

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:** 9-12

**Publisher:** Pearson Education Inc.

**Copyright:** 2015

**Overall Rating:** Tier II, Approaching quality

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

<b>STRONG</b>	<b>WEAK</b>
<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>Writing to Sources*</u>
<u>Scaffolding and Support</u>	<u>Speaking and Listening</u>
	<u>Language</u>
	*Rated strong in Grades 9-10 only

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 9 \(Tier 2\)](#)

[Grade 10 \(Tier 2\)](#)

[Grade 11 \(Tier 2\)](#)

[Grade 12 \(Tier 2\)](#)

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 Common Core Literature

**Grade:** 9

**Publisher:** Pearson Education, Inc.

**Copyright:** 2015

**Overall Rating:** Tier II, Approaching quality

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

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

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
<b>I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>1. COMPLEXITY OF TEXTS:</b> Materials present a progression of complex texts as stated by Reading Standard 10<sup>1</sup>.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>1a)</b> Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis<sup>2</sup> 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). Note: The text complexity rubric provided in the teachers’ edition could be improved by providing an explanation of how to interpret the rubric’s scale.</p>
	<p><b>REQUIRED</b> <b>1b)</b> Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in <a href="#">Appendix B</a>.</p>	Yes	<p>Texts align with complexity requirements for this grade band* and represent exemplars in the table of contents (e.g., <i>The Odyssey</i>, <i>Rules of the Game</i>, and <i>The Raven</i> are all Appendix B exemplars). *Appendix A notes 1080L—1305L as the grade band for grades 9—10.</p>
	<p><b>REQUIRED</b> <b>1c)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	<p>The text increase in complexity across the grade band. The knowledge demands for <i>The Most Dangerous Game</i> in Unit 1 are not as challenging as <i>The Odyssey</i> in Unit 5.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>2. QUALITY OF TEXTS:</b> 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</p>	<p><b>REQUIRED</b> <b>2a)</b> 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>All of the text are content rich and include various topics (e.g., science-based memoirs, an essay on the Great Depression, and a photograph from an Empire State Building).</p>
	<p><b>REQUIRED</b> <b>2b)</b> 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 collection of texts builds knowledge systematically by establishing a common theme and essential question for each unit (e.g., In Unit 1 the essential question, <i>Is conflict necessary?</i></p>

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

<sup>2</sup> 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
<b>I. Text Selection</b>			
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	<b>REQUIRED</b> <b>2c)</b> Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	Yes	Within the sequence, the specific texts are selected for careful readings. Passages are identified and paired with close-reading activities, with answers and differentiation guides provided in the teacher edition of the text.
	<b>2d)</b> Nearly all texts are previously published rather than “commissioned.”	Yes	There are no commissioned pieces
<b>3. RANGE AND VOLUME OF TEXTS:</b> 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 <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a> , <a href="#">RL.9-10.6</a> , <a href="#">RI.7.7</a> , or <a href="#">RI.11-12.9</a> ).  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>3a)</b> In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	No	Materials do not seek a balance, as only 30% of the total number of texts are informational. Teachers would have to supplement materials to balance instructional time between literature and informational pieces.
	<b>REQUIRED</b> <b>3b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	No	All formats of texts are included (e.g., editorial cartoon, photo essay, and painting). Independent reading sections of units suggest titles of novels for study, but these novels are not provided with the materials and must be supplemented.
	<b>3c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	Yes	There are over 40 informational texts included. These texts range from speeches to research essays to arguments. There are some non-fiction texts that are narrative in structure (biographies and narrative essays), but the structure is predominately informational.
	<b>3d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	Within each unit, there is online-text resources designed for independent readings. There are also extended text recommendations (literary and informational) for each unit in the text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>II. Foundational Skills (grades 3-5 only)</b>			
<p><b>Tier 1 and 2 Non-Negotiable*</b></p> <p><b>4. FOUNDATIONAL SKILLS:</b> 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><b>REQUIRED</b> <b>4a)</b> Materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A	
	<p><b>REQUIRED</b> <b>4b)</b> 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><b>REQUIRED</b> <b>4c)</b> Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	N/A	
	<p><b>REQUIRED</b> <b>4d)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p>	N/A	
	<p><b>REQUIRED</b> <b>4e)</b> 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
<b>III. Questions and Tasks</b>			
<p><b>Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS:</b> 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><b>REQUIRED</b> <b>5a)</b> 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	<p>Approximately 90% of all questions in the textbook are text-dependent questions and students are required to respond both verbally and in writing.</p> <p>Note: Only 10% of the questions are truly text dependent and most are focused on recall and comprehension of the text in the ancillary materials.</p>
	<p><b>REQUIRED</b> <b>5b)</b> 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>The sequence of questions elicits sustained attention to the text by driving the student back to the text itself.</p> <p>Note: The questions are not sequenced to build knowledge in the ancillary materials.</p>
	<p><b>REQUIRED</b> <b>5c)</b> 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. (<b>Note:</b> not every standard must be assessed with every text.)</p>	Yes	<p>Questions refer to specifics of the texts to require students back to specific parts of the text and include language such as <i>cite specific details</i>.</p> <p>Note: Questions do not use the language of the standards in the ancillary materials</p>
	<p><b>5d)</b> Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	Yes	<p>Questions build from literal level to the inferential level and leading to the thematic level in a series of 9 to 10 questions.</p> <p>Note: This is not the case in the ancillary materials.</p>
	<p><b>5e)</b> Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.</p>	No	<p>There is an opportunity for studying the academic vocabulary found in the texts as an isolated activity. Questions do not guide the student back to the text.</p> <p>Note: There is limited vocabulary study in the ancillary materials. Benchmark assessments are based on recall and comprehension questions.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
<p><b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>6a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<b>No</b>	Assessment materials provided in the ancillary materials do not provide the necessary scaffolds to allow for the assessment of independent abilities.
	<p><b>REQUIRED</b> <b>6b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<b>No</b>	There are no aligned rubrics or exemplars provided in the materials.
	<p><b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<b>Yes</b>	There are varied modes of assessments for each unit (e.g., multiple-choice, written and simulated research tasks). There are benchmark assessments, but no self-assessments.
	<p><b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<b>Yes</b>	The assessments that are available are unbiased and accessible.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>IV. Scaffolding and Support</b>			
<p><b>7. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	Pre-reading activities are included with each text in each unit. These activities fall within the 10% of time. Instructions for these activities are found in the margins of the teacher’s edition.
	<p><b>REQUIRED</b> <b>7b)</b> 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	The strategies employed focus on multiple readings, gradually becoming more independent, fostering comprehension. There are strategic suggestions for the teacher for first, second, and third reads in the margins of the teacher’s edition.
	<p><b>REQUIRED</b> <b>7c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	There are portions selected for closed-reading with questions embedded in the margins of the texts for the students and the teacher. There are also close-reading workshops in each unit to help students learn the skills of close reading.
	<p><b>REQUIRED</b> <b>7d)</b> 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 materials are cleanly laid out and center on student learning. The table of contents provides ease of navigation.
	<p><b>7e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	No	Some suggestions are offered, but no materials provided to support varying student needs, alternative pacing, and/or remediation.  There are differentiation suggestions in the margins of the teacher editions, ranging from <i>enriching advance learners</i> to <i>accessibility for struggling readers</i> . There are suggestions for <i>customizing the text set</i> .
	<p><b>7f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Yes	It is reasonable that the teacher could complete the five units within the course of the year. There is a lesson pacing guide in the teacher’s edition for the text set selections.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>V. Writing to Sources and Research</b>			
<p><b>8. WRITING TO SOURCES:</b> 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><b>REQUIRED</b> <b>8a)</b> 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	Most written tasks ask students to analyze the texts and draw in textual evidence and make inferences. The process of this is embedded in the text and then has its culmination in the activities that follow.
	<p><b>REQUIRED</b> <b>8b)</b> 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 present, along with other blended modes such as comparison/contrast essays. There is a maximum of one narrative prompt per unit.
	<p><b>REQUIRED</b> <b>8c)</b> 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 varied lengths and timed demands for writings, ranging from constructed response to full-length essays.
	<p><b>REQUIRED</b> <b>8d)</b> 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 discuss, write and research about the characters in “The Scarlett Ibis.” Group discussions are held to gather ideas. They use the information gathered from the texts to construct an informative 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><b>8e)</b> Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	Short research projects are embedded throughout each unit.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VI. Speaking and Listening</b>			
<p><b>9. SPEAKING AND LISTENING:</b> 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><b>REQUIRED</b> <b>9a)</b> 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>	<b>No</b>	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 Evaluating a Speech, or they are commissioned works).
	<p><b>REQUIRED</b> <b>9b)</b> 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>	<b>No</b>	<p>There are group discussions included in the units (at the beginning and the end) that offer suggested questions/starters.</p> <p>But most Speaking and Listening standards are identified in workshop units that focus directly on those standards and do not engage the other standards or integrate speaking and listening into the effective analysis of literary text.</p>
	<p><b>REQUIRED</b> <b>9c)</b> 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>	<b>Yes</b>	In each unit, there is a focus on using the anchor text, gathering additional evidence, organizing the arguments/claims, and the oral presentation of those findings through activities such as debates, speeches, and collaborative discussions. Students are instructed to consider their language choices in each activity.
	<p><b>9d)</b> Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.</p>	<b>Yes</b>	In beginning of the text group discussion students are instructed to ask relevant questions and build on one another's ideas. There are discussion models available to the teacher in the teacher's edition.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VII. Language</b>			
<p><b>10. LANGUAGE:</b> 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><b>REQUIRED</b> <b>10a)</b> 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 <a href="#">standards</a>.</p>	<b>No</b>	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 the convention of direct and indirect objects is not appropriate for the 9 <sup>th</sup> grade level).
	<p><b>REQUIRED</b> <b>10b)</b> Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>	<b>Yes</b>	Students are encouraged in the written activities to address errors and issues and patterns as well as incorporate strategies covered in the grammar lessons in their own writing.
	<p><b>REQUIRED</b> <b>10c)</b> 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>	<b>No</b>	The vocabulary, and grammar and conventions practices use examples from the texts and ask students to go back to the text and find examples of usage patterns and sentence structure. 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><b>REQUIRED</b> <b>10d)</b> 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>	<b>Yes</b>	Students are instructed to use grade-appropriate language standards in their own writing and discussions.
	<p><b>10e)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	<b>Yes</b>	Students use activities such as debates and speeches to practice appropriate language and style.

**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.

<b>FINAL EVALUATION</b>			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
<b>Section</b>	<b>Criteria</b>	<b>Y/N</b>	<b>Final Justification/Comments</b>
I: Text Selection	1. Complexity of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	Texts meet the complexity requirements of the standards.
	2. Quality of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	Texts are not commissioned, but represent quality Appendix B exemplars.
	3. Range and Volume of Texts	<b>No</b>	Materials do not reflect the distribution of text lengths and genres suggested by the standards and do not seek a balance in instructional time is given to study the informational texts.
II: Foundational Skills	4. Foundational Skills <b>(Non-Negotiable*)</b>	<b>N/A</b>	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	<b>Yes</b>	90% or more of the questions are text-dependent and drive the student back to the texts.
	6. Assessment	<b>No</b>	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	<b>Yes</b>	The materials provide text sets and activities that are progressively independent.
V: Writing to Sources and Research	8. Writing to Sources	<b>Yes</b>	Various modes of writing are used, and there is integration of the other standards with writing.
VI: Speaking and Listening	9. Speaking and Listening	<b>No</b>	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	<b>No</b>	Language activities that are imbedded are not tied to grade-level standards.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u></b>			

\*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:** 10

**Publisher:** Pearson Education, Inc.

**Copyright:** 2015

**Overall Rating:** Tier II, Approaching quality

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

<b>STRONG</b>	<b>WEAK</b>
<a href="#">Complexity of Texts</a> (Non Negotiable)	<a href="#">Range and Volume of Texts</a>
<a href="#">Quality of Texts</a> (Non Negotiable)	<a href="#">Assessment</a>
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<a href="#">Writing to Sources</a>	

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
<b>I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>1. COMPLEXITY OF TEXTS:</b> Materials present a progression of complex texts as stated by Reading Standard 10<sup>1</sup>.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>11a)</b> Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis<sup>2</sup> 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). Note: The text complexity rubric provided in the teachers’ edition could be improved by providing an explanation of how to interpret the rubric’s scale.</p>
	<p><b>REQUIRED</b> <b>1b)</b> Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars of texts.in <a href="#">Appendix B</a>.</p>	Yes	<p>Texts align with complexity requirements for this grade band* and represent exemplars in the table of contents (e.g., <i>Fahrenheit 451</i>, <i>Things Fall Apart</i>, and <i>A Doll’s House</i> are all Appendix B exemplars). *Appendix A notes 1080L—1305L as the grade band for grades 9—10.</p>
	<p><b>REQUIRED</b> <b>1c)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	<p>The text increase in complexity across the grade band. The knowledge demands for <i>The Contents of a Dead Man’s Pocket</i>, in Unit 1 are not as challenging as <i>The Masque of the Red Death</i> and <i>Arthur Becomes King of Britain</i> in Unit 5.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>2. QUALITY OF TEXTS:</b> Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward</p>	<p><b>REQUIRED</b> <b>2a)</b> 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>All of the text are content rich and include various topics (e.g., editorial from the New York Times on the anniversary of the fall of the Berlin Wall and a painting called <i>Car Reflection</i> from the 1970’s).</p>

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

<sup>2</sup> 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
<b>I. Text Selection</b>			
<p>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><b>REQUIRED</b>  <b>2b)</b> 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	The collection of texts builds knowledge systematically by establishing a common theme and essential question for each unit (e.g., In Unit 1 the essential question is <i>Can progress be made without conflict?</i> ).
	<p><b>REQUIRED</b>  <b>2c)</b> Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.</p>	Yes	Within the sequence, the specific texts are selected for careful readings. Passages are identified and paired with close-reading activities, with answers and differentiation guides provided in the teacher edition of the text.
	<p><b>2d)</b> Nearly all texts are previously published rather than “commissioned.”</p>	Yes	There are no commissioned pieces
<p><b>3. RANGE AND VOLUME OF TEXTS:</b> 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 <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a>, <a href="#">RL.9-10.6</a>, <a href="#">RI.7.7</a>, or <a href="#">RI.11-12.9</a>).</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>3a)</b> In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	No	Materials do not seek a balance, as only 30% of the total number of texts are informational. Teachers would have to supplement materials to balance instructional time between literature and informational pieces.
	<p><b>REQUIRED</b>  <b>3b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	No	All formats of texts are included (e.g., editorial cartoon, photo essay, and painting). 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><b>3c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.</p>	Yes	Over 40 informational texts are included. These texts range from speeches to research essays to arguments. There are some non-fiction texts that are narrative in structure (biographies and narrative essays), but the structure is predominately informational.
	<p><b>3d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	Yes	Within each unit, there is online-text resources designed for independent readings. There are also extended text recommendations (literary and informational) for each unit in the text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>II. Foundational Skills (grades 3-5 only)</b>			
<p><b>Tier 1 and 2 Non-Negotiable*</b></p> <p><b>4. FOUNDATIONAL SKILLS:</b> 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><b>REQUIRED</b></p> <p><b>4a)</b> Materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>4b)</b> 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><b>REQUIRED</b></p> <p><b>4c)</b> Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>4d)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>4e)</b> 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
<b>III. Questions and Tasks</b>			
<p><b>Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS:</b> 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><b>REQUIRED</b> <b>5a)</b> 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	<p>Approximately 90% of all questions in the textbook are text-dependent questions and students are required to respond both verbally and in writing.</p> <p>Note: In the ancillaries, only 10% of the questions are truly text dependent and most are focused on recall and comprehension of the text.</p>
	<p><b>REQUIRED</b> <b>5b)</b> 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>The sequence of questions elicits sustained attention to the text by driving the student back to the text itself.</p>
	<p><b>REQUIRED</b> <b>5c)</b> 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. (<b>Note:</b> not every standard must be assessed with every text.)</p>	Yes	<p>Questions refer to specifics of the texts to require students back to specific parts of the text and include language such as <i>cite specific details</i>.</p>
	<p><b>5d)</b> Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	Yes	<p>Questions build from literal level to the inferential level and leading to the thematic level in a series of 9 to 10 questions.</p>
	<p><b>5e)</b> Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.</p>	No	<p>There is an opportunity for studying the academic vocabulary found in the texts as an isolated activity. Questions do not guide the student back to the text.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
<p><b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>6a)</b> 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 materials do not provide the necessary scaffolds to allow for the assessment of independent abilities.
	<p><b>REQUIRED</b> <b>6b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	No	There are no aligned rubrics or exemplars provided in the materials.
	<p><b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	There are varied modes of assessments for each unit (e.g., multiple-choice, written and simulated research tasks). There are benchmark assessments, but no self-assessments.
	<p><b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Yes	The assessments that are available are unbiased and accessible.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>IV. Scaffolding and Support</b>			
<p><b>7. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	Pre-reading activities are included with each text in each unit. These activities fall within the 10% of time. Instructions for these activities are found in the margins of the teacher’s edition.
	<p><b>REQUIRED</b> <b>7b)</b> 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	The strategies employed focus on multiple readings, gradually becoming more independent, fostering comprehension. There are strategic suggestions for the teacher for first, second, and third reads in the margins of the teacher’s edition.
	<p><b>REQUIRED</b> <b>7c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	There are portions selected for closed-reading with questions embedded in the margins of the texts for the students and the teacher. There are also close-reading workshops in each unit to help students learn the skills of close reading.
	<p><b>REQUIRED</b> <b>7d)</b> 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 materials are cleanly laid out and center on student learning. The table of contents provides ease of navigation.
	<p><b>7e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	No	Some suggestions are offered, but no materials provided to support varying student needs, alternative pacing, and/or remediation.  There are differentiation suggestions in the margins of the teacher editions, ranging from <i>enriching advance learners</i> to <i>accessibility for struggling readers</i> . There are suggestions for <i>customizing the text set</i> .
	<p><b>7f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Yes	It is reasonable that the teacher could complete the five units within the course of the year. There is a lesson pacing guide in the teacher’s edition for the text set selections.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>V. Writing to Sources and Research</b>			
<p><b>8. WRITING TO SOURCES:</b> 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><b>REQUIRED</b> <b>8a)</b> 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	Most written tasks ask students to analyze the texts and draw in textual evidence and make inferences. The process of this is embedded in the text and then has its culmination in the activities that follow.
	<p><b>REQUIRED</b> <b>8b)</b> 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 present, along with other blended modes such as comparison/contrast essays. There is a maximum of one narrative prompt per unit.
	<p><b>REQUIRED</b> <b>8c)</b> 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 varied lengths and timed demands for writings, ranging from constructed response to full-length essays.
	<p><b>REQUIRED</b> <b>8d)</b> 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 3, students discuss, write and research about the effects of nuclear destruction in “There Will Come Soft Rains.” Group discussions are held to gather ideas. They use the information gathered from the text to construct an analytical essay after researching the atomic age). 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><b>8e)</b> Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	Short research projects are embedded throughout each unit.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VI. Speaking and Listening</b>			
<p><b>9. SPEAKING AND LISTENING:</b> 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><b>REQUIRED</b> <b>9a)</b> 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 3 Workshop on Analyzing Media Message, or they are commissioned works).
	<p><b>REQUIRED</b> <b>9b)</b> 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>	No	<p>There are group discussions included in the units (at the beginning and the end) that offer suggested questions/starters.</p> <p>But most Speaking and Listening standards are identified in workshop units that focus directly on those standards and do not engage the other standards or integrate speaking and listening into the effective analysis of literary text.</p>
	<p><b>REQUIRED</b> <b>9c)</b> 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	In each unit, there is a focus on using the anchor text, gathering additional evidence, organizing the arguments/claims, and the oral presentation of those findings through activities such as debates, speeches, and collaborative discussions. Students are instructed to consider their language choices in each activity.
	<p><b>9d)</b> Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.</p>	Yes	In beginning of the text group discussion students are instructed to ask relevant questions and build on one another's ideas. There are discussion models available to the teacher in the teacher's edition.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VII. Language</b>			
<p><b>10. LANGUAGE:</b> 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><b>REQUIRED</b> <b>10a)</b> 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 <a href="#">standards</a>.</p>	<b>No</b>	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 the convention of direct and indirect object is not appropriate for the 10 <sup>th</sup> grade level).
	<p><b>REQUIRED</b> <b>10b)</b> Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>	<b>Yes</b>	Students are encouraged in the written activities to address errors and issues and patterns as well as incorporate strategies covered in the grammar lessons in their own writing.
	<p><b>REQUIRED</b> <b>10c)</b> 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>	<b>No</b>	The vocabulary, and grammar and conventions practices use examples from the texts and ask students to go back to the text and find examples of usage patterns and sentence structure. 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><b>REQUIRED</b> <b>10d)</b> 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>	<b>Yes</b>	Students are instructed to use grade-appropriate language standards in their own writing and discussions.
	<p><b>10e)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	<b>Yes</b>	Students use activities such as debates and speeches to practice appropriate language and style.

**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.

<b>FINAL EVALUATION</b>			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
<b>Section</b>	<b>Criteria</b>	<b>Y/N</b>	<b>Final Justification/Comments</b>
I: Text Selection	1. Complexity of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	Texts meet the complexity requirements of the standards.
	2. Quality of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	Texts are not commissioned, but represent quality Appendix B exemplars.
	3. Range and Volume of Texts	<b>No</b>	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 <b>(Non-Negotiable*)</b>	<b>N/A</b>	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	<b>Yes</b>	90% or more of the questions are text-dependent and drive the student back to the texts.
	6. Assessment	<b>No</b>	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	<b>Yes</b>	The materials provide text sets and activities that are progressively independent.
V: Writing to Sources and Research	8. Writing to Sources	<b>Yes</b>	Various modes of writing are used, and there is integration of the other standards with writing.
VI: Speaking and Listening	9. Speaking and Listening	<b>No</b>	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	<b>No</b>	Language activities that are embedded are not tied to the grade-level standards.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u></b>			

\*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:** 11 (American Literature)

**Publisher:** Pearson Education, Inc.

**Copyright:** 2015

**Overall Rating:** Tier II, Approaching quality

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

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

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
<b>I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. COMPLEXITY OF TEXTS:</b> Materials present a progression of complex texts as stated by Reading Standard 10<sup>1</sup>.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis<sup>2</sup> were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	<b>Yes</b>	<p>A Text Complexity Rubric is used for each literary/literary-informational text selection that includes researched-based quantitative and qualitative measures. A rubric which describes reader and task suggestions is also provided. Note: There is no explanation of how the rating scale is applied (i.e. does the scale rate 1 higher, or a 5 higher?)</p>
	<p><b>REQUIRED</b></p> <p><b>1b)</b> Texts for each grade band align with the complexity requirements outlined in the standards and with the complexity of exemplars provided in Appendices A and B.</p>	<b>Yes</b>	<p>Texts align with the complexity requirements* and Appendix B exemplars are labeled.</p> <p>Note: The labeling can be somewhat misleading (e.g., In the instance where 23 lines of an exemplar <i>A Raisin in the Sun</i> is used in one place, but the entire <i>Crucible</i> is included in another as the drama selection).</p> <p>*Appendix A notes 1215L—1355L as the grade band for grades 11—College Career Ready (CCR).</p>
	<p><b>REQUIRED</b></p> <p><b>1c)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills</p>	<b>Yes</b>	<p>Due to the chosen organization of chronological development of American literature, texts are not always stair cased across the units, but there is a staircase between grade levels. Non-prose texts increase at an appropriate rate from 10<sup>th</sup> to 12<sup>th</sup> grade.</p>

<sup>1</sup> Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendices A and B

<sup>2</sup> 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
<b>I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>2. QUALITY OF TEXTS:</b>            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><b>REQUIRED</b>  <b>2a)</b> 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	90% of the texts are worth reading, representing traditional American literature and covering seminal U.S. documents
	<p><b>REQUIRED</b>  <b>2b)</b> 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	Each unit builds knowledge of the evolution of American society over time and includes workshops on writing, speaking and listening, language, and text sets.
	<p><b>REQUIRED</b>  <b>2c)</b> Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.</p>	Yes	Each unit contains multiple text sets which are organized around an identified anchor text. Multiple read protocols and guided close read directives are included (e.g., reading to identify key details, then reading to analyze structure, and finally reading to connect big ideas and other texts). The online Close Reading Tool chunks selected texts and asks guiding questions to allow students to interact with the text and complete their analysis in writing.
	<p><b>2d)</b> Nearly all texts are previously published rather than “commissioned.”</p>	Yes	More than 95% of texts are previously published and not commissioned.
<p><b>3. RANGE AND VOLUME OF TEXTS:</b>            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 <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a>, <a href="#">RL.9-10.6</a>, <a href="#">RI.7.7</a>, or <a href="#">RI.11-12.9</a>).</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>3a)</b> In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	No	Materials are misleading in identifying a 50% literature/50% informational balance in texts. Materials include 110 literary texts and 120 informational, but this ratio also includes the historical background as informational texts. The teaching time and emphasis on analysis and close reading is not balanced between informational and literary tests.
	<p><b>REQUIRED</b>  <b>3b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	No	Print media includes visual art and graphics, and online resources offer film, audio and additional text sets. Longer titles for independent reading and novels for study are not provided with the materials and must be supplemented.
	<p><b>3c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.</p>	Yes	Nonfiction materials include a 60/40 ratio of literary and informational nonfiction.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Text Selection</b>			
	<b>3d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	<b>Yes</b>	Each unit offers suggested independent readings and includes text complexity rubrics for each suggested text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>II. Foundational Skills (grades 3-5 only)</b>			
<p><b>Tier 1 and 2 Non-Negotiable*</b></p> <p><b>4. FOUNDATIONAL SKILLS:</b> 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><b>REQUIRED</b> <b>4a)</b> Materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A	
	<p><b>REQUIRED</b> <b>4b)</b> 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><b>REQUIRED</b> <b>4c)</b> Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	N/A	
	<p><b>REQUIRED</b> <b>4d)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p>	N/A	
	<p><b>REQUIRED</b> <b>4e)</b> 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
<b>III. Questions and Tasks</b>			
<p><b>Non-Negotiable 5. TEXT--DEPENDENT QUESTIONS:</b> 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><b>REQUIRED</b> <b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>Of the questions provided in the teacher and student editions at least 90% are text dependent. Questions build knowledge and connect ideas across texts to the unit's essential questions (e.g., <i>What makes American literature American?</i> Use examples from text and words from the essential questions in your response: individualism, ambition, persistence, extreme.)</p> <p>Note: Only 30% of the questions in the ancillary materials are text dependent. Many of these question sets measure recall or comprehension.</p>
	<p><b>REQUIRED</b> <b>5b)</b> 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>	<p><b>Yes</b></p>	<p>In the student and teacher textbooks, short sets of sequenced, text-dependent questions address higher order thinking skills and build in complexity within and across the units. Each unit contains at least one question or activity that connects texts either through written or spoken response.</p> <p>Note: The ancillary materials elicit questions of comprehension with little connection or building of knowledge across question sets.</p>
	<p><b>REQUIRED</b> <b>5c)</b> 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>	<p><b>Yes</b></p>	<p>Questions in the teacher/student editions include the language of the standards such as citing specific text details and are divided by focus topics of the standards (e.g., Craft and Structure).</p> <p>Note: The ancillary material do not use the language or complexity of the standards.</p>
	<p><b>5d)</b> Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	<p><b>Yes</b></p>	<p>Most question sets in the teacher/student editions focus on key details and progress to integration of knowledge and ideas.</p> <p>Note: There is no sequencing of questions in the ancillary materials that demonstrate the progression of higher order thinking skills.</p>
	<p><b>5e)</b> 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>	<p><b>No</b></p>	<p>Although there are workshops dedicated to academic vocabulary at the beginning of the text, opportunities for students to engage in academic vocabulary from the texts is not apparent. There are limited vocabulary questions in the ancillary materials.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
<p><b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>6a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<b>No</b>	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><b>REQUIRED</b> <b>6b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<b>No</b>	There are no exemplars or rubrics available in the materials
	<p><b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<b>Yes</b>	There are benchmark assessments distributed across units.  Some questions provide cold reads and text-dependent questions, some items require recall or comprehension of previously read materials.
	<p><b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<b>No</b>	Although materials are unbiased and accessible to all students, they do not accurately assess student proficiency of the standards.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>IV. Scaffolding and Support</b>			
<p><b>7. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<b>Yes</b>	<p>Pre-reading strategies mostly involve the teacher asking an essential question such as <i>What is the relationship between literature and place?</i> Students are then directed to read short passages of historical context before reading literary text.</p>
	<p><b>REQUIRED</b> <b>7b)</b> 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>	<b>Yes</b>	<p>Multiple reading and comprehension strategies are suggested for use, with varied activities for struggling or advanced students. Arrangement of texts within each unit is designed to support students in answering essential questions through understanding of complex text and its historical context.</p>
	<p><b>REQUIRED</b> <b>7c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	<b>Yes</b>	<p>Questions in the teacher edition direct teachers to specific sections of text for closer reading and analysis, offering exemplar responses to questions. Understanding of essential questions for the unit are embedded throughout the reading of the text.</p>
	<p><b>REQUIRED</b> <b>7d)</b> 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>	<b>Yes</b>	<p>Teacher/student editions provide clear access to the literary text while supporting the text with supplemental artwork and teacher guidance.</p>
	<p><b>7e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	<b>Yes</b>	<p>Supports for struggling students are provided. They vary from individualized support to small group support, such as having students read small chunks and then summarize key ideas with partners.</p> <p>Supports for advanced learners are not always tied to an extension of the standard being addressed in the current lesson.</p>
	<p><b>7f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	<b>Yes</b>	<p>The content is appropriate for the typical school year. Pacing charts that break down the pre-reading, close reading, and assessment options are included in each unit.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>V. Writing to Sources and Research</b>			
<p><b>8. WRITING TO SOURCES:</b> The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>8a)</b> 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	Writing prompts are included throughout the units, either at the conclusion of a larger text or a text set. Students are directed to use textual evidence to support development of ideas. Online writing lessons provide support for both teachers and students.
	<p><b>REQUIRED</b> <b>8b)</b> 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	Multiple modes of writing are addressed throughout units, including analytical writing such as writing an essay that compares the view of different speakers from two poems on a similar topic.
	<p><b>REQUIRED</b> <b>8c)</b> 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	Each unit concludes with an extended writing opportunity. Shorter writing prompts are available in the ancillary materials. Guided notes and summaries can be utilized in the online close reading activities that teachers can assign to students.
	<p><b>REQUIRED</b> <b>8d)</b> 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>	No	There are few opportunities for connections between speaking/listening standards and other standards. 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 identify areas where you use generalizations</i> ).
	<p><b>8e)</b> Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	Short research projects are embedded throughout each unit, although most research opportunities are suggestions for advanced learners rather than all students.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VI. Speaking and Listening</b>			
<p><b>9. SPEAKING AND LISTENING:</b> 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><b>REQUIRED</b> <b>9a)</b> 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>	<b>No</b>	Although some of the speaking and listening activities are based on the texts in the , 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 6 Workshop on Comparing Print News Coverage, or they are commissioned works).
	<p><b>REQUIRED</b> <b>9b)</b> 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>	<b>No</b>	<p>There are group discussions included in the units (at the beginning and the end) that offer suggested questions/starters.</p> <p>But most Speaking and Listening standards are identified in workshop units that focus directly on those standards and do not engage the other standards or integrate speaking and listening into the effective analysis of literary text.</p>
	<p><b>REQUIRED</b> <b>9c)</b> 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>	<b>No</b>	Speaking and Listening standards are embedded sparingly throughout the resource so there is not sufficient opportunity for building and connections between standards. Most Speaking and Listening tasks occur in the unit introductions and Speaking and Listening Workshops.
	<p><b>9d)</b> Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.</p>	<b>Yes</b>	The materials provide opportunities for students to develop active listening skills through note taking, relevant questions and elaboration.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VII. Language</b>			
<p><b>10. LANGUAGE:</b> 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><b>REQUIRED</b> <b>10a)</b> 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 <a href="#">standards</a>.</p>	<b>No</b>	Language standards are included in each unit, but they are not fully integrated with the instruction. There is not a clear progression of language standards. They appear to be hit or miss throughout instruction.
	<p><b>REQUIRED</b> <b>10b)</b> Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>	<b>Yes</b>	<p>Students are expected to revise written materials on their own.</p> <p>Note: Very little guidance for the instruction of these language standards is given.</p>
	<p><b>REQUIRED</b> <b>10c)</b> 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>	<b>No</b>	While the language of literary text is often addressed through teacher/student edition guiding questions, very little modeling of complex texts is suggested.
	<p><b>REQUIRED</b> <b>10d)</b> 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>	<b>Yes</b>	Models provided in each unit provide a framework for students to make connections between the language standards, writing, reading, and speaking and listening.
	<p><b>10e)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	<b>Yes</b>	There are opportunities for students to practice real-world writing activities, but little attention is given to the Language standards that could be addressed.

**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.

<b>FINAL EVALUATION</b>			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
<b>Section</b>	<b>Criteria</b>	<b>Y/N</b>	<b>Final Justification/Comments</b>
I: Text Selection	1. Complexity of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	Texts are appropriately complexity for the grade band 11-CCR and include many exemplars from Appendix B.
	2. Quality of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	Texts are of a high quality and arranged in text sets around essential questions.
	3. Range and Volume of Texts	<b>No</b>	There is not a balance of instructional time between literary and informational texts and lengthier texts for independent reading are not provided.
II: Foundational Skills	4. Foundational Skills <b>(Non-Negotiable*)</b>	<b>N/A</b>	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	<b>Yes</b>	Text-dependent questions in the teacher edition are adequate; however, questions provided in the ancillary materials contain a large percentage of comprehension and non-essential questions.
	6. Assessment	<b>No</b>	Benchmark assessments are provided; however, there are no aligned rubrics or student exemplars.
IV: Scaffolding and Support	7. Scaffolding and Support	<b>Yes</b>	Pre-reading and guided questions lead students through an engagement with the text instead of telling them what to know. Support for advanced learners is not as strong.
V: Writing to Sources and Research	8. Writing to Sources	<b>No</b>	There are few opportunities for connection between writing standards and speaking/listening standards.
VI: Speaking and Listening	9. Speaking and Listening	<b>No</b>	There are few opportunities for connections between speaking/listening standards and other standards. Many speaking/listening opportunities seem to be stand-alone activities.
VII: Language	10. Language	<b>No</b>	Language is not embedded in the study of the literature. There is little opportunity for connections between writing and speaking/listening standards.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u></b>			

\*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:** 12 (British Literature)

**Publisher:** Pearson Education, Inc.

**Copyright:** 2015

**Overall Rating:** Tier II, Approaching quality

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

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

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
<b>I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. COMPLEXITY OF TEXTS:</b> Materials present a progression of complex texts as stated by Reading Standard 10<sup>1</sup>.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis<sup>2</sup> were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	<p><b>Yes</b></p>	<p>A Text Complexity Rubric is used for each literary/literary-informational text selection that includes researched-based quantitative and qualitative measures. A rubric which describes reader and task suggestions is also provided.</p> <p>Note: There is no explanation of how the rating scale is applied (i.e. does the scale rate 1 higher, or a 5 higher?)</p>
	<p><b>REQUIRED</b></p> <p><b>1b)</b> Texts for each grade band align with the complexity requirements outlined in the standards and with the complexity of exemplars provided in Appendices A and B.</p>	<p><b>Yes</b></p>	<p>Texts align with the complexity requirements* and Appendix B exemplars are labeled.</p> <p>Note: The labelling can be somewhat misleading (e.g., where 75 lines of <i>Hamlet</i> is used in one place, but the entire <i>Macbeth</i> exemplar used in another).</p> <p>*Appendix A notes 1215L—1355L as the grade band for grades 11—College Career Ready (CCR).</p>
	<p><b>REQUIRED</b></p> <p><b>1c)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills</p>	<p><b>Yes</b></p>	<p>Due to the chosen organization of chronological development of American and British literature, texts are not always stair cased across the units, but there is a staircase between grade levels. The increase in non-prose texts in 12th grade is considerably more complex than the 11<sup>th</sup>.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>2. QUALITY OF TEXTS:</b> Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward</p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> 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><b>Yes</b></p>	<p>90% of the texts are worth reading, representing classic British literature, but there seem to be some non-related texts included to simply meet the requirements of science and technical subject texts (i.e. Mayor’s Annual Report 2004).</p>

<sup>1</sup> Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendices A and B

<sup>2</sup> 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
<b>I. Text Selection</b>			
<p>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><b>REQUIRED</b>  <b>2b)</b> 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	Each unit builds knowledge of the evolution of British society over time and includes workshops on writing, speaking and listening, language, and text sets.
	<p><b>REQUIRED</b>  <b>2c)</b> Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.</p>	Yes	Each unit contains multiple text sets which are organized around an identified anchor text. In addition multiple read protocols and guided close read directives are included for most texts. An example would be reading to identify key details, then reading to analyze structure, and finally reading to connect big ideas and other texts. The online Close Reading Tool chunks selected texts and asks guiding questions to allow students to interact with the text and complete their analysis in writing.
	<p><b>2d)</b> Nearly all texts are previously published rather than “commissioned.”</p>	Yes	More than 95% of texts are previously published and not commissioned.
<p><b>3. RANGE AND VOLUME OF TEXTS:</b>  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 <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a>, <a href="#">RL.9-10.6</a>, <a href="#">RI.7.7</a>, or <a href="#">RI.11-12.9</a>).</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>3a)</b> In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	No	Materials are misleading in identifying a 50% literature and 50% informational balance in texts. Materials include 110 literary texts and 120 informational, but this ratio also includes the historical background as informational texts. The teaching time and emphasis on analysis and close reading is not balanced between informational and literary tests.
	<p><b>REQUIRED</b>  <b>3b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	No	Print media includes visual art and graphics, and online resources offer film, audio and additional text sets. Longer titles for independent reading and novels for study are not provided with the materials and must be supplemented.
	<p><b>3c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.</p>	Yes	Nonfiction materials include a 50/50 ratio of literary and informational nonfiction.
	<p><b>3d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	Yes	Each unit offers suggested independent readings and includes text complexity rubrics for each suggested text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>II. Foundational Skills (grades 3-5 only)</b>			
<p><b>Tier 1 and 2 Non-Negotiable*</b></p> <p><b>4. FOUNDATIONAL SKILLS:</b> 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><b>REQUIRED</b> <b>4a)</b> Materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A	
	<p><b>REQUIRED</b> <b>4b)</b> 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><b>REQUIRED</b> <b>4c)</b> Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	N/A	
	<p><b>REQUIRED</b> <b>4d)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p>	N/A	
	<p><b>REQUIRED</b> <b>4e)</b> 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
<b>III. Questions and Tasks</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>5. TEXT-DEPENDENT QUESTIONS:</b> 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><b>REQUIRED</b></p> <p><b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>Of the questions provided in the teacher and student editions at least 80% are text dependent; Question sets often end with non-essential questions such as “What type of music, if any, would serve as accompaniment for Psalm 137? Why?”</p> <p>Note: Only 10% of the questions in the ancillary materials are text dependent. Many of these questions sets measure recall or comprehension.</p>
	<p><b>REQUIRED</b></p> <p><b>5b)</b> 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>	<p><b>Yes</b></p>	<p>In the student and teacher textbooks, short sets of sequenced, text-dependent questions address higher order thinking skills and build in complexity within and across the units. Each unit contains at least one question or activity that connects texts either through written or spoken response.</p> <p>Note: The ancillary materials elicit questions of comprehension with little connection or building of knowledge across question sets.</p>
	<p><b>REQUIRED</b></p> <p><b>5c)</b> 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>	<p><b>Yes</b></p>	<p>Questions in the teacher/student editions include the language of the standards such as citing specific text details and are divided by focus topics of the standards (e.g., Craft and Structure).</p> <p>Note: The ancillary material do not use the language or complexity of the standards.</p>
	<p><b>5d)</b> Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	<p><b>Yes</b></p>	<p>Most question sets in the teacher/student additions focus on key details and progress to integration of knowledge and ideas.</p> <p>Note: There is no sequencing of questions in the ancillary materials that demonstrate the progression of higher order thinking skills.</p>
	<p><b>5e)</b> 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>	<p><b>No</b></p>	<p>Although there are workshops dedicated to academic vocabulary at the beginning of the text, opportunities for students to engage in academic vocabulary from the texts is not apparent. There are limited vocabulary questions in the ancillary materials.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
<p><b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>6a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	No	<p>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>
	<p><b>REQUIRED</b> <b>6b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	No	<p>There are no exemplars or rubrics available in the materials</p>
	<p><b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	<p>There are benchmark assessments distributed across units.</p> <p>Some questions provide cold reads and text-dependent questions, some items require recall or comprehension of previously read materials.</p>
	<p><b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	No	<p>These materials do not accurately assess student proficiency of the standards.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>IV. Scaffolding and Support</b>			
<p><b>7. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	Pre-reading strategies mostly involve the teacher asking an essential question such as <i>Why was belief an issue?</i> Students are then directed to read short passages of historical context before reading literary text.
	<p><b>REQUIRED</b> <b>7b)</b> 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	Multiple reading and comprehension strategies are suggested for use, with varied activities for struggling or advanced students. Arrangement of texts within each unit is designed to support students in answering essential questions through understanding of complex text and its historical context.
	<p><b>REQUIRED</b> <b>7c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	Questions in the teacher edition direct teachers to specific sections of text for closer reading and analysis, offering exemplar responses to questions. Understanding of essential questions for the unit are embedded throughout the reading of the text.
	<p><b>REQUIRED</b> <b>7d)</b> 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	Teacher/student editions provide clear access to the literary text while supporting the text with supplemental artwork and teacher guidance.
	<p><b>7e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	No	<p>Supports for struggling students are provided but would be ideal only in a leveled class rather than in an inclusion setting. (i.e., re-teaching of materials in common English then moving on to Shakespearean translations).</p> <p>Supports for advanced learners are not always tied to an extension of the standard being addressed in the current lesson.</p>
	<p><b>7f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Yes	The content is appropriate for the typical school year. Pacing charts that break down the pre-reading, close reading, and assessment options are included in each unit.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>V. Writing to Sources and Research</b>			
<p><b>8. WRITING TO SOURCES:</b> The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>8a)</b> 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	Writing prompts are included throughout the units, either at the conclusion of a larger text or a text set. Students are directed to use textual evidence to support development of ideas. Online writing lessons provide support for both teachers and students.
	<p><b>REQUIRED</b> <b>8b)</b> 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	Multiple modes of writing are addressed throughout units. Minimal narrative writings are included, but they require textual support to further develop a character from the text (i.e. write a biography for King Duncan based on factual evidence presented by Shakespeare in his development of Duncan in Act I of Macbeth).
	<p><b>REQUIRED</b> <b>8c)</b> 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	Each unit concludes with an extended writing opportunity. Shorter writing prompts are available in the ancillary materials. Guided notes and summaries can be utilized in the online close reading activities that teachers can assign to students.
	<p><b>REQUIRED</b> <b>8d)</b> 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>	No	There are few opportunities for connections between speaking/listening standards and other standards. 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><b>8e)</b> Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	Short research projects are embedded throughout each unit, although most research opportunities are suggestions for advanced learners rather than all students.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VI. Speaking and Listening</b>			
<p><b>9. SPEAKING AND LISTENING:</b> 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><b>REQUIRED</b> <b>9a)</b> 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>	<b>No</b>	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 4 Workshop on Advertisements, or they are commissioned works).
	<p><b>REQUIRED</b> <b>9b)</b> 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>	<b>No</b>	<p>There are group discussions included in the units (at the beginning and the end) that offer suggested questions/starters.</p> <p>But most Speaking and Listening standards are identified in workshop units that focus directly on those standards and do not engage the other standards or integrate speaking and listening into the effective analysis of literary text.</p>
	<p><b>REQUIRED</b> <b>9c)</b> 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>	<b>No</b>	Speaking and Listening standards are embedded sparingly throughout the resource so there is not sufficient opportunity for building and connections between standards. Most Speaking and Listening tasks occur in the unit introductions and Speaking and Listening Workshops.
	<p><b>9d)</b> Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.</p>	<b>Yes</b>	The materials provide opportunities for students to develop active listening skills through note taking, relevant questions and elaboration.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VII. Language</b>			
<p><b>10. LANGUAGE:</b> 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><b>REQUIRED</b> <b>10a)</b> 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 <a href="#">standards</a>.</p>	<b>No</b>	Language standards are included in each unit, but they are not fully integrated with the instruction. There is not a clear progression of language standards. They appear to be hit or miss throughout instruction.
	<p><b>REQUIRED</b> <b>10b)</b> Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>	<b>Yes</b>	<p>Students are expected to revise written materials on their own.</p> <p>Note: Very little guidance for the instruction of these language standards is given.</p>
	<p><b>REQUIRED</b> <b>10c)</b> 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>	<b>No</b>	While the language of literary text is often addressed through teacher/student edition guiding questions, very little modeling of complex texts is suggested.
	<p><b>REQUIRED</b> <b>10d)</b> 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>	<b>Yes</b>	Models provided in each unit provide a framework for students to make connections between the language standards, writing, reading, and speaking and listening.
	<p><b>10e)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	<b>Yes</b>	There are opportunities for students to practice real-world writing activities, but little attention is given to the Language standards that could be addressed.

**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.

<b>FINAL EVALUATION</b>			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
<b>Section</b>	<b>Criteria</b>	<b>Y/N</b>	<b>Final Justification/Comments</b>
I: Text Selection	1. Complexity of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	Texts are appropriately complex for grade band 11-CCR. Rubrics that explain the rationale for complexity are included with major works.
	2. Quality of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	Texts represent important examples of British literature from ancient times to modern. Text sets are arranged to support understanding of essential questions.
	3. Range and Volume of Texts	<b>No</b>	There is not a balance of instructional time between literary and informational texts and lengthier texts for independent reading are not provided.
II: Foundational Skills	4. Foundational Skills <b>(Non-Negotiable*)</b>	<b>N/A</b>	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	<b>Yes</b>	While guiding questions in teacher/student editions are 80% text-dependent, ancillary materials do not represent this balance and rely on simple comprehension or recall.
	6. Assessment	<b>No</b>	Assessments provided in ancillary materials do not accurately reflect attainment of the standards.
IV: Scaffolding and Support	7. Scaffolding and Support	<b>Yes</b>	Guiding questions for reading do scaffold through comprehension to more complex analysis of text; however, support for struggling learners would require leveled class enrollment (not inclusion classes).
V: Writing to Sources and Research	8. Writing to Sources	<b>Yes</b>	The majority of written tasks are text-dependent and reflect the writing genres necessary to be aligned with state standards.
VI: Speaking and Listening	9. Speaking and Listening	<b>No</b>	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	<b>No</b>	Language standards are not fully integrated with study of literary text.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u></b>			

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