

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:** SpringBoard® English Language Arts

**Grade:** 6-8

**Publisher:** The College Board

**Copyright:** 2014

**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>Speaking and Listening</u>
<u>Writing to Sources</u>	<u>Language</u>
<u>Scaffolding and Support</u>	

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

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

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

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

Click below for complete grade-level reviews:

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

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

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

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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 Analysis’ document can be found for each text in the materials.</p> <p>Texts in the materials fall below, within, and beyond grade level complexity bands, though the majority of tasks fall within. When Lexile measures are out of 6-8 band of complexity (925L—1185L), the publisher provides a qualitative justification for the use of the text – further, the task demand is often challenging and warrants the text selection.</p>
	<p><b>REQUIRED</b></p> <p><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>	<p><b>Yes</b></p>	<p>Texts in grade 6 align with the standards and often represent exemplars provided in Appendix B – for instance, students read the “Letter on Thomas Jefferson” by John Adams in Unit 3.</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>Texts appear to increase in text complexity across grade 6. Many of the selections in Unit 1 of grade 6 are below or at the lower-end of the grade band (which is as expected for first semester middle school students), while selections in Unit 3 and Unit 4 are both within and above the 6—8 grade band.</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.

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<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></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 texts are worth reading. They are content rich and produced by authorities in the discipline (in Unit 4, students read both an article on Shakespeare’s life from the British Library as well as an excerpt from “Reading Shakespeare’s Language,” an essay by Barbara Mowat and Paul Werstine (editors at The Folger Shakespeare Library in Washington D. C.).</p> <p>The materials also include texts from social studies, science, and technical subjects.</p>
	<p><b>REQUIRED</b></p> <p><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>	<p><b>Yes</b></p>	<p>Not only do the four units provide a collection of texts that work to build knowledge systematically within them, but the entire textbook is sequenced around the idea of “change.” Each of the four units are built around a topic/big idea specific to change (for instance, Unit 1 is “Stories of Change,” Unit 2 is “The Power of Change,” Unit 3 is “Changing Perspectives,” and Unit 4 is “The Final Act”).</p>
	<p><b>REQUIRED</b></p> <p><b>2c)</b> Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.</p>	<p><b>Yes</b></p>	<p>Although not identified as “anchor” texts, specific texts are selected for multiple careful readings in order to build knowledge toward the unit focus. For example, in unit two students are asked to reread sections of the novel <i>Walk Two Moons</i> in order to Question the Text in small groups.</p>
	<p><b>2d)</b> Nearly all texts are previously published rather than “commissioned.”</p>	<p><b>Yes</b></p>	<p>Nearly all texts are previously published rather than commissioned.</p>
<p><b>3. RANGE AND VOLUME OF TEXTS:</b>            Materials reflect the distribution of</p>	<p><b>REQUIRED</b></p> <p><b>3a)</b> In grades K-12, ELA materials seek a balance in instructional time</p>	<p><b>No</b></p>	<p>Overall, materials do seek a balance in literary and informational titles. Text titles are 47% literary and 53% informational.</p>

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<b>I. Text Selection</b>			
<p>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>between 50% literature/ 50% informational texts.</p>		<p>However, instructional time devoted to each genre is not balanced within each unit due to the focus of study and length of fictional texts. For instance, the majority of instructional time in Units 1 and 4 students are interacting with literary texts, while in Units 2 and 3 students are interacting with informational texts.</p>
	<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>	<p><b>Yes</b></p>	<p>Materials include texts of different formats (film, online articles, editorials, art) and of different lengths, so this indicator is met.</p> <p>However, it should be noted that the materials themselves do not always provide copies of the print and non-print texts that students are expected to read/study. The publisher does make a note of the texts not included in the materials on the 'Unit Overview' page/s, so teachers can feel free to secure the text, supplement, or adapt with the materials they may already have.</p>
	<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>	<p><b>Yes</b></p>	<p>Materials include some texts with informational text structure rather than a narrative structure and there are selections of literary nonfiction.</p>
	<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>	<p><b>Yes</b></p>	<p>Additional materials provide opportunity for accountable independent reading of texts that may appeal to student interests.</p>

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<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>		Not applicable.
	<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>		Not applicable.
	<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>		Not applicable.
	<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>		Not applicable.
	<p><b>REQUIRED</b> <b>4e)</b> Materials guide students to read grade-level text with purpose and understanding.</p>		Not applicable.

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<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	The majority of questions in the materials are text-dependent and require students to use textual evidence in their written and spoken responses – however, there are not that many questions asked throughout the materials.
	<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>Two ‘Close Reading’ workshops for Grade 6 elicit sustained attention to the text. For instance, after reading an excerpt from Mark Twain’s “The Innocents Abroad,” students are asked “What line in paragraph 1 suggests Twain’s attitude to the problems of his traveling in Egypt? Explain why it reflects his attitude.” Later, students are prompted to “Find a sentence that [they] think shows that the structure of this text is narrative writing. Explain how the sentence fits within the overall structure of the text.”</p> <p>As aforementioned, the materials lack question quantity, but not quality as they are often text-dependent.</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>	Yes	<p>Questions found in the two ‘Close Reading’ workshops and many of the questions and assessment tasks assess the depth and complexity required by the standards. However, some questions from introductory lessons tend to be more superficial. For instance, after viewing a scene from the <i>Lion King</i>, students are simply asked to note any external or internal conflicts, and to sequence the events of the scene in chronological order.</p> <p>The guided questions in the side bar labeled “Key Ideas and Details” direct students back to the text and often instruct them to “cite</p>

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			evidence” from the text.
	<b>5d)</b> Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.	<b>No</b>	A large majority of questions in the materials assesses student comprehension – the questions do not always require that students interpret or evaluate what they have read. This is likely because there are not enough questions in the materials in order to move students from surface comprehension to deeper levels of text analysis.
	<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.	<b>Yes</b>	Questions often ask students to consider word connotations as they read new texts. For instance, while reading a newspaper column about pets, students are asked to determine the “connotations of the words ‘loopy’ and ‘unbridled’” and are asked how these words help the reader better understand Marley’s personality. While reading an excerpt from the novel <i>Flipped</i> , students are asked to describe the connotative effective of Juli using the words ‘charge’ and ‘catapult’ to describe how her friend Bryce moves.
<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	<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.	<b>Yes</b>	Students are given opportunities to measure their independent abilities before, during, and after <i>Embedded Assessments</i> .  In Unit 3, for instance, before writing an argumentative letter, students complete a graphic organizer in order to reflect on what they have learned about argumentative writing and revising and how they will use



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with appropriately complex text(s). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			their new knowledge to complete the piece. Throughout the writing workshop, students are supported in prewriting, researching, drafting, and editing. After writing an argumentative piece, students individually reflect on strengths and weaknesses using a rubric.
	<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.	<b>Yes</b>	Aligned rubrics for the writing pieces are found throughout the materials.
	<b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	<b>No</b>	There are two <i>Embedded Assessments</i> contained in each of the four units. All six of these assessments are writing assignments. However, these are the only formal assessment opportunities in the materials.  There is a supplement for teachers entitled <i>Assessment: Exam Viewer</i> , but at the time of the review, it was inaccessible.
	<b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>No</b>	This indicator is met in relation to the aforementioned writing assessments, but there are no other methods to genuinely assess student proficiency.

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<b>IV. Scaffolding and Support</b>			
<b>7. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to	<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	<b>Yes</b>	Pre-reading activities are designed to be taught for several full instructional periods prior to reading. Daily pre-reading activities are short and encourage students to think about the topic of the reading lesson prior to beginning reading.

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<p>encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	no more than 10% of time devoted to any reading instruction.		
	<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	Activities are designed to support the text and to increase understanding of the materials. The focus seems to be balanced between texts and introducing the strategies needed to access the text. Many of the activities are meant to supplement short text selections, but complete texts such as <i>Walk Two Moons</i> are read as well. Therefore, students have the opportunity to gain understanding of entire texts as well as short parts of the text to practice skills activities. As such, it appears that the reading strategies are introduced at this grade level in order to support full comprehension of texts as students progress through the program.
	<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	Readings are provided for class discussions. Students are asked to focus on parts of the selection and write thoughts based on the information provided.
	<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	Access to materials is available online. It is easy to get to different materials needed with the exception of reading selections which are not provided on a regular basis.
	<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	All students are provided with the same materials and expectations. There are no differentiated activities for language learners, students with exceptionalities, or advanced students who are above-grade level.
	<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	Daily objectives are provided in a planning guide that is easy for teachers to follow. Teachers can easily follow the pace of the lesson from one day to another and know how long each activity should take.

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<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	Written tasks require students to analyze the text for various purposes. Students are expected to support their claims through the proof of textual evidence. For example, in activity 2.15, students are asked to compare a poem and an expository essay and explain how they are similar in terms of topic or theme. They are asked to provide textual evidence in their explanations.
	<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	Writing activities are based on the three modes of writing as well as blended modes. The majority the writing prompts require students to write text-based writing rather than imaginative pieces.
	<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	The writing program provides many opportunities for writing through various modes. Responses can be recorded online or through the use of pencil/paper.
	<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	<p>There are many opportunities for connections and alignment between standards. For example in Unit 3 activity, students read and collaboratively analyze two argumentative texts on peanuts in school and the penny. Afterwards the students explain their position in writing then share with other students, speaking clearly and using evidence from the text.</p> <p>However, the materials do not appear to prompt teachers to engage students in working collaboratively the writing process. For example, students are not prompted to share their writing pieces with their peers or to review their writing using any sort of peer review checklist. The only times peer-editing occurs in the materials is during explicit grammar instruction, where students are instructed to, for example, “find and circle the</p>

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			present-tense verbs in the sample text” and later, “self-edit and then trade their work with a partner for peer-editing.”
	<p><b>8e)</b> Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>	<p><b>No</b></p>	<p>There are research opportunities in the materials, but do not make their way into the classroom until the third of four units that are taught throughout the year.</p> <p>Although the projects that are provided are high in quality, activities are needed throughout the year to develop student expertise.</p>

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<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>	The texts used in speaking and listening questions and tasks often meet the criteria for complexity (Criteria 1), quality (Criteria 2), but not range (Criteria 3).
	<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>Yes</b>	<p>The opportunities noted in the "Table of Contents" for Speaking and Listening purposes are as follows – literature circles, debates, choral readings, drama games, and oral presentations.</p> <p>For instance, in Unit 3, students work collaboratively to conduct, synthesize, and present research relating to Shakespeare and his play, <i>The Taming of the Shrew</i>. Their presentation must be five minutes, and speaking parts must be equally divided among group members. Later, students evaluate the other groups with a rubric and determine which of the class presentations were the most engaging, and why.</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 Unit 3, students prepare for a debate by reading pieces about the value (or futility) of teaching Shakespeare in school. They then write and support a claim for their side of the controversy. Later, students participate in a class debate, where they are prompted to express their ideas clearly, use evidence from the text and personal experience in their argument, and listen to other speakers in order to evaluate their claims and evidence.
	<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>	Students are prompted to take notes and summarize literary texts as they listen to them being read, but to also make note of others ideas and remarks during group discussions/debates.

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<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>	<p>Although the materials address the grammar and language conventions of the grade level, practice is not frequent enough to build on in subsequent grades. There is a Grammar Handbook and Mini Lessons resources. The Mini Lesson begins with nouns and builds to vivid verbs, passive and active voice, pronouns, commonly confused words, adverbs, etc.</p> <p>The Handbook contains definitions and additional practice items, but it does not address grade level specific standards since it is a general resource for grades 6-12.</p>
	<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 asked to correct their written errors, such as by rewriting passive voice into the active voice. There is time built in to share their learning of language usage orally.</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>Yes</b>	<p>Within the Mini Lessons, students are asked to refer back to texts, such as <i>Kira-Kira</i> to revise a sentence to include vivid verbs.</p> <p>Although students examine the language of texts, and they model what they have learned in the mini lesson within group practice, and then within their own writings. The teacher can “assess” and “adapt” by using alternate materials as well.</p>
	<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>	<p>Students frequently reread texts to notice the language patterns. After several activities involved with simple and compound sentences, students are asked to complete a “Check Your Understanding” which is a reflective exercise that requires students to assess their writing. Students select one entry from their writing folders; they analyze their writing by checking for sentence variety.</p>
	<p><b>10e)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	<b>Yes</b>	<p>The students have discussions with groups and the whole class about sentence patterns and types, such as the difference between simple and compound. They practice using this language orally and in writing.</p>

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

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

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts <b>(Non-Negotiable)</b>	Yes	Texts typically fall within the 6—8 grade band. When they fall below, a ‘Text Complexity Analysis’ document provides justification for its selection. Further, the materials include texts that not only align with the standards, but are also considered exemplary texts for middle school students as per Appendix B.
	2. Quality of Texts <b>(Non-Negotiable)</b>	Yes	The texts in grade 6 are worth reading, are content rich, and work together to systematically build knowledge. However, the materials do not appear to identify texts as “anchor texts” in each unit even though students are required to engage in multiple, close readings of complex text.
	3. Range and Volume of Texts	No	All indicators for Range and Volume are present (there are texts of different lengths and formats, literary nonfiction is present), but the materials do not represent a 50/50 balance of instructional time spent studying literary and informational texts. It should be noted the balance of instructional time devoted to studying literary and informational text is not balanced within units.
II: Foundational Skills	4. Foundational Skills <b>(Non-Negotiable*)</b>	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	Yes	While the majority of the questions and tasks are text-dependent and require students to express their ideas through both written and spoken responses, introductory questions tend to be surface-level.
	6. Assessment	No	At the time of the review, the materials do not offer enough assessment opportunities in order to genuinely measure student progress.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	Reading strategies are provided to allow for students to gain a full understanding of the text as they progress through the program. But there are not enough opportunities for all students, particularly those who read below grade level, with opportunities

			and support to encounter and comprehend grade-level.
V: Writing to Sources and Research	8. Writing to Sources	<b>Yes</b>	There are many opportunities for students to “write to sources” as there is a clear connection between reading and writing in the materials. While research opportunities are present, they are only evident towards the end of the materials – students must engage in research throughout the course of the entire text in order to promote independence.
VI: Speaking and Listening	9. Speaking and Listening	<b>No</b>	There are opportunities for students to speak and listen to each other, and there are frequent connections and alignment between speaking and listening, reading, writing, and the language standards in the grade 6 materials. The texts used meet the criteria for complexity and quality of texts (1, 2) but not range (3).
VII: Language	10. Language	<b>No</b>	Materials address the language standards by asking students to confront errors in the texts they are reading as well as to make revisions within their writings and orally, but practice is not frequent enough to build on from previous and in subsequent grades.
<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:** SpringBoard® English Language Arts

**Grade:** 7

**Publisher:** The College Board

**Copyright:** 2014

**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></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>	Yes	<p>A ‘Text Complexity Analysis’ document can be found for each text in the materials.</p> <p>Texts in the materials fall below, within, and beyond grade level complexity bands, though the majority of tasks fall within. When Lexile measures are out of 6-8 band of complexity (925L—1185L), the publisher provides a qualitative justification for the use of the text – further, the task demand is often challenging and warrants the text selection.</p>
	<p><b>REQUIRED</b></p> <p><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	Texts align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix. B
	<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>	Yes	Texts typically increase in complexity as materials progress.
<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</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>	Yes	<p>90% of the texts are worth reading and represent writing that is produced by authorities in the discipline. Texts include history/social studies, marketing, and the arts.</p> <p>For example, Nelson Mandela’s Nobel</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>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>			Prize acceptance speech is found in Unit 3, along with an excerpt from John Carlin’s book <i>Playing the Enemy: Nelson Mandela and the Game that Made a Nation</i> .
	<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	Not only do the four units provide a collection of texts that work to build knowledge systematically within them, but the entire textbook is sequenced around the idea of “choices.” Each of the four units are built around a topic/big idea specific to change (for instance, Unit 1 is “The Choices We Make,” Unit 2 is “What Influences My Choices?” Unit 3 is “Choices and Consequences,” and Unit 4 is “How We Chose to Act”).
	<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	Although not identified as “anchor” texts, specific texts are selected for multiple careful readings in order to build knowledge toward the unit focus. For example, in unit three students are asked to reread sections of the novel <i>Tangerine</i> in order to Question the Text in small groups
	<p><b>2d)</b> Nearly all texts are previously published rather than “commissioned.”</p>	Yes	Nearly all texts are previously published.
<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</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	Overall, materials do seek a balance in literary and informational titles. Text titles are 60% literary and 40% informational. However, instructional time devoted to each genre is not balanced within each unit due to the focus of study and length of fictional texts. For instance, the majority of instructional time in Units 1 and 4 students are interacting with literary texts, while in Unit 2 students are interacting with informational texts. In Unit 3 the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Text Selection</b>			
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			instructional time is balanced between literary and informational text.
	<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.	Yes	Materials include texts of different formats (online articles, film, monologues, plays, audio) and different lengths.
	<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	Materials with an informational text structure rather than a narrative structure are provided.
	<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	Additional materials are provided that may increase the student opportunity to build reading stamina, confidence, motivation, and that connect to classroom concepts.

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>		Not applicable.
	<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>		Not applicable.
	<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>		Not applicable.
	<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>		Not applicable.
	<p><b>REQUIRED</b> <b>4e)</b> Materials guide students to read grade-level text with purpose and understanding.</p>		Not applicable.

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>The majority of the questions and tasks are text-dependent and require students to express their ideas through both written and spoken responses.</p> <p>Throughout the materials, students keep <i>double-entry journals</i>. For instance, in Unit 3, students are prompted to note and analyze choices that characters make in a <i>double-entry journal</i>. These journals provide students the opportunity to expand their analysis and selection of relevant evidence from the text to support their inferences on character motivation and plot development.</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>Questions are often text-dependent, and sustained attention to individual texts is elicited through guided questions in the side bar of both student and teacher editions. These questions direct attention toward key ideas and details, as well as to the structure of the writing. Note: there are no ‘Close Reading’ workshops for grade 7 as there are in other grades.</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>	Yes	<p>Many of the questions and assessment tasks assess the depth and complexity required by the standards. However, some questions from introductory lessons tend to be more superficial. For instance, after carefully examining the book cover of the novel <i>Tangerine</i>, students are asked, “Which aspect of the book cover helped you make predictions and inferences—the images or the text? Which generated more questions and comments?”</p> <p>The guided questions in the side bar labeled “Key Ideas and Details” direct students back</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
			to the text and often instruct them to “cite evidence from the text.
	<b>5d)</b> Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.	<b>Yes</b>	<p>Questions typically begin with comprehension, asking students to summarize what they have read in two or three sentences, and then move on to interpreting and evaluating.</p> <p>For instance, after reading Edgar Allan Poe’s “The Raven,” students are asked to summarize the poem and to find an example of internal rhyme. Students are also asked to note the dominant image of the poem, and are asked to consider how the connotative associations with this image and other diction choices fit with the tone Poe tries to create.</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.	<b>Yes</b>	<p>Many question support students in learning new vocabulary from reading. Further, questions support students in unpacking academic language prevalent in complex texts.</p> <p>While reading A.E. Housman’s poem “To an Athlete Dying Young,” students are asked “What image is creating by using the word ‘<i>chaired</i>’? How has this image changed in the second stanza?” Later, students are asked what Housman is alluding to when he uses the terms <i>laurel</i> and <i>early-laurelled</i>.</p>
<b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely	<b>REQUIRED</b> <b>6a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure	<b>Yes</b>	Students are given opportunities to measure their independent abilities before, during, and after <i>Embedded Assessments</i> .

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
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). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	their independent abilities.		For example, in Unit 4, students write and present a monologue about a topic that sparks a strong emotion. After completing this <i>Embedded Assessment</i> , students reflect and score their monologue, using a rubric that assesses their ideas, structure, and use of language.
	<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.	<b>Yes</b>	Aligned rubrics for writing assignments are included in the materials.
	<b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	<b>No</b>	There are two <i>Embedded Assessments</i> contained in each of the four units. All six of these assessments are writing assignments. However, these are the only assessment opportunities in the materials.  There is a supplement for teachers entitled <i>Assessment: Exam Viewer</i> , but at the time of the review, it was inaccessible.
	<b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>No</b>	This indicator is met in relation to the aforementioned writing assessments, but there are no other methods to genuinely assess student proficiency.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>IV. Scaffolding and Support</b>			
<b>7. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to	<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	<b>Yes</b>	Each unit contains several days of pre-reading activities. The daily lessons include short activities that encourage students to think about the topic they are about to read. For



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<p>encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	no more than 10% of time devoted to any reading instruction.		example, Activity 1.18 asks students to think about how people in the distant past may have explained natural phenomena such as the sun, stars, snow, etc. This is prior to reading several mythological stories.
	<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.	Yes	Reading strategies are practiced during the reading of each selection. In grade 7, strategies are designed to support comprehension, and to build knowledge and insight into the text itself.
	<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.	Yes	Materials frequently provide teachers and students with opportunities to revisit a text selection for rereading, discussion, and writing about the information provided.
	<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.	Yes	<p>Planning materials and lesson plans are cleanly laid out for teachers.</p> <p>It is important to note, however, that many of the reading selections and/or video clips are not provided within the text series and must be obtained independently – while they are not centrally located <i>within the materials</i>, they are obviously the center of focus.</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.).	No	All students complete the same activities whether they are language learners, have special needs, or are advanced learners.
	<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.	Yes	Activities are clearly laid out with daily objectives to be able to complete the entire program within the confines of one school year. A ‘Planning the Unit’ section at the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
			beginning of each unit that gives teachers 'Instructional Activities and Pacing' guide, outlining how many days to allot to each activity/reading.

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	Written tasks require students to analyze the text for various purposes. Students are expected to support their claims through the proof of textual evidence. For example, in activity 3.10 students are asked that if they were to write an essay about the motif of sportsmanship in the novel <i>Tangerine</i> , which two characters they would use as examples of good and bad sportsmanship. They are prompted to cite textual evidence to support their claims.
	<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	Writing activities are based on the three modes of writing as well as blended modes. The majority the writing prompts require students to write text-based writing rather than imaginative pieces.
	<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	The writing program provides many opportunities for writing through various modes. Responses can be recorded online or through the use of pencil/paper.
	<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	There are opportunities for connecting writing, reading, and speaking and listening. After completing an activity or reading a text, students are frequently encouraged to share their ideas with the class or a group. It should be noted that peer feedback for writing pieces is not found in the materials.
	<p><b>8e)</b> Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>	No	Research is provided but not mentioned until the third of fourth units that are taught throughout the year. Activities are needed

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
			throughout the year to develop student expertise.

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>	The texts used in speaking and listening questions and tasks often meet the criteria for complexity (Criteria 1), quality (Criteria 2), but not range (Criteria 3).
	<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>Yes</b>	<p>There are opportunities for students to engage in a range of conversations and collaborations in the grade 7 materials.</p> <p>For instance, in Unit 1, students “work with a partner and select one of the gods or goddesses” to research,” later, they “work in a collaborative group to generate ideas for an original myth to explain a natural phenomenon” and “create a claim and argue a position and counterclaims in a class debate.”</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>	<p>There are connections and alignment between speaking and listening, reading, writing, and the language standards in the grade 7 materials.</p> <p>Students are expected to cite sources, provide textual evidence to support their claims. During discussions, the expectation is always that students use academic language and grade-appropriate oral language conventions.</p>
	<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>	Students are prompted to take notes as they read/listen to others.

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>	<p><b>No</b></p>	<p>Although the materials address the grammar and language conventions of the grade level, practice is not frequent enough to build on from previous and in subsequent grades. There is a Language Handbook and Mini Lessons resources. The Mini Lessons begin with strong verbs and builds to comma in a series, present tense verbs, prepositional phrases, and parenthetical documentation.</p> <p>The Handbook contains definitions and additional practice items, but it does not address grade level specific standards since it is a general resource for grades 6-12.</p>
	<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>	<p><b>Yes</b></p>	<p>Students are asked to correct their written errors, such as by writing sentences with singular and plural subjects with the correct forms of present-tense verbs. Then, they must insert prepositional phrases after the subject, in which the object of the preposition is a different number from the subject.</p> <p>There is time built in to share their learning of language usage orally.</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>	<p><b>Yes</b></p>	<p>Within the Mini Lessons, students are asked to refer back to texts, such as <i>Tangerine</i> to find strong verbs that they can add to the Word Wall to use in future writings.</p> <p>While learning about comma in a series, students are asked to: Go back into the article “Bullying in School: Fighting the Bully Battle.” They are asked to think about some possible solutions to counteract these actions. The students then write a sentence that states their suggestions, including their suggestion as words in a series. Their words can be single</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
			<p>words, phrases, or clauses.</p> <p>They not only examine the language of texts, but they model what they have learned in the mini lesson within group practice, and then within their own writings. The teacher can “assess” and “adapt” by using alternate materials as well.</p>
	<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>	<p><b>Yes</b></p>	<p>Students frequently reread texts to notice the language patterns. After several activities involved with strong verbs, students are asked to assess their writing. Students select one entry from their writing folders; they analyze their writing by checking and revising for strong verbs.</p>
	<p><b>10e)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	<p><b>Yes</b></p>	<p>The students have discussions with groups and the whole class. One such activity involves the following: Groups study a sentence and prepare a short lesson for the whole class in which they identify the prepositional phrases, define them as <i>adverbial</i> or <i>adjectival</i>, and explain how the phrases add meaning to the sentence. All sentences are from “Sunday, December 3,” <i>Tangerine</i>. They practice using this language orally and in writing.</p>

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

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

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts <b>(Non-Negotiable)</b>	Yes	Texts in the materials fall below, within, and beyond grade level complexity bands. When they fall below, a ‘Text Complexity Analysis’ document provides justification for its selection. Further, the materials include texts that not only align with the standards, but are also considered exemplary texts for middle school students as per Appendix B.
	2. Quality of Texts <b>(Non-Negotiable)</b>	Yes	The texts in the four units work to build knowledge systematically, are content rich, and include different formats (film, online articles, editorials, speeches, monologues, news reports). The publisher notes that all texts needed for this grade level are not provided in the materials themselves. However, the materials do not appear to identify texts as “anchor texts” in each unit even though students are required to engage in multiple, close readings of complex text.
	3. Range and Volume of Texts	No	All indicators for Range and Volume are present (there are texts of different lengths and formats, literary nonfiction is present), but the materials do not represent a 50/50 balance of instructional time spent studying literary and informational texts. It should be noted the balance of instructional time devoted to studying literary and informational text is not balanced within units.
II: Foundational Skills	4. Foundational Skills <b>(Non-Negotiable*)</b>	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	Yes	While the majority of the questions and tasks are text-dependent and require students to express their ideas through both written and spoken responses, introductory questions tend to be surface-level.
	6. Assessment	No	Materials do not offer enough assessment opportunities that genuinely measure student progress – writing workshops are the only assessments found in the materials at the time of the review.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	All required indicators for Scaffolding and Support get a “Yes.” However, the materials do not provide explicit suggestions and



			materials for differentiating instruction and supporting varying student needs at the unit and lesson level.
V: Writing to Sources and Research	8. Writing to Sources	<b>Yes</b>	After completing an activity or reading a text, students are frequently encouraged to share their ideas with the class or a group. While students do write to sources, research opportunities are limited.
VI: Speaking and Listening	9. Speaking and Listening	<b>No</b>	There are opportunities for students to speak and listen to each other, and there are frequent connections and alignment between speaking and listening, reading, writing, and the language standards in the grade 7 materials. The texts used meet the criteria for complexity and quality of texts (1, 2) but not range (3).
VII: Language	10. Language	<b>No</b>	Materials address the language standards by asking students to confront errors in the texts they are reading as well as to make revisions within their writings and orally, but practice is not frequent enough to build on from previous and in subsequent grades.
<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:** SpringBoard® English Language Arts

**Grade:** 8

**Publisher:** The College Board

**Copyright:** 2014

**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></p> <p><b>1. COMPLEXITY OF TEXTS:</b></p> <p>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>Materials provide texts that fall below, within, and beyond grade level complexity bands. Quantitative measures and qualitative considerations are provided for all texts in a supplemental ‘Text Complexity Analysis’ document</p> <p>Where Lexile measures are beyond the range of grade-level complexity, the publisher provides justification for the use of the text selection.</p>
	<p><b>REQUIRED</b></p> <p><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>	<p><b>Yes</b></p>	<p>Texts for grade 8 align with the standards and representation is verified by the exemplars provided – for example, students read an autobiography excerpt from <i>The Narrative of The Life of Fredrick Douglass, an American Slave</i> by Fredrick Douglass, one of the noted exemplars provided in Appendix B.</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>Texts are more complex in grade 8 than they were in grade/s 6 and 7.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>2. QUALITY OF TEXTS:</b></p> <p>Texts are of sufficient scope and</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,</p>	<p><b>Yes</b></p>	<p>90% of the texts are worth reading and represent writing that is produced by authorities in the discipline. An excerpt</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>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>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>from a Madeleine L'Engle novel is included, as is a humorous essay from Pulitzer Prize winning author Dave Barry.</p> <p>Texts also include texts from history/social studies and science.</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>	<p><b>Yes</b></p>	<p>The materials provide a collection of texts within each unit that build knowledge systematically and are centered on one topic/idea.</p> <p>All texts in grade 8 are focused on 'challenges' – Unit 1 texts are collected around the idea of "The Challenge of Heroism," Unit 2, "The Challenge of Utopia," Unit 3, "The Challenge to Make a Difference," and Unit 4, "The Challenge of Comedy."</p>
	<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>	<p><b>No</b></p>	<p>Although not identified as "anchor" texts, specific texts are selected for multiple careful readings in order to build knowledge toward the unit focus. For example, in unit two students are asked to reread sections of the novel <i>A Wrinkle in Time</i> in order to analyze how the author uses imagery for effect.</p>
	<p><b>2d)</b> Nearly all texts are previously published rather than "commissioned."</p>	<p><b>Yes</b></p>	<p>Nearly all texts are previously published rather than commissioned.</p>
<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</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>	<p><b>No</b></p>	<p>Overall, materials do seek a balance in literary and informational titles. Text titles are 50% literary and 50% informational. However, instructional time devoted to each genre is not balanced within each unit due to the focus of study and length of fictional texts. For instance, the majority of instructional time in Units 1 and 4 students are interacting with literary texts, while in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Text Selection</b>			
<p>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>			Units 2 and 3 students are interacting with informational texts.
	<p><b>REQUIRED</b></p> <p><b>3b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	<b>Yes</b>	Materials provide texts in different formats (online articles, film, monologues, plays, audio) and different lengths.
	<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>	<b>Yes</b>	Materials include literary nonfiction as well as texts with an informational text structure rather than a narrative structure.
	<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>	<b>Yes</b>	The materials include independent reading suggestions for students that “demonstrate a range of interest and reading levels that might help guide your students towards self-selecting independent reading material.”

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>		Not applicable.
	<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>		Not applicable.
	<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>		Not applicable.
	<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>		Not applicable.
	<p><b>REQUIRED</b> <b>4e)</b> Materials guide students to read grade-level text with purpose and understanding.</p>		Not applicable.

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	The majority of the questions and tasks are text-dependent and require students to express their ideas in both written and spoken responses.
	<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	Questions are often text-dependent, and sustained attention to individual texts is elicited through guided questions in the side bar of both student and teacher editions. These questions direct attention toward key ideas and details, as well as to the structure of the writing. Note: there are no ‘Close Reading’ workshops for grade 8 as there are in other grades.
	<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>	Yes	<p>Many of the questions and assessment tasks assess the depth and complexity required by the standards. However, some questions from introductory lessons tend to be more superficial. For instance, before reading and paraphrasing quotes about challenges, students are asked, “When you hear the word <i>challenges</i>, what comes to mind? Is the word positive or negative? How can challenges be helpful to an individual? How can they be harmful?”</p> <p>The guided questions in the side bar labeled “Key Ideas and Details” direct students back to the text and often instruct them to “cite evidence from the text.”</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 typically begin with comprehension, asking students to summarize what they have read in two or three sentences, and then move on to interpreting and evaluating.</p> <p>While reading Ray Bradbury’s “The Drummer Boy of Shiloh,” students identify the boy’s perspective about his role in the war and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
			compare his perspective with the general's perspective. Later in the story, students are prompted to "notice how paragraph 44, beginning 'So bring the right...' speeds up the pace of the story." They are then asked to examine the paragraph and determine how the author makes the reader and Joby feel the excitement of the general.
	<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.	<b>Yes</b>	Many questions support students in learning new vocabulary from reading. Further, questions support students in unpacking academic language prevalent in complex texts.  In one unit, students study and discuss the effect and significance of euphemisms as a propaganda tool.
<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).  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<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.	<b>Yes</b>	Students are given opportunities to measure their independent abilities before, during, and after <i>Embedded Assessments</i> .
	<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.	<b>Yes</b>	Aligned rubrics for writing assignments are included in the materials.  An aligned rubric in Unit 4 can be used to score student performance on an essay in which they analyzed a humorous text and prompts a grader to pay particular attention to <i>Ideas, Structure, and Use of Language</i> .
	<b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	<b>No</b>	There are two <i>Embedded Assessments</i> contained in each of the four units. All six of these assessments are either written assignments or oral presentations/performances. These are the



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
			only assessment opportunities in the materials; the materials do not contain any assessments that resemble a PARCC prototype.  There is a supplement for teachers entitled <i>Assessment: Exam Viewer</i> , but at the time of the review, it was inaccessible.
	<b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>No</b>	This indicator is met in relation to the aforementioned writing assessments, but there are no other methods to genuinely assess student proficiency.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>IV. Scaffolding and Support</b>			
<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.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<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.	<b>Yes</b>	Each unit contains several days of pre-reading activities. The daily lessons include short activities that encourage students to think about the topic they are about to read. For example, Activity 1.6 students are asked to brainstorm reason why a hero might refuse his or her call and to decide why this might be a common occurrence in hero stories.
	<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.	<b>Yes</b>	Reading strategies in grade 8 often support full comprehension of text selections. Activities are designed to build knowledge and insight into the text, and do not confuse/substitute mastery of strategies for a deep understanding of the text itself.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	<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>	<p><b>Yes</b></p>	<p>Materials frequently provide teachers and students with opportunities to revisit a text selection for rereading, discussion, and writing about the information provided. Activity 1.9 asks students to revisit a selection from A Wrinkle in Time to find and quote examples of the main characters dialogue that reflects her anxiety and fear of the task she needs to accomplish.</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>	<p><b>Yes</b></p>	<p>Planning materials and lesson plans are cleanly laid out for teachers.</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>	<p><b>No</b></p>	<p>All students complete the same activities whether they are ELL, special needs, average students, or AP. There were no suggestions or materials provided for supporting varying student needs at the time of this review.</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>	<p><b>Yes</b></p>	<p>Activities are clearly laid out with daily objectives to be able to complete the entire program within the confines of one school year.</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 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	<p>Written tasks require students to analyze the text for various purposes. Students are expected to support their claims through the proof of textual evidence. For example, in activity 3.10 students are asked to review the short story “Harrison Bergeron” and write a paper to show how the story shows the conflict between the needs or ideals of society and the reality of individuals. Students are prompted to include examples and quotes from the text to support their claims.</p>
	<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	<p>Writing activities are based on the three modes of writing as well as blended modes. The majority the writing prompts require students to write text-based writing rather than imaginative pieces.</p>
	<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	<p>The writing program provides many opportunities for writing through various modes. Responses can be recorded online or through the use of pencil/paper.</p>
	<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	<p>There are opportunities for connecting writing, reading, and speaking and listening. After completing an activity or reading a text, students are frequently encouraged to share their ideas with the class or a group. It should be noted that peer feedback for writing pieces is not found in the materials.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	<p><b>8e)</b> Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>	<p><b>No</b></p>	<p>Research opportunities are included frequently to build student expertise needed to conduct research independently. These research opportunities begin within the second of four units.</p>

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>	The texts used in speaking and listening questions and tasks often meet the criteria for complexity (Criteria 1), quality (Criteria 2), but not range (Criteria 3).
	<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>Yes</b>	There are opportunities for students to engage in a range of conversations and collaborations in the grade 8 materials – students present a multimedia campaign in front of an audience, discuss texts in literature circles, and are frequently prompted to communicate effectively in partner, small group, and whole class discussions.
	<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>	There are connections and alignment between speaking and listening, reading, writing, and the language standards in the grade 7 materials.
	<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>	This indicator is met throughout the materials.

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>	<p>Although the materials address the grammar and language conventions of the grade level, practice is not frequent enough to build on from previous and in subsequent grades. There is a Language Handbook and Mini Lessons resources. The Mini Lesson Activities only consist of Complex Sentences and Present Tense Verb Forms.</p> <p>The Handbook contains definitions and additional practice items, but it does not address grade level specific standards since it is a general resource for grades 6-12.</p>
	<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 asked to correct their written errors, such as by rewriting a thesis statement. There is time built in to share their learning of language usage orally.</p> <p>The only other opportunity mentioned was: "Students are to think about a literary character or setting that they have found interesting. They should write three sentences that describe this character or setting. Ask them to underline the <b>subject</b> and <b>verb</b> of each sentence, to make sure that the <b>subject</b> and <b>verb</b> of each sentence agrees in number, and to verify that each verb is in the <b>present tense</b>."</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>	<p>Within the Mini Lessons, it is only noted that teacher should "Emphasize the use of present tense when discussing literature." There were no specific texts mentioned nor a major emphasis placed on this as was with other grade levels.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
			<p>However, students do model what they have learned in the mini lesson within group practice, and then within their own writings. For example, even after the very first lesson on complex sentences, the students are asked to proofread and respond to a partner's thesis statement based on the criteria for a complex sentence. There is then time built in for the students to self-edit and revise ensuring they have a complex thesis statement.</p> <p>The teacher can "assess" and "adapt" by using alternate materials as well.</p>
	<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>	<p><b>No</b></p>	<p>There are not frequent opportunities to connect and align language standards, writing, reading, speaking and listening.</p>
	<p><b>10e)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	<p><b>No</b></p>	<p>The students have discussions with groups and partners about complex sentences and present tense verbs. However, this is done so infrequently, that there do not appear to be many real-world opportunities.</p>

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

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

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts <b>(Non-Negotiable)</b>	Yes	Texts often meet the appropriate complexity requirement. When texts fall below or above the Lexile range expected for grades 6-8, a ‘Text Complexity Analysis’ document speaks for its selection. Often, when the text is below complexity, the task demand warrants its inclusion in the materials.
	2. Quality of Texts <b>(Non-Negotiable)</b>	Yes	90% of texts are worth reading in grade 8. The texts are content-rich, with many produced by authorities in the discipline, and come from social studies, science, and technical subjects. However, the materials do not appear to identify texts as “anchor texts” in each unit even though students are required to engage in multiple, close readings of complex text.
	3. Range and Volume of Texts	No	The materials contain texts that are of different formats and different lengths. The materials do not balance instructional time spent between literature and informational text within units.
II: Foundational Skills	4. Foundational Skills <b>(Non-Negotiable*)</b>	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	Yes	While the majority of the questions and tasks are text-dependent and require students to express their ideas through both written and spoken responses, introductory questions tend to be surface-level.
	6. Assessment	No	Materials do not offer enough assessment opportunities that genuinely measure student progress – writing workshops and oral presentations are the only assessments found in the materials at the time of the review.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	All required indicators for Scaffolding and Support get a “Yes.” However, the materials do not provide explicit suggestions and materials for differentiating instruction and supporting varying student needs at the unit and lesson level.
V: Writing to Sources and Research	8. Writing to Sources	Yes	While students write to sources, research opportunities are limited.



VI: Speaking and Listening	9. Speaking and Listening	<b>No</b>	There are opportunities for students to speak and listen to each other, and there are frequent connections and alignment between speaking and listening, reading, writing, and the language standards in the grade 8 materials. The texts used meet the criteria for complexity and quality of texts (1, 2 ) but not range (3).
VII: Language	10. Language	<b>No</b>	The materials do not address all of the grammar and language standards. There are not enough opportunities provided to examine language orally, in writing, or as related to reading, speaking/listening.
<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)