 2\)](#)

[Grade 8 \(Tier 2\)](#)

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

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

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</p> <p>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</p> <p>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	<p>The teacher’s edition provides both research-based quantitative measures and qualitative analysis to support the selection of texts (i.e., Lexile).</p> <p>In the instances where a lower Lexile is presented, qualitative analysis trumps the quantitative measure.</p>
	<p>REQUIRED</p> <p>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	<p>Text difficulty ranges from 570L—1580L.*</p> <p>Many of the texts included in the materials align with the complexity of the exemplars provided in Appendix B (e.g., pieces by Sandra Cisneros, F. Scott Fitzgerald, Langston Hughes, Ray Bradbury, Rosemary Sutcliff, and Maya Angelou appear in both the appendix and in the materials).</p> <p>*Appendix A notes 955L—1155L as the grade band for grades 6—8.</p>
	<p>REQUIRED</p> <p>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	<p>Texts increase in complexity throughout the series (e.g., Unit 1 begins with a selection at 780L and ends with a selection at 890L – Unit 5 (the last unit in this text) begins with a selection at 1270L and ends with a selection at 1360L.)</p> <p>The three other units contain selections that fall within the grade band and align with the complexity requirements outlined.</p>

¹ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendices A and 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			
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>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	<p>The materials provide content rich and well-crafted pieces that represent all disciplines (e.g., In Unit 5, students are guided through an exploration of the big question, <i>How much our communities shape us?</i> – pieces range from an excerpt from Rosemary Sutcliff’s <i>Black Ships Before Troy: The Story of the Iliad</i>, a Rudyard Kipling short story, an excerpt from a Roald Dahl novel, a news release from NASA, and an article published by the Associated Press.)</p>
	<p>REQUIRED</p> <p>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>	Yes	<p>The materials present a collection of texts (i.e., text sets) that seek to build knowledge systemically (e.g., In Unit 1, students read, write, listen, and speak about topics that are all related to the big question, <i>Is Conflict Always Bad?</i>)</p>
	<p>REQUIRED</p> <p>2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.</p>	Yes	<p>There are multiple, careful readings included in each unit where student’s complete close reads related to the anchor texts.</p> <p>Each unit contains a <i>Close Reading Workshop</i> in the <i>Setting Expectations</i> component where materials outline strategies for students to use in order to unlock meaning in complex text (e.g., In Unit 1 students are guided through a <i>Close Reading Workshop</i> of the Leo Tolstoy short story <i>The Old Grandfather and His Little Grandson</i>.)</p>
	<p>2d) Nearly all texts are previously published rather than “commissioned.”</p>	Yes	<p>Nearly all texts are authentic and not commissioned.</p>
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57</p>	<p>REQUIRED</p> <p>3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	No	<p>The units often begin with literature that scaffold into informational texts.</p> <p>There are more literary texts included in the units, and the materials do not seek a balance in instructional time given to study the informational texts.</p>
	<p>REQUIRED</p> <p>3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	No	<p>The materials include texts of different formats (e.g., posters, art, maps, baseball cards, etc.). Independent reading sections of units suggest titles of novels for study, but these novels are not provided with the materials and must be supplemented.</p>

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I. Text Selection			
(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	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	Yes	Many informational texts are provided (e.g., Unit 2 includes an excerpt from <i>Zlata's Diary</i> (literary nonfiction), a persuasive speech by US Senator Richard Durbin, and an expository essay written by Ken Burns (American director and producer of documentary films). Unit 1, 3, 4, and 5 contain letters, expository essays, autobiographies, interviews, posters, etc.
	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	There are opportunities for regular, accountable independent reading of texts in each unit. In the final <i>Demonstrating Independence</i> component of each unit, there are recommended titles for independent reading – each unit contains a related <i>Online Text Set</i> that includes pieces that connect to classroom concepts or topics that both extend and develop knowledge (e.g., after studying pieces related to the big question <i>Do we need words to communicate well?</i> , the materials recommend additional titles for independent practice – a personal essay, a short story, and a poem that are thematically related to the texts the students were exposed to in the Unit).

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>	N/A	
	<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>	N/A	
	<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>	N/A	
	<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>	N/A	
	<p>REQUIRED 4e) Materials guide students to read grade-level text with purpose and understanding.</p>	N/A	

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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 checked="" type="checkbox"/> Yes <input 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	At least 80% of all questions are text-dependent and require students to express their ideas in both written and spoken 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>	Yes	<p>Questions and tasks at the end of each text in the Student Edition are sequenced coherently – questions begin with comprehension and appropriately increase in complexity.</p> <p>Questions included in sidebars of the Teacher Edition elicit sustained attention to the text and its illustrations.</p>
	<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>	Yes	<p>Questions in the sidebars of the Teacher Edition include the language of the standards and are grouped accordingly: key ideas and details (RL.6.1—RL.6.3), craft and structure (RL.6.4—RL.6.6), and integration of knowledge and ideas (RL.6.7—6.9).</p> <p>A series of <i>craft and structure</i> questions included in the sidebar of the Teacher Edition for Jack London’s short story <i>The Legend of Lazy May</i> ask students: <i>How does the author emphasize the contrast between Walt’s life and that of most boys his age? What does the author mean in the alliterative phrase ‘manliness in his makeup’? What image does the author create with the description ‘the one white child in thousands of miles of frozen wilderness’?</i></p> <p>In the student edition, <i>craft and structure</i> questions appear again, asking students: <i>What effects do word choices such as ‘suddenly,’ ‘clutched,’ and ‘threatening’ create? Would the passage be as suspenseful if London had chosen more neutral words?</i></p> <p>Such questions assess the depth and complexity required by the <i>craft and structure</i> standards – they require students to determine the meaning of words and phrases as they are used in a text, analyze the impact of a specific word choice on meaning and tone, and analyze how a particular phrase contributes to the development of the theme.</p>

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III. Questions and Tasks			
	5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.	Yes	Questions scaffold to ensure learning progression moves from recall to evaluation.
	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.	Yes	Academic vocabulary activities are included in the materials and support students in unpacking the language prevalent in complex texts.
<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 checked="" 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>	No	Assessment materials provided in the ancillary unit workbooks do not provide necessary scaffolds to allow students to develop abilities over time. Provided benchmark assessments do not assess the standards directly and rely on student recall of material rather than assessing the student’s ability to determine information from a text with questions such as <i>Which is the best definition of an epic?</i>
	<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>	No	Although there are exemplar answers in the sidebars of the Teacher Edition and annotated student exemplars/work samples in the Student Edition, there are no aligned rubrics that provide guidance for interpreting student performance (e.g., assessment guidelines and exemplars).
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	The materials include varied modes of assessments (e.g., formative and summative assessments, end-of-unit and skills based assessments, and self-assessment rubrics that students may use during writing workshops and oral presentations.
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Yes	Materials such as graphic organizers for speaking and listening and writing, Writing to Sources, and Self-Evaluation rubrics are accessible for teachers online.

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IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade- level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	There are pre-reading activities that engage students. These activities are focused and engage students with understanding the text itself.
	<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>	Yes	Reading strategies support comprehension of specific texts and focus on building knowledge and insight of the big question/thematic understanding of each unit.
	<p>REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	Each unit provides students with extensive opportunities to reread, discuss, and write about text as it relates to the big question of each unit.
	<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>	Yes	The reading selections are clearly and consistently the center of focus. <i>Close Reading Workshops</i> are used to set the expectations for students and prepare them to comprehend the grade-level appropriate texts contained in the materials.
	<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>	Yes	<p>Students receive guidance and support as they work to comprehend complex texts through each unit’s consistent and scaffolded model: Setting Expectations, Guided Exploration, Developing Insight, and Demonstrating Independence.</p> <p>Units provide differentiated instruction in order to meet the needs of language learners, struggling readers, and reluctant readers.</p>
	<p>7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Yes	If the teacher uses the lesson planning resource tools provided in the Teacher Edition, this content can be reasonably completed within a regular school year and allows for maximum 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 and reflect the writing genres named in the standards.</p> <p><input checked="" 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>	Yes	Written tasks are rooted in higher-order thinking skills (analysis & synthesis) and compel students to defend their claims with evidence from the text.
	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as 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>	Yes	<p>The three modes of writing are addressed.</p> <p>Each unit contains a formal writing component that walks students through the writing process. These written tasks include a comparison-and-contrast essay, an argumentative essay, a problem-and-solution essay, and a cause-and-effect essay. Only one of the units contains a narrative writing task (e.g., Unit 1, where students write their own short story).</p>
	<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>	Yes	There are many writing opportunities, varied in length and time demands (e.g., short-answer responses, notes, summaries, and research reporting). Students write frequently.
	<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>	Yes	<p>Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards (e.g., In Unit 1, students engage in a research project about the living conditions for gold prospectors in Canada in the 1890s. After reading multiple primary sources, students compose a cause-and-effect essay in which they analyze the main events of the fictional short story <i>The King of Mazy May</i>. The ability to synthesize information from the nonfiction selection, the primary sources, and the short story is necessary). However, most directives for revision are solitary activities rather than collaboration opportunities. Occasional language standards are implied within lessons, but not directly stated. (e.g., <i>Review your draft and highlight wordy or rambling sentences</i>).</p>
	<p>8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	The materials provide short research projects that engage students.

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 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 1, 2, and 3).</p>	No	Although some of the speaking and listening activities are based on the texts in the units, the texts used for Speaking and Listening Workshops do not meet the complexity requirements (i.e., there are either no texts, as in the Unit 2 Workshop on Advertisements, or they are commissioned works).
	<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>	Yes	Students are expected to present their findings in both oral and technology based settings. Students are guided to take notes, recording their questions and takeaways for later group discussions (e.g., In Unit 5 students participate in a panel discussion after reading Mark Twain's <i>Stage Fright</i> . They discuss an excerpt from the text with a small group of classmates, taking notes during the discussion. The panel discussion demands that students contribute their own ideas, and support them with examples from the text).
	<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>	Yes	Each unit contains various opportunities for group discussion, all relating to the big question of the unit. These discussions require students to engage in research in order to prepare for the discussion – students are prompted to cite sources, provide textual evidence to support their claims, and elaborate on the remarks of others. During discussions, the expectation is always that students use academic language and grade-appropriate oral language conventions.
	<p>9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.</p>	Yes	The materials provide opportunities for students to develop active listening skills through note taking, relevant questions and elaboration.

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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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.</p>	No	<p>There are embedded grammar activities in each text set in each unit. However, these activities are not tied to grade-level standards (e.g., the focus on idioms is not appropriate for the 6th grade level). There is not a clear progression of language standards.</p>
	<p>REQUIRED 10b) Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>	Yes	<p>Students are expected to confront their own error patterns in usage and conventions.</p> <p>There are opportunities to edit both their work and the work of others.</p>
	<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>	No	<p>Grammar and language conventions are addressed throughout each unit, with specific conventions explicitly tied to the reading selections/language of texts. However, student writing is modeled after the content of the selections more than as a way to develop more complex sentence structure and language usage.</p>
	<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	<p>Models provided in each unit provide a framework for students to make connections between the language standards, writing, reading, and speaking and listening.</p>
	<p>10e) Materials provide real- world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Yes	<p>After viewing and evaluating advertisements and peer/partner discussions students are required to share their findings in Unit 2; Students must present a persuasive speech in Unit 4.</p>

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 meet the grade band complexity requirements and present a progression of complex texts, particularly within and among units.
	2. Quality of Texts (Non-Negotiable)	Yes	The majority of texts are of high quality – they are engaging, well crafted, and allow students to build content knowledge.
	3. Range and Volume of Texts	No	Materials do not reflect the distribution of text lengths and genres suggested by the standards and do not seek a balance in instructional time given to the study of informational texts.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	Questions and tasks consistently require the use of textual evidence.
	6. Assessment	No	There were no aligned assessment rubrics or exemplars provided in the materials to determine the gradual release of scaffolds. The materials did not present any pre- or self-assessment opportunities.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	There are extensive opportunities for all students, no matter their ability/level, to encounter and comprehend grade-level complex text.
V: Writing to Sources and Research	8. Writing to Sources	Yes	Written tasks reflect the writing modes necessary to align with state standards and are text-dependent. The majority of written tasks are opinion/argumentative and informative, while narrative tasks are at a minimum.
VI: Speaking and Listening	9. Speaking and Listening	No	Speaking and Listening Workshops are stand-alone lessons that are not integrated into literature study nor do they provide complex text in the workshop.
VII: Language	10. Language	No	Language activities that are imbedded are not tied to grade-level standards.
FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u>			

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

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.



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Grade: 7

Publisher: Pearson Education, Inc.

Copyright: 2015

Overall Rating: Tier II, Approaching quality

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

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

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</p> <p>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</p> <p>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> <p>REQUIRED</p> <p>1b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p> <p>REQUIRED</p> <p>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>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>The teacher’s edition provides both research-based quantitative measures and qualitative analysis to support the selection of texts (i.e., Lexile).</p> <p>In the instances where a lower Lexile is presented, qualitative analysis trumps the quantitative measure.</p> <p>Text difficulty ranges from 690L-1470L.*</p> <p>*Appendix A notes 955L—1155L as the grade band for grades 6—8,</p> <p>Texts increase in complexity as materials progress. Progression is not a consistent upward flow. One selection may be on the upper end of the Lexile indicator, while the next one is on the lower end. Although complexity varies within and between units, students do encounter more complex texts as the series progresses.</p>
<p>Tier 1 and 2 Non-Negotiable</p> <p>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,</p>	<p>REQUIRED</p> <p>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> <p>REQUIRED</p> <p>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>	<p>Yes</p> <p>Yes</p>	<p>The materials provide content rich and well-crafted pieces that represent all disciplines (e.g., In Unit 5, students read, write, listen, and speak about topics that are all thematically to the big question, <i>Community or Individual – Which is more important?</i> Pieces range from various short stories based on Greek mythology, a personal narrative by Jane Alvarez, a public document about the Statue of Liberty, a newspaper article about the Melting Pot, and information from Homeland Security about immigration statistics).</p> <p>The materials present a sequenced collection of texts (text sets) that seek to build knowledge (e.g., In Unit 1, students are guided through an exploration of the big question, <i>Does Every Conflict Have a Winner?</i>)</p>

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			
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 checked="" type="checkbox"/> Yes <input 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	There are multiple, careful readings included in each unit where students complete close reads related to the anchor texts.
	2d) Nearly all texts are previously published rather than “commissioned.”	Yes	All texts are previously published rather than commissioned.
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.	No	The units often begin with literature that scaffold into informational texts. There are more literary texts included in the units, and the materials do not seek a balance in instructional time given to study the informational texts.
	REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	No	The materials include texts of different formats (e.g., posters, art, maps, baseball cards, etc.). Independent reading sections of units suggest titles of novels for study, but these novels are not provided with the materials and must be supplemented.
	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 informational texts that are written both with narrative structures and informational text structures.
	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	There are additional reading materials that students are required to read independently. These texts are geared toward students' interests and are connected to the big idea of each unit and encourage students to dig deeper into topics of study.

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>	N/A	
	<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>	N/A	
	<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>	N/A	
	<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>	N/A	
	<p>REQUIRED 4e) Materials guide students to read grade-level text with purpose and understanding.</p>	N/A	

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 checked="" type="checkbox"/> Yes <input 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	At least 80% of all questions are text-dependent and require students to express their ideas in both written and spoken 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>	Yes	Questions and tasks at the end of each text are sequenced coherently—questions begin with comprehension and gradually increase in complexity.
	<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>	Yes	Students are required to use not only the language of the standards, but also textual evidence to prove their understanding (e.g., students analyze non-print sources, such as looking at pictures, to determine mood).
	<p>5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	Yes	Questions begin with comprehension and gradually increase in complexity.
	<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>	Yes	Academic vocabulary is present in questions to help determine the meaning of the text and to increase vocabulary while reading.
<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 checked="" 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>	No	Assessment materials provided in the ancillary unit workbooks do not provide necessary scaffolds to allow students to develop abilities over time. Provided benchmark assessments do not assess the standards directly and rely on student recall of material rather than assessing the student's ability to determine information from a text with questions such as <i>Which is the best definition of an epic?</i>
	<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>	No	Although there are exemplar answers in the sidebars of the Teacher Edition and annotated student exemplars/work samples in the Student Edition, there are no aligned rubrics that provide guidance for interpreting student performance (e.g., assessment guidelines and exemplars).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
	REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	The materials include varied modes of assessments (e.g., formative and summative assessments, end-of-unit and skills based assessments, and self-assessment rubrics that students may use during writing workshops and oral presentations.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Materials such as graphic organizers for speaking and listening and writing, Writing to Sources, and Self-Evaluation rubrics are accessible for teachers online.

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	There are pre-reading activities that engage students (e.g., In Unit 3, <i>The Railway Train</i> by Emily Dickinson is used as an anchoring text that the teacher may model with and allow students to explore key details, craft and structure, and integrate their knowledge and ideas (application and synthesis) in a gradual release of independence).
	<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>	Yes	Reading strategies support comprehension of specific texts and focus on building knowledge and insight of the big question/thematic understanding of each unit.
	<p>REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	Each unit provides students with extensive opportunities to reread, discuss, and write about text as it relates to the big question of each unit.
	<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>	Yes	Materials are easily laid out for both students and teachers. All reading selections are centered on the Big Question of each unit.
	<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>	Yes	<p>Students receive guidance and support through each unit's consistent and scaffolded model: <i>Setting Expectations, Guided Exploration, Developing Insight, and Demonstrating Independence.</i></p> <p>Units provide differentiated instruction in order to meet the needs of language learners, struggling readers, and reluctant readers.</p>
	<p>7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Yes	If the teacher uses the lesson planning resource tools provided in the Teacher Edition, this content can be reasonably completed within a regular school year and allows for maximum student understanding.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS	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 checked="" 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>	Yes	Written tasks are rooted in higher-order thinking skills (analysis & synthesis) and compel students to defend their claims with evidence from the text (e.g., students may research heroes in folklore so that they can compare/contrast that person with the highwayman in <i>The Highwayman</i> , citing textual evidence to defend their claims in Unit Three).
	<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>	Yes	The three modes of writing are addressed. Writing tasks include compare-contrast essays, critical reviews of literature, and argumentative/problem-solution essays. All writing tasks are text-dependent and require students to rely on what they have read in order to respond.
	<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>	Yes	There are many writing opportunities, varied in length and time demands (e.g., short-answer responses, notes, summaries, and research summaries).
	<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>	Yes	Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards (e.g., In Unit 1, students engage in a research project about the values and problems related to competition and conflict. Students are guided to build evidence for their claim by analyzing two or more texts from the unit. Group discussions are held to gather ideas. They use the information gathered from the texts to construct an argumentative piece using research to support claims and build their arguments and present ideas to the class). There are writing prompts and responses that align with all genres. However, most directives for revision are solitary activities rather than collaboration opportunities. Occasional language standards are implied within lessons, but not directly stated. (e.g., <i>Review your draft and highlight wordy or rambling sentences</i>).
	<p>8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	Students are able to research frequently. More writing opportunities are available online than the traditional paper-pencil format.

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 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 1, 2, and 3).</p>	No	Although some of the speaking and listening activities are based on the texts in the units, the texts used for Speaking and Listening Workshops do not meet the complexity requirements (i.e., there are either no texts, as in the Unit 2 Workshop on Sales Pitches, or they are commissioned works).
	<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>	Yes	Each unit contains various opportunities for group discussion, all relating to the big question of the unit. These discussions require students to engage in research in order to prepare for the discussion. Students are prompted to cite sources, provide textual evidence to support their claims, and elaborate on the remarks of others (e.g., In Unit 2, students are asked to synthesize their understanding of a text and audio version of <i>I Am a Native of North America</i> to compare a group response to whether or not the audio version detracts or enhances the tone of the piece. Once they have compared and contrasted within the response, they will present the piece to the class).
	<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>	Yes	Students are expected to present their findings in both oral and technology- based settings. Students are guided to take notes, recording their questions and takeaways for later group discussions.
	<p>9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.</p>	Yes	Active listening, note taking, questioning, and commenting on others is an active part of writing activities throughout the text.

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 checked="" type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.</p>	No	There are embedded grammar activities in each text set in each unit. However, these activities are not tied to grade-level standards (e.g., the focus on subject/verb agreement is not appropriate for the 7 th grade level). There is not a clear progression of language standards.
	<p>REQUIRED 10b) Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>	Yes	<p>Students are guided to correct their errors in both oral and written language.</p> <p>There are opportunities to edit both their work and the work of others.</p>
	<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>	No	Grammar and language conventions are addressed throughout each unit, with specific conventions explicitly tied to the reading selections/language of texts. Students are provided models throughout the text of various short excerpts and use the content of the models as a guide in their own writing more than as a way to develop more complex sentence structure and language usage. (e.g., In Unit 1 <i>Common Core Workshop</i> , students are provided several examples of argumentative essays. Following the examples, students are provided graphic organizers to brainstorm their own arguments and then use the model as a guide to create their own argumentative piece of writing).
	<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	Models provided in each unit provide a framework for students to make connections between the language standards, writing, reading, and speaking and listening.
	<p>10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Yes	The writing activities provide real-world activities for students as they create pieces like arguments, mock interviews, speeches, letters, and presentations.

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 meet the grade band complexity requirements and present a progression of complex texts, particularly within and among units.
	2. Quality of Texts (Non-Negotiable)	Yes	Texts are of high quality / high interest.
	3. Range and Volume of Texts	No	Materials do not reflect the distribution of text lengths and genres suggested by the standards and do not seek a balance in instructional time given to the study of informational texts.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	Connections are consistently made between multiple texts to form questions that are aligned appropriately with state standards.
	6. Assessment	No	There were no aligned assessment rubrics or exemplars provided in the materials to determine the gradual release of scaffolds. The materials did not present any pre- or self-assessment opportunities.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	Materials reach all learners and provide opportunities for remediation and/or accelerated activities.
V: Writing to Sources and Research	8. Writing to Sources	Yes	Written tasks reflect the writing modes necessary to align with state standards and are text-dependent.
VI: Speaking and Listening	9. Speaking and Listening	No	Speaking and Listening Workshops are stand-alone lessons that are not integrated into literature study nor do they provide complex text in the workshop.
VII: Language	10. Language	No	Language activities that are imbedded are not tied to grade-level standards.
FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u>			

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

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: Pearson Literature

Grade: 8

Publisher: Pearson Education, Inc.

Copyright: 2015

Overall Rating: Tier II, Approaching quality

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

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

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>	<p>Yes</p>	<p>The teacher’s edition provides both research-based quantitative measures and qualitative analysis to support the selection of texts (i.e., Lexile). In the instances where a lower Lexile is presented, qualitative analysis trumps the quantitative measure.</p>
	<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>	<p>Yes</p>	<p>Text difficulty ranges from 570L—1580L.* The units align with the complexity requirements outlined in the standards and align with the exemplars in Appendix B. * Appendix A notes 955L—1155L as the grade band for grades 6—8.</p>
	<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>	<p>Yes</p>	<p>Texts increase in complexity as materials progress (e.g., texts in Unit 1 range from 860L—960L, while texts in Unit 5 (the final unit) range from 1080L—1530L). The three other units contain selections that fall within the grade band.</p>
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content</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>	<p>Yes</p>	<p>The materials are of sufficient scope and quality. Texts are worth reading, content rich, well crafted, and represent all disciplines. In Unit 5, students read, write, listen, and speak about topics that are all thematically to the big question, <i>Is it our differences of our similarities that matter the most?</i> Pieces range from a short story by Anton Chekov, an excerpt from <i>The Miracle Worker</i>, a memoir by Meip Geis, a map, and a press release from the Florida Holocaust Museum.</p>

¹ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendices A and 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			
<p>knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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>	<p>Yes</p>	<p>The materials present a sequenced collection of texts (i.e., text sets) with pieces that are all thematically related (e.g., In Unit 1, students are guided through an exploration of the big question, <i>Can all conflicts be resolved?</i> Students build knowledge systematically through reading, writing, listening, and speaking about texts related to the question. Texts include multiple short stories, magazine articles, a press release, a TV script, and novel excerpts).</p>
	<p>REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.</p>	<p>Yes</p>	<p>There are <i>Close Reading Workshops</i> included in each unit where students respond to complex texts after multiple, careful readings.</p>
	<p>2d) Nearly all texts are previously published rather than “commissioned.”</p>	<p>Yes</p>	<p>Texts are authentic and previously published, not commissioned.</p>
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect 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).</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	<p>No</p>	<p>The units often begin with literature that scaffold into informational texts. There are more literary texts included in the units, and the materials do not seek a balance in instructional time given to study the informational texts.</p>
	<p>REQUIRED 3b) 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>The materials include texts of different formats (e.g., posters, art, maps, baseball cards, etc.). Independent reading sections of units suggest titles of novels for study, but these novels are not provided with the materials and must be supplemented.</p>
	<p>3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.</p>	<p>Yes</p>	<p>The materials include many informational texts (e.g., Unit 2 provides an excerpt from <i>Zlata’s Diary</i> (literary nonfiction), a persuasive speech by US Senator Richard Durbin, and an expository essay written by Ken Burns).</p>
	<p>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p>Yes</p>	<p>There are opportunities for regular, accountable independent reading of texts in each unit.</p>

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>	N/A	
	<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>	N/A	
	<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>	N/A	
	<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>	N/A	
	<p>REQUIRED 4e) Materials guide students to read grade-level text with purpose and understanding.</p>	N/A	

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 checked="" type="checkbox"/> Yes <input 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	At least 80% of all questions are text-dependent and require students to express their ideas in both written and spoken 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>	Yes	<p>Questions and tasks at the end of each text are sequenced coherently – questions begin with comprehension and gradually increase in complexity.</p> <p>All questions and question sets are text-dependent, and elicit sustained attention to the text and its illustrations. Throughout the materials, students are asked <i>Critical Viewing</i> questions related to images that accompany text. For instance, while reading <i>Flowers for Algernon</i>, students are asked, <i>Does Charlie seem to have made progress, judging from the details in this photograph?</i></p>
	<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. (Note: <i>not every standard must be assessed with every text.</i>)</p>	Yes	<p>Questions include the language of the standards. Students are consistently asked to cite the textual evidence that most strongly supports their inferences (RL.8.1), or analyze how certain lines from a text reveals aspects of a character or provokes their decisions (RL.8.3). Students are required to use not only the language of the standards in their responses, but also textual evidence to prove their understanding.</p>
	<p>5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	Yes	<p>Questions scaffold to ensure learning progresses from recall to evaluation (e.g., Unit 1, <i>Close Reading Workshop</i>, begins with questions and tasks rooted in comprehension (key ideas and details), move on to text analysis (where students evaluate and analyze craft and structure), and then ask students to make connections to other texts they have read).</p>
	<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>	Yes	<p>Academic vocabulary is present in questions to help determine the meaning of the text and to increase vocabulary while reading.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<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 checked="" 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>	No	Assessment materials provided in the ancillary unit workbooks do not provide necessary scaffolds to allow students to develop abilities over time. Provided benchmark assessments do not assess the standards directly and rely on student recall of material rather than assessing the student’s ability to determine information from a text with questions such as <i>Which is the best definition of an epic?</i>
	<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>	No	Although there are exemplar answers in the sidebars of the Teacher Edition and annotated student exemplars/work samples in the Student Edition, there are no aligned rubrics that provide guidance for interpreting student performance (e.g., assessment guidelines and exemplars).
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	The materials include varied modes of assessments (e.g., formative and summative assessments, end-of-unit and skills based assessments, and self-assessment rubrics that students may use during writing workshops and oral presentations.
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Yes	Materials such as graphic organizers for speaking and listening and writing, Writing to Sources, and Self-Evaluation rubrics are accessible in the online Teacher Edition.

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	There are pre-reading activities that engage students and prepare them to confront the texts contained in each unit. The <i>Setting Expectations</i> portion of each unit allows students to explore the <i>big question</i> and directs them to focus on the texts in order to gain additional insight.
	<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>	Yes	Reading strategies support comprehension of specific texts and focus on building knowledge and insight of the big question/thematic understanding of each unit.
	<p>REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	Each unit provides students with extensive opportunities to reread, discuss, and write about text as it relates to the big question of each unit.
	<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>	Yes	The reading selections are centrally located within the materials and obviously the center of focus.
	<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>	Yes	Students receive guidance and support through each unit’s consistent and scaffolded model: <i>Setting Expectations, Guided Exploration, Developing Insight, and Demonstrating Independence</i> . Units provide differentiated instruction in order to meet the needs of language learners, struggling readers/writers, and reluctant readers/writers.
	<p>7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Yes	If the teacher uses the lesson planning resource tools provided in the Teacher Edition, this content can be reasonably completed within a regular school year and allows for maximum 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 and reflect the writing genres named in the standards.</p> <p><input checked="" 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>	Yes	Written tasks are rooted in higher-order thinking skills (analysis & synthesis) and compel students to defend their claims with evidence from the text.
	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as 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>	Yes	The three modes of writing are addressed. Writing tasks include compare-contrast essays, critical reviews of literature, and argumentative/problem-solution essays. All writing tasks are text-dependent and require students to rely on what they have read in order to respond.
	<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>	Yes	There are many writing opportunities, varied in length and time demands (short-answer responses, notes, summaries, multi-paragraph analyses, and research reporting). Students write frequently and there are many writing opportunities available online.
	<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>	Yes	Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards (e.g., In Unit 6, students write an argument where they defend a claim about what freedom means, whether it can be achieved, and what people must do to achieve it. They are to develop and support their claim with examples and details from the texts included in Unit 6, incorporate independent research on freedom fighters, address counter-claims made by others, and finally, evaluate their response against a self-evaluation rubric). There are many other opportunities for students to analyze, emulate, speak about, and synthesize information from the literary and informational texts within each unit. However, most directives for revision are solitary activities rather than collaboration opportunities. Occasional language standards are implied within lessons, but not directly stated. (e.g., <i>Review your draft and highlight wordy or rambling sentences</i>).
	<p>8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	Students are able to research frequently.

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 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 1, 2, and 3).</p>	Yes	Although some of the speaking and listening activities are based on the texts in the units, the texts used for Speaking and Listening Workshops do not meet the complexity requirements (i.e., there are either no texts, as in the Unit 1 Workshop on Narrative Presentation, or they are commissioned works).
	<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>	Yes	<p>Students are expected to present their findings in both oral and technology based settings.</p> <p>Students are guided to take notes and record their questions and takeaways, as they are expected to conduct panel discussions, engage in partner discussions, and participate in <i>collegial</i> discussions about texts read.</p> <p>Materials demand that students probe ideas under discussion by building on others' ideas. The materials outline <i>Criteria for Success</i>, regarding collegial discussions, reminding students to <i>build on one another's ideas and support viewpoints and opinions with sound reasoning and evidence</i>.</p>
	<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>	Yes	<p>Each unit contains various opportunities for group discussion, all relating to the big question of the unit.</p> <p>These discussions require students to engage in research in order to prepare for the discussion – students are required to cite sources, provide textual evidence to support their claims, and elaborate on the remarks of others.</p>
	<p>9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.</p>	Yes	Active listening, note taking, questioning, and commenting on others is an active part of writing activities throughout the text.

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 checked="" type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.</p>	No	There are embedded grammar activities in each text set in each unit. However, these activities are not tied to grade-level standards (e.g., the focus on common nouns is not appropriate for the 8 th grade level). There is not a clear progression of language standards.
	<p>REQUIRED 10b) Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>	Yes	Students are expected to confront their own error patterns in usage and conventions. There are opportunities to edit both their work, and the work of others.
	<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	Grammar and language conventions are addressed throughout each unit, with specific conventions explicitly tied to the reading selections/language of texts. However, student writing is modeled after the content of the selections more than as a way to develop more complex sentence structure and language usage.
	<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	Models provided in each unit provide a framework for students to make connections between the language standards, writing, reading, and speaking and listening.
	<p>10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Yes	After viewing and evaluating advertisements and peer/partner discussions students are required to share their findings in Unit 2; Students must present a persuasive speech in Unit 4.

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 meet the grade band complexity requirements and present a progression of complex texts, particularly within and among units.
	2. Quality of Texts (Non-Negotiable)	Yes	The vast majority of texts are of high quality – they are engaging, scaffolded, and allow students to build content knowledge.
	3. Range and Volume of Texts	No	Materials do not reflect the distribution of text lengths and genres suggested by the standards and do not seek a balance in instructional time given to the study of informational texts.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	Questions and tasks consistently demand students use textual evidence when responding.
	6. Assessment	No	There were no aligned assessment rubrics or exemplars provided in the materials to determine the gradual release of scaffolds. The materials did not present any pre- or self-assessment opportunities.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	There are extensive opportunities for all students, no matter ability, to encounter and comprehend grade-level text with success.
V: Writing to Sources and Research	8. Writing to Sources	Yes	The majority of written tasks are text-dependent and reflect the writing genres necessary to be CC-aligned.
VI: Speaking and Listening	9. Speaking and Listening	No	Speaking and Listening Workshops are stand-alone lessons that are not integrated into literature study nor do they provide complex text in the workshop.
VII: Language	10. Language	No	Language activities that are imbedded are not tied to grade-level standards.
FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u>			

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