



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



Title: **Language Arts 1 A/B**

Grade: **1**

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

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

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

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

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



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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. K-12 Non-negotiable Criteria of Superior Quality Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III.			
<p>Non-negotiable</p> <p>1. QUALITY OF TEXT SETS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,⁵ as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p> <p><i>A text analysis that includes complexity information is provided.</i></p>	<p>Yes</p>	<p>The materials provide texts that are appropriately complex for the grade level according to the requirements outlined in the Standards. Read-aloud texts allow sufficient opportunity for engagement with text and are more complex than students could read themselves. For example, in Unit 5, Lesson 1 includes a read-aloud of the text “Friends All Around” by Meila Ford. In Unit 6, students listen to the text “Let’s Move!” and in Unit 14, they listen to the text “Interrupting Chicken” which ranges in Lexile levels 420L to 510L. In Unit 16, students listen to the text “Where Does Food Come From?”</p>
	<p>Required</p> <p>1b) At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality</p>	<p>Yes</p>	<p>At least 90% of the texts are of publishable quality and offer rich opportunities for students to meet grade-level ELA standards. The texts are well-crafted, representing the quality of content, language, and writing that</p>

⁵ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

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	<p>of content, language, and writing that is produced by experts in various disciplines.</p>		<p>is produced by experts in various disciplines. Examples include “Let’s Move!” written by Steve Jenkins and Robin Page (Unit 6); “Millie Waits for the Mail” by Alexander Steffenmeier (Unit 7); “Me on the Map” by Joan Sweeney (Unit 11); “The Story of MLK Jr.” by Johnny Ray Moore (Unit 10); and, “Where Does Food Come From?” by Shelly Gotner and Gary Goss (Unit 16).</p>
	<p>Required 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p>Yes</p>	<p>The materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Each unit is built around a specific topic. For example, in Unit 1, What You Do at School? texts are connected such as “Nat and Sam” and “Jack Can.” Students identify vocabulary used in context, create a flow chart, and discuss the texts with a partner. In Lesson 5, students compare the texts. In Unit 15, students listen to read-aloud texts, read texts independently, and engage in reading, writing, listening, speaking, and language tasks to develop their understanding of the theme in “Now and Then” where they compare the past to the present. Students listen to “The Last Train” by Wendell Minor then read “Schools Then and Now” independently. They also listen to “Long Ago and Now” by Minda Novek then read “That Old Globe” independently. These texts form a coherent sequence that builds both</p>

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	<p>Required 1d) Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	Yes	<p>vocabulary knowledge and knowledge about the theme.</p> <p>Quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. In Unit 1, “Nat and Sam,” is read three times, each with a different purpose. In “Nat and Sam,” students read the text twice and analyze a picture. Students begin by listening to the text then answer the question, "What do Nat and Sam do at school?" Students then read a portion of the story and complete a flow chart about Nat and Sam's day at school. Next, students analyze an image from “Nat and Sam” and answer the following set of questions: "What is Sam doing in the picture," "What do you do at school?" and, "What are some things that you cannot do at school?" Through these activities students develop knowledge of what is done during the school day and respond to the culminating question, "What do you do at school?"</p> <p>In Unit 4, students read varied texts that are connected by the topic “What Makes Pets Special?” Students reread texts for a variety of purposes throughout the unit. In Lesson 5, students compare the texts in order to make connections to the theme. In Unit 8 Lesson 1, students read the text, “Cubs in a Hut.” In Lesson 2, they return to the story “Cubs in a Hut” and respond to the following question: “Look at the story pages of “Cubs in a Hut” starting on page 34 of the Reading/Writing</p>

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			<p>Workshop. What materials did the cubs use to make their hut?"</p> <p>In Unit 9, students read and then reread "The Best Spot." In Lesson 1, students read the text with a partner for understanding and respond to the writing prompt, "What animals are in this forest?" In Lesson 2, they reread "The Best Spot" to answer comprehension questions and analyze the information learned from text features. In Unit 11, Lessons 1 and 2, students read and reread "Which Way on the Map?" Students read for comprehension, work with vocabulary within the text, and analyze text features throughout the initial reading and rereading.</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>2. TEXT-DEPENDENT QUESTIONS:</p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>A majority of the questions in the materials are text dependent and text specific. Student ideas are expressed through both written and spoken responses. For example, in Language B, Unit 5, Lesson 1, students read "Creep Low, Fly High" with a partner. Students look for key ideas and details then discuss questions such as: "What is a fantasy?" (pages 80–81); "What can Grasshopper, Ant, Ladybug, and Bee do?" (pages 82–83); "Can Caterpillar do the same things as the other bugs?" (pages 84–85); "Why are the bugs trying to find Caterpillar?" (pages 86–87); "Who is the beautiful bug with gold wings?"; and "How does Caterpillar change in the story?" Students are asked to complete sentences: "Insects can be alike because . . ." and "Insects can be different</p>

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			<p>because . . . “ In Lesson 2, students reread “Creep Low, Fly High” and answer questions with a partner such as: “Who are the characters in this story?” “What is the setting of the story?” “Could this story happen in real life?” and “How do Caterpillar’s feelings change from the beginning of the story to the end of the story?” In each lesson, students have the opportunity to write as well as discuss with partners and must use the text as evidence in their answers. In Language 1 B, Unit 4, Lesson 1, students answer the questions, “Where can the animals in ‘Go Wild!’ find food?” and “What do the animals in ‘Go Wild!’ eat?” Students must use text evidence to support their answers. In Language 1 B, Unit 9, Lesson 1, students read “The Story of a Robot Inventor” and answer the following text dependent questions: “What activities did Tomotaka Takahashi do as a child?” “How did the robot that Takahashi made walk?” “What can some of Takahashi’s robots do?” and, “How did Takahashi solve problems for the contest?” In Unit 12, Lesson 1, students listen to and follow along to the poem, “Changes over Time.” Students are then to discuss the poem with a partner and answer text specific questions. In Unit 12, Lesson 2, students make predictions about the text “Measuring Time.” Students also read with a partner and answer text dependent questions related to the story “Nate the Snake is Late.” Questions are both text dependent and specific and allowing</p>

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	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	Yes	<p>students to express their understanding through both written and spoken responses.</p> <p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. For example, in Language Arts Unit 14, Lesson 1, students retell the story to their partner and answer the question, “How did the weather make the day special?” This is aligned to standard RI.1.2 (identify the main topic and retell key details of the text). Students also answer the following questions in Lesson 2 of the same unit and talk about them with a partner: “What does Kim see outside the window?” (pages 264-265), “What happens to the lights because of the ice storm?” (pages 266-267), and “What happens after the ice storm?” (pages 270–271). These questions are aligned to standard RI.1.1 (Ask and answer questions about key details in a text). In Lesson 3, students answer the following questions that align with standard RL.1.3 (Describe the characters and setting of a story): “Who are the characters in this story?” and “What is the setting of the story?” In Language 1 A, Unit 15, Lesson 2, students look for key ideas and details and answer questions about the details in the story. In Unit 13, Lesson 1, students look for key ideas and details, discuss sequence and plot, and use illustrations to describe events. For example, as students read they are</p>

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			instructed to “look for key ideas and details that help you respond to the essential questions: “How plants change as they grow?” “Who are the characters in this play?” “Look at the illustration. What is Gramps holding?” “What has happened to the vegetables?” “What does the family with the vegetables do?” and “Use the Flowchart to list the plot sequence of “Time to Plant!”
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), make connections among the texts in the collection, and allow them to express their understanding of the topics, themes, and ideas presented in the texts. The questions and tasks are developed so that students build knowledge and skill over the course of the unit. For example, in Language Arts 1A, Unit 16, the student explores how people get food. Students engage in conversations about food and read stories from the nonfiction genre. Students continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on vowel spellings with “-ook” and “-ood” and words that end in “-ed” and “-ing.” Students read high-frequency words and practice reading with appropriate intonation. Using the close reading routine, students reread to build understanding and describe the connections between two events, ideas, or pieces of information, while reading. Finally, students write to sources, drawing evidence from</p>

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			<p>fiction and learning to use past- and future-tense verbs and to use commas in a series. In Unit 15, Lesson 1, students begin a new unit, “Now and Then.” Students learn vocabulary and then read texts “The Last Train” and “Schools Then and Now.” In Lesson 2, students begin by reading another text on the same topic, “Life at Home,” and discuss the essential question, “How is life different than it was long ago?” with a partner. Students are introduced to additional vocabulary, answer comprehension questions, and begin analyzing text features. In Lesson 3, students continue discussing the essential question and read “Long Ago and Now.” In Lesson 4, students complete a close read activity of “Long Ago and Now.” Finally, in Lesson 5, students use a graphic organizer to answer the unit’s essential questions in writing.</p> <p>In Language B, Unit 5, students read the following texts to learn about how insects are alike and different: “Insect Hide and Seek;” “Creep Low, Fly High;” “Hi! Fly Guy,” and “Why Hope Flies.” Students then answer questions such as, “What does a spider look like?” “What does an ant look like?” “How are a spider and an ant alike?” “How are they different?” “How does a caterpillar get around?” “How is it like other bugs that you know of?” and “How is it different?” They are instructed to read “Creep Low, Fly High” with a partner and discuss “What can Grasshopper, Ant, Ladybug, and Bee do?”</p>

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			<p>“Can Caterpillar do the same things as the other bugs?” “Why are the bugs trying to find Caterpillar?” “Who is the beautiful bug with gold wings?” and “How does Caterpillar change in the story?” Students then must complete sentences such as, “Insects can be alike because . . .” and “Insects can be different because . . .” In Unit 3, Lesson 1, students are asked to respond to basic questions such as identifying the author and title of the text. In Lesson 2, they must recall key details and in Lesson 3, identify the order of events using a flowchart and the genre of the text. In Lesson 4, students must identify ways that characters are similar and different. Students also complete a close reading companion activity. In Lesson 5, students answer the essential question, “What is it like where you live” and must use all three texts of the week and relate them to the theme used during discussion and writing.</p>
	<p>Required 3b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p>Yes</p>	<p>The questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in Language 1 B, Unit 6, Lesson 1, students discuss and read about different ways people work with animals. Students watch a video, then talk about the following questions with a partner: “Tell about a time you saw a person working with an animal. What did the person do?” “What did the animal do?” “Discuss how the person and the dog are working</p>

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			<p>together in the video. Where are the person and the dog?" "What did the animal do?" In Lesson 2, students are to look at the story pages of "From Puppy to Guide Dog" and talk about the following questions with a partner: "What does this story tell about?" "What information is given in this story?" and "How does this story use photographs?" In Lesson 3, students read pages 110–111 of the Reading/Writing Workshop with a partner and then continue by writing to the "Your Turn" prompt which asks, "What should a guide dog well after being trained?" Students must use text as evidence. In Lesson 4, students listen to the story "Saving Mountain Gorillas" in the Literature Anthology then talk about key details with a partner. They are to talk about the visualizing strategy with a partner and then retell the story to the partner. Students participate in a close reading of "Saving Mountain Gorillas" and discuss the story with partners. Students then complete the Close Reading Companion and answer the Essential Question: "How do people work with animals?" In Language B, Unit 8, Lesson 1, students listen to the text in "Why the Sun and Moon are in the Sky." Students discuss the story with a partner. In Lesson 2, students read the story "A Bird Named Fern," discuss their answers to the comprehension questions with a partner, then respond to a writing prompt and learn about adjectives. Students are to read independently at the end of the lesson.</p>

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			<p>In Language A, Unit 4, Lesson 1, students listen to the story “Cool Dog, School Dog” and then discuss their visualizations with a partner. Students then read “A Pig for Cliff” with a partner and engage in shared writing and respond to the prompt, “What do Cliff and Slim do when they reach the top of the hill?” Students also learn about correct punctuation and participate in independent reading.</p> <p>Also, in Unit 15, Lesson 1, students are tasked with writing a new ending for “The Gingerbread Man.” Students follow the writing process of Drafting and Revising for the sequence of events, use of strong verbs, and verb usage. In Lesson 2, students must edit their draft checking specifically for past and future tense verbs, commas in a series, and capitalization and end marks.</p>
	<p>Required 3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <p>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>Yes</p>	<p>Questions and tasks support students in examining the language vocabulary critical to the meaning of the texts as measured by Criteria 1 and 2. Questions and tasks focus on advancing the depth of word knowledge through emphasizing word meaning and relationships among thematically related words rather than isolated vocabulary practice and engaging students with multiple repetitions of words in varied contexts. For example, in Language 1 B, Unit 14, Lesson 1, students receive a list of words that they are to know. Throughout each lesson, students are encouraged to use the Words to Know</p>

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			<p>routine, which includes visualizing as they read the story. Prior to reading, students look at pre-identified words and point to the words highlighted in yellow. Students then participate in a first read of the story. After reading, students are asked, “Did you find these words in the story? And then “make up a new sentence for each of these words” and “tell each sentence to your partner.”</p> <p>In Language 1 B, Unit 5, Lesson 1 illustrates the shared reading routine for each lesson. Students are told “1. Let's read a story together! First, let's look at some words. Find p. 80 in “Creep Low, Fly High” in Reading/Writing Workshop Grade 1. Point to the words highlighted in yellow. Read the sentences. 2. Read the words: ‘caught,’ ‘flew,’ ‘know,’ ‘laugh,’ ‘listen,’ and ‘were.’ 3. Add the words to your Word Wall.” After reading, students make up a new sentence using each of the words and tell it to their partner. In Lesson 4, students are encouraged to use context clues to determine the meaning of unknown words. Each unit follows a similar sequence for the introduction and practice of vocabulary words. All of the words for each unit are related to the theme and many are presented using multiple texts.</p>
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* 4. FOUNDATIONAL SKILLS:	Required *Indicator for grades K-2 only 4a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing	Yes	The materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to

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<p>Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input checked="" 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>abundant opportunities for every student to become proficient in each of the foundational skills.</p>		<p>become proficient in each of the foundational skills. There is a progression from a low, beginner level to a more complex level which is appropriate for first grade. For example, in Unit 2, students begin with the basics of holding a text and learning what is a sentence and rhyming words. The specific phonic practice for this unit is the short “a” sound. Unit 3 continues with putting words in sentence order and in order by the short “i” sound. By Unit 11 students are identifying irregular nouns and the “ch,” “-tch,” “wh,” and “ph” sounds. In Units 10 and 11, students learn about consonant digraphs and practice the skill through multiple activities such as blending, segmenting, and isolating. In Units 12 and 15, students learn about long vowels.</p>
	<p>Required 4b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	<p>Yes</p>	<p>The materials include engaging, content-rich, and phonetically controlled texts that allow the systematic, explicit, and frequent practice of foundational skills. For example, in Unit 6, students are introduced to the “-r” and “-s” blends and practice by reading the story “Snip and Trip Can Move.” In Unit 12, students are introduced to the long “a” sound and practice by reading the story “Is It Late?” In Language 1 B, Unit 5, Lesson 3, after studying the long “i” sound students then read “Hi, Fly Guy.” In Unit 5, Lesson 4, students continue to study the long “i” sound and read “Why Hope Flies.”</p>
	<p>Required 4c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes</p>	<p>Yes</p>	<p>The materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes, and</p>

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	<p>and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		<p>spelling/sound patterns, as well as decoding of grade-level words. Students have practice opportunities in pronunciation, spelling and sound patterns, and decoding grade-level words. For example in Language 1 B, Unit 11, Lesson 4, students learn about and engage in practice with final stable syllables. In Language A, Unit 15, Lesson 4, students engage in activities to develop their foundational skills. Students are guided to “Listen as your partner says the words ‘tag,’ ‘tagged,’ and ‘tagging.’ Look at the ‘-ed’ and ‘-ing’ in ‘tagged’ and ‘tagging.’ Listen as your partner says the words ‘stop’ and ‘stopped.’ Note how the letters ‘-ed’ can also stand for the /t/ sound as in ‘stopped.’ Read the following words: ‘fit,’ ‘clap,’ ‘jog,’ and ‘tap.’ Add ‘-ed’ and ‘-ing’ to each word and then use each word in a sentence.”</p> <p>In Language 1 B, Unit 5, Lesson 1, students read, write, and spell words with long “i” and use verbs to show a sense of past, present, and future. In Lesson 2, students also read words with long “i” and read the following high-frequency words: “caught,” “flew,” “know,” “laugh,” “listen,” and “were.” In Lesson 3 students blend words with long “i.” In Lesson 4, students blend words with long “i” and then practice changing “y” to “-ies,” “-ied,” and adding “-ing” to words that end in “-y,” and distinguish when to use see or saw in sentences.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 4d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>Yes</p>	<p>The materials encourage students to self-monitor and use context to confirm or self-correct their word recognition and understanding. Students are directed to reread purposefully in order to acquire accurate meaning. In each unit, students read and find the vocabulary words in the story. Students must also write a new sentence with each word, and if they are unable to complete this task they work with a partner and reread for better understanding. For example, in Language 1 B, Unit 4, Lesson 1, students look at the Words to Know and follow the routine for the words “survive” and “provide.” Students read the additional words, “find,” “food,” “more,” “over,” “start,” and “warm” and must add these words to the Word Wall. They then read “Go Wild!” (page 58 in Reading/Writing Workshop) with a partner. Students make up a new sentence using each of the words and read the sentences to their partner. Students reread purposefully to acquire the accurate meaning of words.</p>
	<p>Required 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	<p>Yes</p>	<p>Opportunities are built into the materials that frequently allow students to achieve reading fluency in oral and silent reading. Students read a variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. For example, students are encouraged to practice fluent reading by reading with a partner in Language 1 A, Unit 5, Lesson 3 and in Language 1 B, Unit 3, Lessons 3 and 4. Students also listen to a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>model of fluent reading in Language 1 B, Unit 4, Lessons 3 and 4. The materials include fluency feedback transcripts for these activities.</p> <p>In Language 1 B, Unit 11, Lesson 1, students use a five-finger test to ensure the reading level text is right for them. During the five-finger check, students first choose any page from the text to read and read the page aloud. When they read one word they do not know, they hold up a finger. If the student holds up five fingers by the end of that page, the text is too difficult to read without help. The five-finger test suggests to the student that if they hold up 1 to 2 fingers, the text should be easy to understand on their own. If they hold up 3 fingers the text could be hard to understand at times. If they hold up 4 fingers the text will be difficult to understand without help. If they hold up 5 fingers it means the selected text will be too difficult to understand on one's own and to choose another text. In Lesson 2, students practice fluency with appropriate phrasing and intonation. Students listen to the reader and as they listen they read along with the passage in the transcript. Next, they listen to a partner read a passage from "The Joy of a Ship." Finally, they reread the same passage from "The Joy of a Ship" in the Reading/Writing Workshop with a partner. Lesson 5 of each unit contains a test that should be given by the teacher (learning coach). Throughout the week, teachers</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 4f) In grades K - 5, materials guide students to read grade-level text, making frequent connections between acquisition of foundation skills and meaning-making.</p>	<p>Yes</p>	<p>should be assessing fluency by observing each partner group reading.</p> <p>The materials guide students to read grade-level text with purpose and understanding and to make frequent connections between the acquisition of foundational skills and making meaning from reading. For example, in Unit 4 Lesson 1, students practice foundational skills in isolation and while reading a grade-level text on a specific theme. This sequence is repeated in Unit 12, Lesson 3, where students practice the long “a” sound in isolation and then read the grade-appropriate text, “Dave Was Late.” In each unit students read for vocabulary acquisition, key ideas and details relating to the Essential Questions, and sequencing using a flow chart. These activities increase in difficulty from unit to unit. The increase is appropriate and follows the foundational standards. For example, in Lesson 4 students listen to the story, “Small Joy” (page 268), which is found in the Literature Anthology. Then they talk about the captions and key details with a partner. Students then retell the story to a partner. Students complete the Close Reading Companion with a partner and answer the Essential Question: “How do things get built?” In Lesson 5, after reading 3 texts on a related topic, students answer the following question, “What did the stories ‘The Joy of a Ship’ and ‘Small Joy’ teach you? Review your notes to answer the question. Write a short response. Support your answer with text evidence.”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section III. Additional Criteria of Superior Quality			
<p>5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Yes	<p>The materials seek a balance in the instructional time spent between literature and informational texts. The materials focus on one genre within each unit, but overall the materials demonstrate balance. For example, within the unit “At School,” the materials include four literature texts: “This School Year Will Be the Best!” “Jack Can” “Pam Can!” and “Nat and Sam.” In the unit, “From Farm to Table,” the materials include four informational texts: “Where Does Food Come From?” “A Look at Breakfast,” “A Good Cook,” and “From Cows to You.” There are only three units in the materials that utilize multiple genres. Of nine independent units, nonfiction is represented most. For example, in Language 1 A, Units 5, 9, 11,15, and 16 provide nonfiction using multiple texts within each unit. In Language 1 B, Units 3, 6, 11, 13, and 16 provide nonfiction with three units (2, 12, 14) utilizing multiple genres. The remaining units include a wide range of fiction genres that include fantasy, realistic fiction, drama and folktales. While every unit does not include nonfiction, there is an appropriate balance for the overall curriculum.</p>
	<p>Required 5b) Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	<p>The materials include print and non-print texts of different formats and lengths. For example, in Language 1 B, Unit 2, Lesson 1, the unit starts with a video, “Animal Features.” Students answer questions with a partner. The lesson includes videos to introduce the phonics lesson of the week.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>The spelling words are introduced in both a visual and auditory format. Stories are available in print, online, and audio versions. These are available and similar throughout all units and lessons. Text types are varied with poetry, text samples, and full-length stories used throughout each unit. In Language Arts 1A, Unit 14, students read various texts including “Interrupting Chicken,” “The Nice Mitten,” “King and Five Mice,” “Tales from a Past Age,” and “Mother Goose Rhymes.” The students view an image and listen to the audio recording of “The Gingerbread Man.” In Language Arts 1B, Unit 15, students read several texts including “A Spring Birthday,” “Lissy’s Friends,” and “A Thrilling Dance.” Students listen to an audio recording of “Let’s Dance” then view a video and image.</p>
	<p>5c) The majority of informational texts have an informational text structure rather than a narrative structure. In grades 3-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p>Yes</p>	<p>The majority of informational texts have an informational text structure rather than a narrative structure. For example, in Language Arts 1B, Unit 13, Lesson 1, students listen to the text “All Kinds of Helpers” which has a descriptive text structure. In Language Arts 1A, Lesson 1, students read “The Story of Martin Luther King” which also has a descriptive text structure. In Language Arts 1A, informational texts include “What Pets Need” from Unit 4 and “Friends All Around” from Unit 5. In Language Arts 1B, informational texts include “Sounds Around Us” from Unit 10 and “The Story of a Robot Inventor” from</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Unit 9. Both are written in the expository format.
	<p>5d) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	<p>Yes</p>	<p>Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to the interests of students in order to build reading stamina, confidence, motivation, enjoyment, and to develop knowledge of classroom concepts or topics. At the end of Lesson 1 in each unit, there are texts for students to read independently, as well as a list of texts from which they can choose. The students use the five-finger method to choose texts with an appropriate reading level and are held accountable by finding new words in each text and adding them to their Word Wall. In Language Arts 1B, Unit 3, instructional tools call for independent reading time during Lesson 1. Leveled readers of the text, "Penguins All Around," and a suggested reading list are included. Students are instructed to identify two to three new words in their independent reading. In Language Arts 1B, Unit 8, instructional tools also call for an independent reading time during Lesson 1. Recommended texts and a suggested reading list are provided. Students are to identify two to three new words in their independent reading.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	<p>Yes</p>	<p>The materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. These opportunities are prominent, varied in length and time demands, and require students to engage effectively. Each unit contains multiple opportunities for students to share their understanding of the text with a partner as well as with the whole class. In addition, there are opportunities for using pictures and words to show understanding as seen in Unit 2 where students are to discuss the text, “What They Learn in School,” after watching the Unit Opener video. Students discuss their answers to the questions posed to them with a partner. In Unit 3, students write a response using words from the story. In Unit 4, they summarize the story. These activities are plentiful and build upon each other. By Unit 15 students use the writing process to create a narrative writing piece. In Language Arts 1B, Unit 9, students are asked to discuss their summary and share answers with a partner, take notes, and write about the text. The directions state, “Talk about the story with your partner,” “Find text evidence with your partner,” “Use the photographs to help you take notes,” and “Include text evidence to support your answer.”</p>
	<p>Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level</p>	<p>N/A</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	language and conventions and drawing on textual evidence to support valid inferences from text.		
	<p>Required *Indicator for grades K-2 only</p> <p>6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Yes	<p>The materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling. For example, each unit includes a weekly spelling goal that focuses on phonics skills. Each unit also includes a grammar goal addressing appropriate sentence construction. The entire curriculum follows a similar unit pattern where the spelling/phonics skill is introduced in Lesson 1 and tested in Lesson 5. In Language Arts 1A, Unit 5, students engage in activities that support the foundational standards. Students continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on the short “-o-” sound. Students read the high-frequency words and practice reading with appropriate phrasing. In Language Arts A, Unit 6, the instructional materials review words with “-r” and “-s” blends and have students read grade-level words (“jump,” “move,” “run,” and “two”). The instructional materials also have students learn about sentence structure and students practice basic letter formation through routine handwriting practice. These correspond with Louisiana Student Standards for Reading Foundational Skills 1.2b, 1.3b, 1.1a, and Language Standards 1.1. In Language Art A, Unit 15, the instructional materials have students segment and blend</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			words with long “-o,” “-u,” and “-e” and read grade-level words such as, “ago,” “boy,” “girl,” “how,” “old,” and “people.”
	<p>Required 6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (e.g., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	The materials include multiple writing tasks that are aligned to the three modes of writing as outlined by the standards for the grade level. The materials consistently have students write a formal piece of writing during Lesson 5 of each unit. The writing tasks address all modes of writing and are grounded in evidence from complex texts. These tasks increase in difficulty from writing complete sentences in Unit 2 to writing informative paragraphs in Units 14 - 16. Students are required to write about the theme of a story in Unit 15 and to compare and contrast two nonfiction stories in Unit 16. In Language Arts 1A, Unit 15, the instructional materials call for students to engage in narrative writing and to use evidence from “The Gingerbread Man.” In Language Arts 1B, Unit 9, the instructional materials call for students to engage in informative writing and to use evidence from “The Story of a Robot Inventor.” In Language Arts 1B, Unit 10, the instructional materials call for students to engage in opinion writing and to use evidence from the text, “A Lost Button.”
	<p>Required 6e) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example,</p>	Yes	The materials explicitly address the grammar and language conventions specified by the language standards and build on those standards from previous grade levels through the application and practice of those skills in the context of reading and writing

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>		<p>about the unit texts. For example, in Language Arts 1B, Unit 11, students participate in activities where phonics, word study, and spelling instruction focus on the words with diphthongs “oi” and “oy” and final syllables and write to sources, drawing evidence from nonfiction, and learn to use prepositions, prepositional phrases, and abbreviations. In Unit 15, students continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on three-letter blends such as “scr,” “spl,” “spr,” “thr,” and “shr.” Students read high-frequency words and practice reading with appropriate phrasing. Using the close reading routine, students visualize and identify themes while reading. Finally, they complete the writing process, use “I” and “me,” and use commas in dates and letters. Students also examine language conventions and grammar by embedding reviews in their analysis of complex texts. For example, in Language Arts 1A, Unit 9, students review capital letters and appropriate punctuation while reading the text, “Babies in the Bayou” and in Language Arts 1A, Unit 13, students review commas while reading the text, “Mystery Vine.” The instructional materials call for students to use their understanding of the language conventions through shared and independent writing.</p>
	<p>6f) Materials provide additional supports for writing development in English language arts (i.e. modeled writing, student exemplars).</p>	<p>Yes</p>	<p>The materials provide additional support for writing development in English language arts. The material provides multiple</p>

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			<p>opportunities for student support through shared writing. Students analyze a model response to identify the weekly writing trait. Students work on a weekly trait in each lesson of each unit. The units provide additional support such as sentence frames found in Unit 11, Lesson 5 where students write about the Essential Question in “How Things Get Built?” Students respond to the following: “What did the stories ‘The Joy of a Ship’ and ‘Small Joy’ teach you? Review your notes to answer the question. Write a short response. Support your answer with text evidence. Use these sentence frames to guide your writing: In ‘The Joy of a Ship’ and ‘Small Joy,’ the author wrote about _____. The author uses causes such as _____ and effects such as _____ to tell about what happens. The selection is nonfiction because _____.” In addition, student exemplars are provided during the reading/writing workshop activities. For example, in Language Arts 1B, Unit 14, a student example of an informative text is provided. In Language Arts 1A, Unit 12, a student example of a narrative text is provided and in Unit 10 and 15, rubrics are provided for students.</p>
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the</p>	<p>Required 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Yes</p>	<p>The measurement of progress via assessments includes the gradual release of supporting scaffolds for students to measure their independent abilities. The materials include a variety of assessments including, Quizzes, Portfolio Items, Quick Checks, Skill Checks, and Tests. The materials increase the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>number and expectations from the student as the units progress. For example in Units 2 - 5, students only have a skills check for each unit. By Unit 16, students are expected to complete two quick checks, a quiz, a portfolio item, and a test. Students are prepared for the increased expectations gradually through the beginning units. In Language Arts 1A, Unit 13, the instructional materials first introduce a skill (making a prediction) through the text “Mystery Vine” and then ask the students to apply that skill to the text “Time to Plant” by making a prediction about which vegetables the family might plant. The instructional materials use the same story to introduce information about plays and sequencing. In Lesson 2, students take a quick check assessment. At the beginning of Lesson 3, students review the essential question in “How plants change as they grow?” and gain information through text readings and discussions with a partner. Students take another quick check assessment after Lesson 4 and before taking an assessment after Lesson 5. In the assessment, the instructional materials test student knowledge of grade-level words, student understanding of the unit knowledge, and student understanding of comprehension skills reviewed in the unit. Prior to each unit assessment, students are provided with a review lesson. For example, in Language Arts 1A, Unit 6, Lesson 6, students take a unit test. The previous units all connect to the Big Idea “What Makes You</p>

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			<p>Special?": At School, Where I Live, Our Pets, Let's Be Friends, and Let's Move. In each unit, students learn different skills for reading, writing, spelling, vocabulary, and grammar. Students think about the skills that are most challenging for them. Students may complete the optional review activities for these skills to help prepare for the unit test. The review activities include: Review the Words to Know from each of the units to prepare for the unit test; Reviewing the following sounds: short "a" sounds, short "i" sounds, contrasting vowel sounds and beginning "l"-blends, short "o-" blends, and beginning "r-" blends; and Review the visualizing strategy and the ask and answer the questions strategy. Students also review key details, grammar, and mechanics and then take a practice unit test.</p>
	<p>Required 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Yes</p>	<p>Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Clear rubrics and assessment guidelines are provided and require subjective scoring. For example, in Language Arts A, Unit 10, a rubric for an Informative writing is included. In Language Arts 1A, Unit 15, a rubric for a Narrative writing is included. In Unit 16, a rubric for a short answer writing is provided. In addition, the portfolio assessments in Units 10 and 15, in both Language 1 A and B, include rubrics for the teacher and the student. The program also includes rubrics for each type of writing that students produce. For example in Language 1 B, Unit</p>

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			14 Lesson 3, a rubric is included for an informative essay that students are to write.
	<p>Required 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	<p>The materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. For example, in Language Arts 1A, Unit 16, a portfolio item, a practice item, a skills check, a quick check, a resource packet, a quiz, and a test are found. The instructional materials provide a variety of assessment types and opportunities for self-assessment that are aligned with the lesson and unit objectives. For example, in Language Arts1 A, Unit 8, students check their answers throughout the lesson to self-assess their understanding. The Unit also includes multiple quick checks and a skills check. In Language Art1 A, Unit 10, students check their answers throughout the lesson, Unit 10 and 15 also collect evidence of student writing to create a portfolio of student progress. An example of a pre-assessment for the students is the spelling pre-test which is done each week in Lesson 1.</p>
	<p>Required 7d) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>	Yes	<p>The materials assess student understanding of the topics, themes, and/or ideas presented in the unit’s text and the questions and tasks are developed so that students demonstrate the knowledge and skills built over the course of the unit. Both skills and knowledge are built through a variety of text and result in a culmination of literacy demonstration. Assessments and tasks require a connection among various texts and the lessons are aligned with</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>regards to both skill and knowledge development. For example, Quick Check assessment questions include: “Which does nonfiction use to give information?” and “Think about the nonfiction text A Look At Breakfast. Which is true about bread, jam, and orange juice?” New skills are introduced in Lesson 1 and then practiced each day, including practice quizzes. Questioning is used to build students to the level and depth of understanding that is required. For example, in Language Arts 1A, Unit 14, students read the following prompt: “You have read many stories that have taught you about folktales this week. In ‘Interrupting Chicken,’ you read about a little chicken who keeps interrupting her father as he reads to her. In ‘The Nice Mitten,’ you read about a group of animals who hide inside a boy’s lost mitten. In ‘The Gingerbread Man,’ you read a classic tale about a gingerbread cookie man who gets himself into trouble. Finally, in ‘Mother Goose Rhymes,’ you read some well-known poems that have been told for many years. Students use their graphic organizers from this week’s stories and answer the Essential Question: What is a folktale?”</p>
	<p>7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>The materials assess student proficiency using methods that are unbiased and accessible to all students. Rubrics are provided for all writing and graded activities. For example, see the rubrics provided in Unit 10 and 15. The material is accessible to all students, parents, coaches and teachers. It is</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			presented using multiple learning styles, such as visual, auditory, and written. In addition, the program provides closed captioning and descriptive text. It also provides a screen reading feature.
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p>Yes</p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. The pre-reading activities have an emphasis on building knowledge by introducing the topic and providing instruction in important vocabulary early within the unit. In Unit 11 “Follow the Map,” students begin Lesson 1 with a video that is 1 minute and 28 seconds long and discuss three questions with a partner (one of 14 slides). The video introduces students to maps and what they are used for. Students then review important vocabulary terms. Students also review the structure of the informational text by learning about the important features that support reading comprehension in an informational text. The curriculum then provides students with leveled independent reading options that further enhance student understanding of the topic. In Unit 16, “From Farm to Table,” students are to begin Lesson 1 with a video that is 58 seconds long and then discuss two questions with a partner (also one of 14 slides for the day) and words that introduce the students to the topic. Students learn about important vocabulary words, “delicious” and “nutritious” which are essential to a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>comprehensive understanding of the topic. In Language Arts 1B Unit 5, students begin the unit by viewing a 1 minute video about insects. Students then discuss questions with a partner based on information that they learned from the video. Students then review important vocabulary in the “Words to Know” section. All units begin with an introductory pre-reading activity in the first lesson of each unit. For example, in Language Arts 1A Unit 7, Lesson 1, students begin by talking with their partner about the Big Idea: What makes a community? Students then discuss a photo with their partner and answer the following questions to explore the Big Idea: What is a community? How can you be a good neighbor? For example, in Part B, Unit 15, students view a video “Sharing Traditions and listen to a read-aloud “A Spring Birthday.” Students practice the skill of visualizing while following along with the teacher/coach. These activities do not comprise more than 10% of each lesson.</p>
	<p>Required 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	<p>Yes</p>	<p>Materials have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of skills or strategies for full comprehension of text. In Lessons 1-5, scaffolded texts are thematically connected to the big idea and essential questions are provided. Students apply their knowledge of the comprehension strategy, comprehension skill, genre, vocabulary, and essential question while reading a shorter text selection known as the Shared Read in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the Reading/Writing Workshop text in Lessons 1-2. For example, in Unit 11, Lesson 1, students engaged in a shared writing that expresses their understanding of the events that took place in the story. Students answer the question “Where did Mitch and Steph go on their walk?” Students return to this, with the support of guided questions, in Lesson 2. Students then use the same text to identify the main idea and details in Lesson 2, Slide 7. In the writing prompt associated with Lesson 2, students analyze the author's craft by identifying why the author used photographs and parts of a map within the story. The second story in the series is also used to address the skills of rereading, the author's craft, and the main idea and details. The students then use the third story to answer questions about the author's craft. In Unit 15, Lesson 1, students first use “The Last Train” to practice reading sentences across a page and then use “Life at Home” to practice vocabulary. In Lesson 2, students use “Life at Home” to practice the skill and comprehension questions, text features, and cause and effect. Students return to “The Last Train” in Lesson 3 to practice reading fluently. Within Lesson 3, students use the text “Long Ago and Now” to compare and contrast. In Lesson 4, students close read the text “Long Ago and Now.” In Lesson 5, students answer an essential question about the knowledge gained from the unit by answering “ How is life different than it was long ago?”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	<p>Yes</p>	<p>The 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. In Language Arts 1A, Unit 9, Lesson 3, teachers are instructed to have students participate in a Close Reading of “At a Pond.” Students are to also read “At a Pond” with a partner. Teachers are instructed to “pause at the pages listed in the chart to discuss the story with your student.” At the end of Lesson 3 students respond to a prompt and use “At a Pond” as an example of writing and then pick an animal from the story that they write about. Students are instructed to find evidence in the text and photos about the animal they choose. The student takes notes for evidence about the animal chosen to write about and the teacher is guided to remind the student that this is part of the writing process called prewriting and to ensure the student is using the photos to help them understand more about the animal chosen. This close reading and writing process is found in each unit. Additionally, in Language Arts 1B, Unit 5, Lesson 1, students are encouraged to return to the text to identify text evidence during their writing activity. Students answer the prompt, “Why didn’t the bugs recognize Caterpillar? How do you know? Use text evidence in your answer.” In Lesson 2, the teacher directs students to return to the text to identify the character’s point of view and they work together to identify text evidence.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>During the writing activity, students return to the text to answer the writing prompt “How did Caterpillar’s feelings change from the beginning to the end of the story?” In Lesson 3, students return to the text “Creep Low, Fly High” to answer essential questions and to practice fluency. Students then use the text “Hi, Fly Guy” to practice visualization and students again engage in a close read of the text in Lessons 3 and 4.</p>
	<p>Required 8d) The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>	<p>Yes</p>	<p>The materials are easy to use and well organized for both students and teachers. Teacher editions are concise and easy to manage with clear connections between the teacher resources. The reading selections are centrally located within the materials and the center of focus. Materials are easily accessible and are organized in a consistent pattern which allows students to know the learning purpose for the current slide. Texts are linked within the slides being used. The purpose of each unit is explicitly stated on the first slide with both students and teachers able to identify the purpose of the unit and lesson. For example, in Unit 15, Lesson 1, the first slide of the unit includes the objectives, keywords, and an essential question. This is followed by phonics, spelling, and vocabulary practice. Students then engage in reading skill practice, grammar, writing, and handwriting. The second lesson begins repeating this pattern by including an essential question, vocabulary, and objective shared on the first slide, which is followed by phonics and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			vocabulary. Students then engage in reading skills, comprehension, grammar, writing, and handwriting. Additionally, in each of the slides the materials include links that take students to the correct reading pages and the teacher resources match the student slides and include additional teaching notes and scaffolding at the bottom of the slide.
	<p>Required 8e) *Foundational Skills Indicator for grades K-2 only Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	Yes	The materials provide opportunities for teachers to assess mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. The instructional materials address foundational skills at an appropriate grade level and provide for routine assessment of foundational skills. For example, in Unit 8, Lesson 5, the teacher is to assess each student's understanding of the foundational skills that have been learned. At the end of the lesson, the teacher administers a skills check to assess knowledge of grade-level words and blending and reading fluency skills such as reading with expression. Most units offer two quizzes. Additionally, in Language Arts 1A, Unit 10, Lesson 1, students are introduced to sounds by watching a video with a lion and a sound-spelling card video. Students participate in sorting and blending activities and are encouraged to rewatch the videos. In each unit, a spelling test utilizes the introduced sounds; however, invented spelling is not utilized in these assessments.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 8f) * Foundational Skills Indicator for grades K-5 only Materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skills supports.</p>	<p>Yes</p>	<p>The materials are abundant and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skill supports. The materials are easily implemented in a small group setting or independent center. The end of each unit includes links to the review material that has been presented and allows the students an opportunity to work through tasks independently. The program provides abundant online practice where students can work on their own, with a partner, or with the teacher as necessary for mastery. Built into the slides is a video of a lion that introduces students to new learning. Students are able to watch and rewatch these videos as needed. There are also sound-spelling videos linked in each lesson. In these videos, students are encouraged to hear and say each sound. This is available daily throughout each unit.</p>
	<p>8g) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	<p>Yes</p>	<p>Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension). Each lesson has texts and videos that are hyperlinked. Students are encouraged to watch and rewatch these videos as necessary. Reteaching is also provided prior to assessments. For example, in Language</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Arts 1A, Unit 10, Lesson 5, teachers are instructed to have the students review lesson keywords and resources. If a student needs additional practice prior to the assessment, the teacher may select one or more optional review activities to complete. Optional review activities are available throughout the unit to practice and prepare for assessments as well as check the answers with the students. Teachers can also add lesson modification notes to each slide. In addition to the reteaching suggestions, the materials provide Monitor and Differentiation notes as well as Daily Differentiation suggestions.</p>
	<p>8h) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	<p>Yes</p>	<p>The content can be reasonably completed within a regular school year with pacing that allows maximum student understanding. There are two parts to the first-grade curriculum. Each part is separated into 16 units with each unit separated into 5 lessons. Each lesson can be completed in a day with each unit reasonably completed in one week. Teachers have the ability to see what lessons, assessments, and activities have been completed from the platform.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION Tier 1 ratings receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. Tier 2 ratings receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. Tier 3 ratings receive a “No” for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality⁶	1. Quality of Texts	Yes	The materials provide texts that are appropriately complex for the grade level according to the requirements outlined in the Standards. Read-aloud texts allow sufficient opportunity for engagement with text that is more complex than the students could read themselves. In addition, at least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA Standards. The materials present a coherent collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within the collections of texts, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	A majority of questions are text dependent and text specific. Student ideas are expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	3. Coherence of Tasks	Yes	standards to advance and deepen student learning over time. Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Students build knowledge and skill over the course of the unit. The questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. The questions and tasks guide students in examining the language vocabulary critical to the meaning of texts. The questions and tasks within the materials focus on advancing depth of word knowledge through emphasizing word meaning and relationships among thematically related words and engage students with multiple repetitions of words in varied contexts.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁷	4. Foundational Skills	Yes	The materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills. Materials include engaging, content-rich, and phonetically controlled texts that allow for systematic, explicit, and frequent practice of the foundational skills as they are introduced.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well as in decoding grade-level words. The materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding. Direction for students to reread purposefully to acquire accurate meaning is provided. Opportunities are built into the materials and allow students to achieve reading fluency in oral and silent reading. Materials guide students to read grade-level text with purpose and understanding and make frequent connections between the acquisition of foundational skills and making meaning from reading.</p>
<p>III. Additional Criteria of Superior Quality⁸</p>	<p>5. Range and Volume of Texts</p>	<p>Yes</p>	<p>The materials seek a balance in instructional time between literature and informational texts. The materials typically focus on one genre within each unit, but overall the materials demonstrate a balance between the use of literature and informational texts. Print and non-print texts of different formats and lengths are available. The majority of informational texts have an informational text structure rather than a narrative structure. Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to the interests of students in order to build reading stamina, confidence,</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			motivation, enjoyment, and develop knowledge of classroom concepts or topics.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	The materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. These opportunities are prominent, varied in length and time demand, and require students to engage effectively. Each unit contains multiple opportunities for students to share their understanding of the text with a partner and the whole class. Grade-level foundation standards are addressed by requiring students to know letters, phonetic conventions, sentence structures, and spelling. Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. The materials consistently have students write a formal piece of writing in Lesson 5 of each unit. Materials explicitly address the grammar and language conventions specified by the standards and build on those standards from previous grades through application and practice of those skills in the context of reading and writing about unit texts. Materials provide additional support for writing development.
	7. Assessments	Yes	Measurement of progress via assessments include the gradual release of supporting scaffolds for students to measure their independent abilities. Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Rubrics are clear and assessment guidelines for student work

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>requires subjective scoring. Varied modes of assessment include pre-, formative, summative and self-assessment measures. Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts, and the questions and tasks are developed so that students demonstrate the knowledge and skills built over the course of the unit. Both skills and knowledge are built through a variety of text and result in a culmination of literacy demonstration. Assessments and tasks require a connection among various texts and the lessons are aligned to both skill and knowledge development. Materials assess student proficiency using methods that are unbiased and are accessible to all students. Rubrics are provided for all writing and graded activities.</p>
	8. Scaffolding and Support	Yes	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text. The pre-reading activities have an emphasis on building knowledge by introducing the topic and providing instruction in important vocabulary early within the unit. 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. The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>centrally located within the materials and the center of focus. Materials are easily accessible and are organized in a consistent pattern which allows students to know the learning purpose for each lesson and slide. Materials are abundant and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skill support. The materials are easily implemented in a small group setting or independent centers. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. The content can be reasonably completed within a regular school year and the pacing of content allows maximum student understanding. Materials provide opportunities for teachers to assess the mastery of foundational skills and respond to the needs of individual students based on ongoing assessments that are offered at regular intervals. Students use texts to learn skills and gain knowledge about the topic.</p>
<p>FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u></p>			

*As applicable

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

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

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

The [2019-2020 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Ascension, Beauregard, Bossier, Caddo, Calcasieu, Caldwell, City of Monroe, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, Jefferson, Jefferson Davis, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Livingston, LSU Lab School, Orleans, Orleans/Lusher Charter School, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, RSD Choice Foundation, St. John the Baptist, St. Charles, St. James, St. Landry, St. Mary, St. Tammany, Tangipahoa, Vermillion, Vernon, West Baton Rouge, West Feliciana, and Zachary. This review represents the work of current classroom teachers with experience in grades K-5.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.