

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: Teaching Through Text Sets: Citizenship and Government

Grade: 3

Publisher: Teacher Created Materials

Copyright: 2014

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	3. Range and Volume of Texts (Non-Negotiable)

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 receive a “Yes” in Column 1 for Criteria 1 – 3.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Complexity of Texts, Quality of Texts, and Range and Volume of Texts), 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.

Click below for complete grade-level reviews:

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

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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.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 3.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Complexity of Texts, Quality of Texts, and Range and Volume of Texts), 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10¹.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.² Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	<p>No</p>	<p>The texts are not all appropriately complex for the identified grade level according to the requirements outlined in the standards. Within the text set there are texts that fall below, within, and above the appropriate grade-level band. Although the materials state that the materials provided above grade level have guided reading, the students independently read the text and code the text. The materials do not provide for directed discussion during the second guided reading only group discussion. The materials provided do not provide sufficient scaffolding for the text outside of the grade band (For example, JFK's Inaugural Address 930L is an above-grade level text, and the scaffolding provided for the Teacher-Guided close reading is insufficient.)</p>
	<p>REQUIRED 1b) Texts increase in complexity as materials progress throughout the grade level and 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>No</p>	<p>Although the text complexity varies throughout the provided texts there is not a progression in any logical or systematic way. These materials do not progress across the grade or the grade-band, but they do have a logical progression within the unit. There is no way to evaluate the increase in complexity across the grade level and the grade band since only one unit has been provided. The text complexity within the unit progresses according to the instructional setting (read aloud, teacher-guided close read, small-group, etc.) It is logical and planned.</p>
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS:</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to</p>	<p>No</p>	<p>The text set that was submitted for review only addresses history/social studies. There is a famous speech and song</p>

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

² The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

<p>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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>		<p>included. Although the texts are well crafted the text set does not represent various disciplines, e.g. Science, technical subjects and the arts. Evaluation of this indicator is limited by the narrow submission. The texts are well-crafted, some are authentic, and all build content knowledge, but only about the subject of this text set.</p>
	<p>REQUIRED 2b) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p>	Yes	<p>The materials provided are a collection of connected texts that provide a sequence to build knowledge about citizenship and government through reading, writing, listening, and speaking. Students study a speech given by JFK and examine a patriotic song.</p>
	<p>REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.</p>	No	<p>The texts are not selected for multiple, careful readings throughout the unit of study. According to the pacing plan, only one text is directed for a second reading.</p>
	<p>2d) 90% of texts are previously published rather than “commissioned.”</p>	Yes	<p>Many of the texts are previously published. (e.g. We Live Here Too! 2002 Nancy Loewen, You Can Count on Me! 2013 Joanna Mattern, JFK's Inaugural Address 1961, You're a Grand Old Flag 1906 George M. Cohan, What You Can Do for Your Country, and Camping Constitution 2008 Christi E. Parker)</p>
<p>Tier 1 and 2 Non-Negotiable 3. RANGE AND VOLUME OF</p>	<p>REQUIRED 3a) In grades K-12, ELA materials seek a balance in</p>	Yes	<p>There is a variety of texts including, "You're a Grand Old Flag" (song) and "Camping Constitution" (drama) both</p>

<p>TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>instructional time between 50% literature/ 50% informational texts. (Reviewers will consider a balance within units of study as well as across the entire grade level.)</p>		<p>provide practice with literary text and "JFK's Inaugural Address" provides practice with literary nonfiction.</p>
	<p>REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	No	<p>There is an interactive component of the text provided and one song is provided. There is no variance in length of the materials provided. There are 32 pages in We Live Here Too and You Can Count on Me!</p>
	<p>3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Yes	<p>The materials include two informational texts with an informational text structure. One speech was noted in the materials. Of the 6 texts in the set, two have an informational text structure, You Can Count on Me! and What You Can Do for Your Country. There is one speech and one song that are used as primary documents.</p>
	<p>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	No	<p>No additional materials are included for increasing the opportunity for regular, accountable, independent reading of texts that appeal to student's interests to build reading stamina</p>

FINAL EVALUATION

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 3.

Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Complexity of Texts, Quality of Texts, and Range and Volume of Texts), 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.

Compile the results for Sections I-VII to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	No	The texts are not appropriately complex for the identified grade level according to the requirements outlined in the standards.

	2. Quality of Texts (Non-Negotiable)	No	Although the texts are well crafted the text set does not represent various disciplines, e.g. Science, technical subjects and the arts.
	3. Range and Volume of Texts (Non-Negotiable)	No	No additional materials are included for increasing the opportunity for regular, accountable, independent reading of texts that appeal to student's interests to build reading stamina.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

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

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.