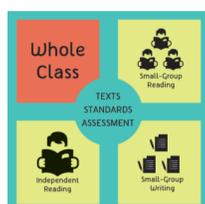




As of November 2023, The College Board will not support any new curriculum adoptions for this product and will be offering limited professional learning support for currently contracted customers. New adoptions of this product are not allowed.

Qualified for Abbreviated Review¹

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.² In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts³ independently. Thus, a strong ELA classroom is structured with the below components.



Title: Springboard English Language Arts

Grade/Course: English I-IV

Publisher: The College Board

Copyright: 2021

Overall Rating: Tier 1, Exemplifies quality

Tier 1, Tier 2, Tier 3 Elements of this review:

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

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 1-8.

Tier 2 ratings received a “Yes” for all non-negotiable criteria, 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:

[English I \(Tier 1\)](#) [English II \(Tier 1\)](#) [English III \(Tier 1\)](#) [English IV \(Tier 1\)](#)

¹ Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://www.edreports.org/reports/overview/springboard-2021/high-school>.

² A volume of texts is a collection of texts written about similar topics, themes, or ideas.

³ A range of texts are texts written at different reading levels.



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Title: Springboard English Language Arts

Grade: English I

Publisher: The College Board

Copyright: 2021

Overall Rating: Tier 1, Exemplifies quality

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Quality of Texts (Non-negotiable)	
2. Text-Dependent Questions (Non-negotiable)	
3. Coherence of Tasks (Non-negotiable)	
4. Foundational Skills (Non-negotiable)	
5. Range and Volume of Texts	
6. Writing to Sources, Speaking and Listening, and Language	
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³ A range of texts are texts written at different reading levels.



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

- Review the **required**⁴ Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. For grades K-5, materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II⁵ and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

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

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

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

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

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

⁴ **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

⁵ For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>			
<p>Non-negotiable 1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. 	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. A large selection of text types ranging in both complexity and Lexile levels are provided throughout each unit and across the materials. The materials provide a comprehensive text complexity companion document for each text used throughout the units. The Lexile band for Grades 9-10 is 1050-1335, and the units’ texts span 760-1460L. While some texts fall below the grade band Lexile range, they are accompanied by demanding tasks or allow for greater student independence in reading. For example, in Unit 1, students read the essay “Bread” by Margaret Atwood. Quantitative analysis measures the text below grade level with a 760L, but the text is considered to be moderately difficult qualitatively due to the essay’s unconventional structure and shifts in points of view. Students also read “The First Day” by Edward P. Jones. Quantitative analysis measures the text at a 1010L, and qualitative analysis considers the text moderately difficult due to the amount of figurative language in the author’s descriptions. Knowledge demands may be more difficult for some readers in that prior</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>knowledge of racial and class differences of the mid-twentieth century are required. The most demanding text students read in this unit is “The Red Fox Fur Coat” by Teolina Gersao, with a quantitative measure of 1230L. Qualitative analysis deems the text very complex in that it contains a challenging theme that is slowly revealed throughout the text with “abstract, detailed, figurative language.” In Unit 3, students read “What to Do with the Kids This Summer? Put ‘Em to Work,” by Ben Sasse. Quantitative measures place this text at 1050L. Qualitative analysis considers the text moderately difficult due to the author’s use of an unfamiliar structure, academic language, and allusion. “The Decline of the American Teenager’s Summer Job,” by Lexington, has a Lexile measure of 1210. The use of an implied purpose, in which the author’s claim is not explicitly stated until the final paragraph of the text, adds to the text’s complexity and supports the text’s moderately difficult qualitative analysis. Students also read “Even With Debt, College Still Pays Off,” by Gillian B. White. The text has a quantitative measure of 1460L, and qualitative analysis considers the text very complex and challenging. The text includes infographics that students must read in order to fully understand the author’s stance. Language demands add to the text’s complexity, such as the use of economics terminology, statistics, and citations that may be unfamiliar to most students.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Students must also have a basic understanding of general economics and the “impact of a recession on employment rates” as well as experience in reading and interpreting “statistical visuals” to fully comprehend the text. By Unit 4, the texts increase in overall complexity. For example, students read an excerpt from George Orwell’s 1984 (1040L). Qualitative analysis considers both the text and tasks moderately difficult due to the science fiction genre that is not familiar to all students. Later in the unit, students read an excerpt from Ray Bradbury’s Fahrenheit 451 (1220L), which requires students to apply prior knowledge of imagery to aid in their overall comprehension of the text. The most challenging text from Unit 4 is “Letter from Birmingham Jail,” by Martin Luther King Jr. (1340L). Qualitative analysis deems the text highly difficult due to the complexity of King’s language which includes “figurative language, and structure which is organized in a sophisticated way to enhance his argument.” Students also need prior knowledge of the Civil Rights movement and familiarity with some Christian-based traditions to fully understand the texts’ overall meaning.</p>
	<p>Required 1b) At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p>Yes</p>	<p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>experts in various disciplines. The materials provide a multitude of authentic and engaging texts from various genres, including poetry, drama, prose fiction, articles, literary criticism, and personal essays. The majority of texts within the units are previously published, written by well-known authors, and/or provide students access to a variety of genres. For example, activities in Unit 1: Telling Details draw students' attention to the informative details in the short stories they read within the unit by providing a wide range of literary elements and writing styles for student analysis. In the unit, students read "Lamb to the Slaughter," by Roald Dahl, a well-known, award-winning author. Students also read and analyze "The Gift of the Magi," by well-known author and poet O. Henry before writing a literary analysis of the author's use of literary devices and elements. Students also read, "An Occurrence at Owl Creek Bridge" (Part 2), by author, journalist, and Civil War veteran Ambrose Bierce. This short story also provides students with historical context about the Civil War. In "There Will Come Soft Rains" by award-winning author Ray Bradbury, students read and analyze symbolism, imagery, and figurative language to better understand the story's tone and theme. Unit 2: Pivotal Words and Phrases includes various poems written and published by well-known authors including William Shakespeare's Romeo and Juliet, an excerpt from West Side Story, by Arthur</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Laurents, “Some Like Poetry,” by Wisława Szymborska, and “An Irish Airman Foresees His Death,” by W.B. Yeats. Students also read an excerpt from “Lottery,” by award-winning poet Rasma Haidri, to gain a greater understanding of the importance of revision, as they prepare to write and revise their Embedded Assessments by reading three versions of the poem. In Unit 3: Compelling Evidence, students read both informational and argumentative texts as they analyze personal essays, news articles, and opinion pieces. To begin, students read “The Work You Do, the Person You Are,” by Nobel Prize and Pulitzer Prize-winning author Toni Morrison. Students read “Remarks by the President in a National Address to America’s Schoolchildren,” by President Barack Obama, as they begin to build ideas about how to develop strong arguments. In Unit 4: Powerful Openings, student reading focuses on novels. Students begin the unit by reading a series of excerpts from well-known, published authors including George Orwell’s 1984, The Night Circus, by Erin Morgenstern, Out of My Mind, by Sharon Draper, and Fahrenheit 451, by Ray Bradbury. Students also read To Kill a Mockingbird, by Pulitzer Prize-winning author Harper Lee.</p>
	<p>Required 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas</p>	<p>Yes</p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. 		<p>speaking, and language. Materials provide a sequence of connected texts that build in complexity as students develop a strong understanding of each unit's focus. Unit Essential Questions provide a purpose for reading that encourages students to build knowledge while reading through the collection. Texts and tasks are scaffolded and aligned to build students' knowledge and skill over the course of each unit while building vocabulary knowledge through pre-reading activities and the use of in-text citations for identifying complex vocabulary. For example, in Unit 1: Telling Details, students focus on how "small details work together to create meaning, convey the author or artist's message, and affect the audience." Lesson activities help students answer the three Essential Questions for the unit: "How do telling details work together to convey meaning?" "How are writing and reading connected?" and "What tools do authors use to create meaning and affect their readers?" Students read short stories and literary essays and complete tasks that lead them to writing their own original short stories. The learning targets for each short story focus on various functions of detail in a story. For example, in Activity 9, students read the second half of "Lamb to the Slaughter" to analyze how Dahl creates tension and humor in his writing and to "analyze a story's use of dramatic irony and how an author creates different effects for readers." In Activity 17, students read</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Games at Twilight. The materials prompt students to focus on reading the story closely to find details about complex characters' traits and feelings, citing strong and thorough text evidence to analyze the author's purpose, and posing various levels of questions to foster an academic discussion. In Activity 19, students read "The Leap" as they analyze how Erdrich uses plot devices and text structure to craft themes and affect his readers. Then, in Activity 21, students continue their analysis of literary devices and the author's use of detail to convey meaning by reading "Martha, Martha" (Part 2). Students use the information gleaned from reading the collection of short stories with discussion focused on the Essential Questions to complete the Embedded Assessment 1, in which they write a literary analysis of Zadie Smith's use of literary devices to express the theme of coping with emotional turmoil in the story "Martha, Martha." Unit 2: Pivotal Words and Phrases focuses specifically on analyzing and writing poetry and drama. Throughout the unit, students work to answer the following Essential Questions: "How do authors use words and phrases to move the emotions, thoughts, and actions of readers?" "Why do authors revise their work?" and "How does the mode of communication change the meaning of what is being communicated?" Before reading excerpts from the central text, Romeo and Juliet, students read an excerpt on poetry</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>revisions from “Lottery,” by Rasma Haidir. Throughout the unit, students engage with a variety of poems, including “The Fight,” by John Montague, “Tamara’s Opus,” by Joshua Bennett, “Some Like Poetry,” by Wislawa Szymborska, and “An Irish Airman Foresees His Death” by W. B. Yeats. The students’ analyses of poetry builds on their ability to analyze Romeo and Juliet. During the unit, students read multiple excerpts from the play and compare them to other adaptations to prepare to present their own dramatic interpretations for Embedded Assessment 1. Students continue reading the play and other poetry before writing and presenting their own original poetry projects. In Unit 4: Powerful Openings, students compare multiple opening excerpts from novels, including 1984 by George Orwell in Activity 3. In this activity, students analyze the setting of the novel based on its opening paragraphs. As they read, students are instructed to generate questions and draw conclusions about events that will happen in the novel. Students continue to read excerpts from various novels including: The Night Circus, Out of My Mind, Fahrenheit 451, All the Light We Cannot See, and The Girl Who Fell from the Sky. After analyzing the excerpts, students engage with a series of excerpts from To Kill a Mockingbird and informational texts that build students’ knowledge about the historical context of the novel. The unit focuses on three Essential Questions: “What</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>makes an opening powerful?" "What makes you want to keep reading a book?" and "How can understanding a book's context help you understand the book?" Students practice analyzing arguments from the courtroom in To Kill a Mockingbird. In Activity 13, students complete a literary analysis essay and a historical investigation presentation about the first chapter of To Kill a Mockingbird. In Activity 20, students turn their focus to shifting perspectives as they read Chapters 12-14 of the novel. Students conduct a close reading of Chapter 12 to find evidence of how setting, character, and conflict contribute to the theme: coming of age involves recognizing different perspectives. In Activity 22, students begin to analyze closing arguments. By Embedded Assessment 1, students are prepared to write a passage analysis of a key coming-of-age scene from To Kill a Mockingbird. After annotating the text to analyze Harper Lee's use of literary elements in a selected passage, students write an essay explaining how the literary elements in the passage help develop a theme of the novel.</p>
	<p>Required 1d) Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>Yes</p>	<p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. Materials demand repeated reads where each read has a specific purpose. Multiple reads emphasize knowledge and comprehension of the texts and author techniques. Close reading</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>strategies are employed throughout the text using Signposts to encourage repeated readings by students of mentor texts. Signposts are used to guide students to knowledge building and multiple readings of the mentor text in paragraphs and chunks. Close Reading Screencasts are used to provide scaffolded support and to demonstrate rereads in the context of the mentor text. The unit's guided questions serve to encourage students to reread with purpose. For example, in Unit 2: Pivotal Words and Phrases, students read an excerpt from the essay "Lottery" by Rasma Haidri. In the first read, students make observations about the purpose of the essay and its connection to the author's writing process in relation to creating the poem "Lottery." As students continue, they read the poem "Lottery" in its developmental forms, journal entry, second draft, and final draft, in an effort to form an understanding about the author's writing process and craft. With each read, students consider changes that were made to elements such as point of view, verb tense, and mood, as well as select pivotal words and phrases that the author decided to keep from draft to draft in the process. In another example within the unit, students read the poem "The Fight by John Montague." After reading and summarizing the poem the first time, students reread the text with a partner in order to analyze the language the author uses throughout the poem. Students then read a short section</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>from the same poem and continue working with their partners to discuss punctuation throughout the poem and how its usage contributes to the author’s meaning and the reader’s understanding. In Unit 3, Compelling Evidence, students focus on both informational and argumentative texts. Students read and analyze personal essays, news articles, and opinion texts to gain understanding of the ways in which authors use anecdotes, facts, and data to develop a thesis and support claims. In Activity 2, students read and analyze Toni Morrison’s essay “The Work You Do, the Person You Are.” Upon their first read, students read to identify the use of contrast as a tool for understanding the essay’s message. Students return to the text to identify a quote from each paragraph that demonstrates contrast or to identify any words that specifically signal contrast. Students return to the text again to summarize the essay in three sentences, using sentence frames to complete the activity. In Activity 3, students read Danial Adkison’s essay “Drowning in Dishes, but Finding a Home” and return to Morrison’s essay once again to “think about how Adkison might respond.” Students determine what Adkison might say about how Morrison interpreted and internalized her father’s advice. Then students write a paragraph from Adkison’s point of view while explaining “with which of the four points listed at the end of Morrison’s essay</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>would Adkison most likely agree?" Students must also explain which of the four points Adkison most likely would disagree with and provide reasoning to support their claims. In Unit 4: Powerful Openings, Activity 3, students engage with the openings from two novels, George Orwell's 1984 and Erin Morgenstern's The Night Circus, to analyze how the authors establish setting and engage the reader. In their first reading of the text, students highlight words, descriptions, and imagery that give clues about the novel's world, then circle unfamiliar words or phrases and try to determine the meaning of the words by using context clues, word parts, or a dictionary. After reading, students respond to questions about the characters and events as they are detailed in the excerpt. Next, students work with a partner to go back to the text in order to read and highlight the most striking examples of imagery and details that elicit the strongest emotional responses and document observations. Students then use a graphic organizer/web diagram to illustrate their observations and cite textual evidence. Next, students reread the text in order to write a brief paragraph that summarizes observations and analysis of the setting of 1984 and includes quotes from their web diagrams about the physical details and emotional effect of the novel's world. Lastly, students respond to check for understanding questions and generate text-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>2. TEXT-DEPENDENT QUESTIONS:</p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>specific questions for discussion. In the same fashion, students engage with multiple careful readings of the opening of Morgenstern’s The Night Circus.</p> <p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Students are required to provide both written and spoken responses at multiple Signposts throughout the collection and unit. The questions require students to cite evidence from the text to support their claims and assertions in both spoken and written responses. Writing prompts are primarily text dependent and require cited evidence. For example, in Unit 1: Telling Details, students answer both text-dependent and text-specific questions. For example, in Activity 3, students read “Bread” to determine how the author’s use of language contributes to the meaning of the text. After reading, students respond to text-specific questions, such as “How many rooms or settings do you notice?” and “What details stand out to you?” Students also respond to text-dependent questions such as “How does the amount of bread in each setting affect the bread’s value or importance?” and “What other factors or circumstances change the value of the bread throughout the story?” In Activity 4, after reading the short story “The First Day,” by Edward P. Jones, students respond to text-dependent and text-specific questions, such as “How would the story be different if</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Jones had the sound of the mother’s footsteps ‘fade into the distance?’ and “Why does the narrator hear her mother’s footsteps ‘above it all?’” In Unit 1, Activity 8, after reading “Lamb to the Slaughter,” by Ronald Dahl, students answer the question, “In the short story ‘Lamb to the Slaughter’ Mary and her husband are having marital problems. Think about the effect of her husband’s news on Mary’s mental, emotional, physical, and social health. How would Mary describe the effects? How could her friend help? When you have finished, present the outcome of your discussion with another group.” In Unit 2: Pivotal Words and Phrases, students discuss and write responses to various text-dependent and text-specific questions. For example, in Activity 2, students read a poem and a work of prose, which the materials refer to as Exhibits A and B, to identify poetic language used in the differing texts. After reading both selections, students answer questions such as “What makes Exhibit A poetic?” “Who is the subject of Exhibit A?” and “Which words act as telling details?” In Unit 4: Powerful Openings, Activity 7, students read an excerpt from All the Light We Cannot See to analyze, examine , and visualize the setting of the novel. After reading, students, imagining they are filmmakers, respond to the questions, “What visual images would you need to capture and from what perspectives would you need to film them?” and “...what does</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>this tell you about the range of physical perspectives a third-person omniscient narrator can inhabit within just a few paragraphs?” In Activity 8, students continue working with the text as they read additional sections to answer the question, “How do these perspectives of the French walled city of Saint-Malo differ?” The materials also incorporate text-dependent and specific questions in Activity 11, after students read the first thirteen paragraphs of To Kill a Mockingbird. Text-specific questions include “How is Scout’s retrospective point of view evidence in her voice?” and “What words or phrases let us know she is no longer a child?” while text-dependent questions include “Why do you think Lee starts To Kill a Mockingbird by mentioning Jem’s accident in the 1930’s and then flashing back to events taking place before the Civil War?” and “What does Lee gain by telling readers who Simon Finch was and how Scout’s immediate family is connected to him?”</p>
	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p>Yes</p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. In Unit 1, students answer questions and complete tasks that use the language of the standards. For example, in Activity 8, students read “Lamb to the Slaughter,” by Ronald Dahl, and analyze the text to understand the ways</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Dahl builds suspense and to identify details that relate to the main character’s emotional state. After reading, students respond to questions such as “As Mary’s husband passes along his news to Mary, what is stated in the story and what must be inferred?” “What do you think Mary’s husband told her?” and “What evidence supports your speculations?” (RL.9-10.1). In Activity 12, students read and analyze “An Occurrence at Owl Creek Bridge.” After reading, students respond to questions such as “From what he has seen, what does the man think of the mechanism by which he’ll be hanged?” (RL.9-10.6) and “In paragraph 4, how does the narrator describe the stream? What does the man think about the stream? What does this tell you about the man’s state of mind?” (RL.9-10.4 and RL.9-10.1). In the Unit 1, Embedded Assessment 1, students respond to the prompt, “Write a literary analysis in which you analyze how Zadie Smith uses literary devices or other elements to express the theme of coping with emotional turmoil in the short story “Martha, Martha.” (RL.9-10.1 and RL.9-10.2). In Unit 3, Activity 9, students analyze Derek Thompson’s article “Teenagers Have Stopped Getting Summer Jobs—Why?” and answer a sequence of questions requiring them to analyze the text structure and language and to relate a claim through supportive evidence. Questions include: “Why do you think Thompson chose to place some of the supporting information for his</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>essay in graphs rather than in the text?” “What kinds of information does Thompson include in the graphs?” and “If Thompson had not used graphs with his essay, how would the essay be different?” (RL.9-10.1 and RL.9-10.5). In Unit 4, students read excerpts from the openings of two novels and discuss how those openings engage readers. After working with the texts and responding to a series of text-dependent and text-specific tasks, students complete a short assessment that includes the question “Read the opening paragraphs from the novel <i>The Night Circus</i>. Which choice best states how the structure of the opening paragraphs reflects the author's purpose?” (RL.9-10.5). Then students respond to the prompt, “Read the paragraph from the novel 1984 by George Orwell. Which inference about the setting of the novel do the details in the paragraph best support?” (RL.9-10.1).</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary,</p>	<p>Required 3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Units are organized around central themes, and the sequences of activities and tasks are appropriately designed to focus student understanding and knowledge. The sequencing of tasks assists students with mastering the core content requirements for the grade level. Questions and tasks are organized sequentially to build knowledge</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>and support students' understanding of the meaning of the complex texts. For example, in Unit 1: Telling Details, all questions and tasks revolve around students answering the Essential Questions: "How do telling details work together to convey meaning?" "How are writing and reading connected?" and "What tools do authors use to create meaning and affect their readers?" Students build knowledge and integrate skills through a combination of reading, writing, speaking and listening exercises in the Writing Tasks, Respond, and Notice & Note sections throughout each reading assignment within the unit. These activities build upon the text and guide students to complete culminating tasks. In Activity 4, students read the short story "The First Day" to analyze how a writer can develop characters through a narrator and understand the ways in which the author's language choices can achieve intended effects. After reading the text, students analyze the task and answer text-based questions, such as "How would the story be different if Jones had the sound of the mother's footsteps 'fade into the distance'?" and "Why does the narrator hear her mother's footsteps 'above it all'?" Furthermore, in Activity 10, students use the text "Lamb to the Slaughter" by Ronald Dahl to write a literary analysis. Students develop and strengthen their writing by planning and revising their drafts in order to address what is most significant for a specific purpose. They answer the prompt, "plan a paragraph</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>about how Roald Dahl conveys humor in ‘Lamb to the Slaughter’.” In order to do this, students use a single sentence outline to guide them through constructing a literary analysis. Then students revise model paragraphs to add more specific details with evidence from the story. In Unit 2: Pivotal Words and Phrases, students engage with several complex texts in order to analyze various authors’ word choices and language techniques and gain an understanding of the impact of words and phrases on the meaning and purpose of the text. The questions in each section build toward the Embedded Assessments in the unit. As students read, they complete several standard task sections including Making Observations, Focus on the Sentence, Returning to the Text, and Working from the Text. For example, in Activity 4, students read the poem “The Fight,” by John Montague, analyzing language and making connections to specific words and phrases in order to understand the text more deeply, in addition to analyzing how punctuation contributes to a poem's meaning and impacts the audience. As students read the poem, they underline words and phrases that help them visualize the objects and events described in the poem and circle unknown words and phrases. Students also determine the meanings of the words by using context clues, word parts, or a dictionary. Next, students make observations by responding to the questions</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>“How does the speaker feel?” and “Why does the speaker fight his friend?” Students then begin summarizing the text. In pairs, students reread the poem “The Fight” to answer “What language does Montague use to refer to the eggs without using the word eggs?” Students then find language about the eggs from the first and second stanzas and record associations with the descriptions. Students answer the questions, “Which words stand out to you and why?” and “How does word choice contribute to your feelings about the swallow’s eggs?”</p> <p>In Unit 4: Powerful Opening, students analyze the devices and techniques novelists use to develop their worlds and draw readers in, then analyze the characteristics and structural elements of informational texts in preparation for writing a literary analysis that focuses on genre characteristics and craft. For example, in Activity 5, students read the opening paragraphs of <i>Out of My Mind</i> and <i>Fahrenheit 451</i> to analyze the perspectives in which the stories are told. Students respond to questions such as “What is the narrative point of view in the excerpt from Draper’s novel, and how does it affect the way you perceive and feel about the character of Melody?” and “What is the narrative point of view in the excerpt from Bradbury’s novel, and how does it affect the way you perceive the feel about the character of Montag?” Then students choose from two writing prompts and rewrite a section of the text in third-person</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>point of view. In Activity 7, students continue to analyze devices authors use as they develop a deeper understanding of the power of an omniscient narrator as they read from <i>All the Light We Cannot See</i>. After reading, students discuss the question, “Imagine you are a filmmaker who is trying to decide how best to represent the opening paragraphs of Doerr’s novel in a movie. What visual images would you need to capture and from what perspectives would you need to film them?” Then, students explain, “What does this tell you about the range of physical perspectives a third-person omniscient narrator can inhabit within just a few paragraphs?” In Activity 11, students read a paragraph from <i>To Kill a Mockingbird</i> and write a short response that analyzes how Boo is characterized by Jem and explains why they think Scout chose to include this description from Jem’s perspective.</p>
	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p>Yes</p>	<p>Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, course-level complex texts. Tasks are varied and increase in difficulty throughout the progression of the units. The materials integrate student tasks in speaking, reading, writing, listening, and language within the unit progression plan. Materials are designed to be implemented in sequence and task complexity builds as the units progress. In Unit 1: Telling Details,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students write a literary analysis and a short story within the Embedded Assessments. Throughout the unit, students engage in several different types of writing, speaking, and language tasks. For example, in Activity 5, after reading “What Happened During the Ice Storm,” students analyze how the setting of a short story influences its theme, examine how suspense is built over the course of a story, and consider details that illustrate how characters change. Students answer text-dependent questions such as “How are the beautiful and destructive results of the ice storm reflected in the actions of the farmers and the boys?” Furthermore, students participate in a collaborative discussion of questions that include “In paragraph 3, how does the author link the boys and the pheasants?” “In what ways do the boys begin to feel like the pheasants?” and “How would the story’s ending be different if the author removed ‘unsure of their footing’ in the final sentence? Would you be more or less likely to think the boys will continue to behave empathetically, or sensitively, now that they’ve had this experience with the pheasants?” In Activity 16, after reading “The Gift of the Magi,” students explain how images signify the literal and symbolic importance of objects in the development of complex characters and explain how situational irony contributes to a theme. Students answer text-dependent questions such as: “O. Henry chooses specific words</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and phrases to point to the story's historical setting. Reread paragraphs 19–20. Which phrases give a sense of the story's time and place?" and "How does the author's use of language contribute to the narrator's voice in the story?" In this activity, students use the Symbol, Imagery, Figurative Language, and Tone or Theme (SIFT) strategy. Students use this strategy to "sift" through the parts of a story in order to explore how a writer uses literary elements and stylistic techniques to convey meaning or theme. In Unit 3: Compelling Evidence, Activity 8, students read through a variety of statistical charts and visual images containing data. Students are then tasked with interpreting the data from these charts to create claims based on evidence from the statistical materials. For example, students synthesize the data from the graphs to respond to the question, "Based on the graphic representations of data you interpreted in your small group, what story could you tell?" Then, the materials prompt students to read a quote from the beginning of "Teenagers Have Stopped Getting Summer Jobs-Why?" and explain their responses to the question, "Most [teenagers] used to work in July and August. Now the vast majority don't. Are they being lazy or strategic?" Activity 12 focuses on "Remarks by the President in a National Address to America's Schoolchildren" by President Barack Obama. Students analyze the speech for its rhetorical devices and complete a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>SOAPSTone organizer before returning to the text to respond to the questions, “Why does he begin his speech in this way?” “What is the message of this speech?” “Why might the speaker choose to include his own personal story here?” and “What is the purpose of the questions the president asks in paragraph 34?” Then, students use the SMELL strategy to analyze how Obama uses different rhetorical appeals to persuade his audience. In Unit 4: Powerful Openings, students engage with unit texts and classmates through explorations of reading, writing, and discussion to gain a deeper understanding of the authors’ techniques for capturing and engaging readers in the beginning of novels. Students read and analyze the openings of the novels 1984, The Night Circus, Out of My Mind, and Fahrenheit 451. As students read 1984 and The Night Circus, they focus closely on the settings of the novels and the role of these settings within the texts. After reading each text, students write a brief paragraph summarizing their observations and analysis of the setting, incorporating quotes about the physical details and emotional effects of the novels’ worlds. As students read Out of My Mind and Fahrenheit 451, they focus their attention on the role of the narrator as they analyze the points of view of each novel. After reading, students choose one of the novels and rewrite a section from the point of view of a different character. With the anchor text of the unit To Kill a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Mockingbird, students further analyze characters and events in the novel to complete a literary analysis for the Embedded Assessment 1. Then, students complete their reading of the novel while studying the historical and cultural context in which the story is set as they conduct research and craft presentations for the Embedded Assessment 2.
	<p>Required</p> <p>3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> • Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening). 	Yes	<p>Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. Students engage with vocabulary throughout lessons, activities, and assessments across the full scope of the materials. At the beginning of each unit, the materials provide a list of literary and academic vocabulary for students. The Teacher Wrap includes resources for incorporating vocabulary into instruction. The Resources section contains strategies for working with vocabulary, including Guided Reading, Question Heard Teach (QHT), Close Reading, Cognate Bridge, and Visual Prompts, as well as Graphic Organizers for working with vocabulary, including Definition and Reflection, Verbal & Visual Word Association, and Word Maps. For example, Unit 1 contains a vocabulary</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>section at the beginning of each activity. As students read each text, they are asked to circle unknown words and phrases and to determine the meaning of the words using context clues, word parts, or a dictionary. In Activity 7, students read “The Red Fox Fur Coat” and analyze the text for unfamiliar vocabulary words, specifically the words brocade, imperceptibly, insistently, and tremulous. After reading the text, students answer questions such as “In paragraph 11, the word predator keeps ‘bobbing insistently about’ in the bank clerk’s mind. Do you think this is because the bank clerk is truly a predator? Or, do you think the bank clerk is actually prey—a victim of some external force? Explain your answer.” More in-depth questioning about the term includes “In paragraph 11, the word predator keeps ‘bobbing insistently about’ in the bank clerk’s mind. Do you think this is because the bank clerk is truly a predator? Or, do you think the bank clerk is actually prey—a victim of some external force? Explain your answer.” and “How can telling details lead you to an answer about the clerk being a predator? What does the textual evidence most strongly suggest?”</p> <p>The materials include additional vocabulary analysis in questions from the Appreciating the Author’s Craft section; for example, “Why does Gersao use the word reincarnating instead of transforming in the last paragraph?” In Unit 2: Pivotal Words and Phrases, Activity 3, students analyze</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>how adding, deleting, and preserving words and phrases change the overall effect of a poem. Students read the essay “Lottery” to learn about the revision process and its use in poetry. Students then analyze the changes among various drafts of the poem of the same name. After reading, students are prompted to think about the words and phrases Haidri used in her poem in conjunction with the ones she omitted in the poem’s final version. Students then explain “How are they essential for communicating the poem’s meaning?” and continue to analyze the language of the poem as they express their understanding by responding to the prompt, “Think about the pivotal words and phrases Haidri valued in her final version of ‘Lottery.’ Were they there from the beginning or were they added later in the writing process? What do they contribute to the overall effect of the poem?”</p> <p>In Unit 3: Compelling Evidence, students read “The Work You Do, the Person You Are,” by Toni Morrison. Students conduct a close read for unknown words and use context clues and conceptualization to analyze and solve for the meaning of these unknown words. After reading, students complete the Working from the Text portion of the activity. Students continue their close reading to answer text-specific questions about the author’s language choices; for example, “Morrison uses the verb squander to describe how she sometimes chose to spend her money. Why</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>didn't she use the word spend instead? How is squander different from spend?" and "You may have seen the word erode being used in science, meaning to physically wear away or deteriorate over time (e.g., a cliff being eroded by the sea). How is Morrison using a slightly different connotation of the word erode when she refers to her freedom and standing as 'slowly being eroded'?"</p> <p>Additionally, materials include both direct language instruction and questions and tasks that require students to examine language in context. Direct language instruction is incorporated into the materials through Languages Checkpoint Lessons that align with unit activities. For example, Language Checkpoint 3.12 focuses on parallel structure and its usage within sentences. In the lesson, students examine how writers use the structure and before applying it to their own writing.</p>
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
<p>Non-negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central</p>	<p>Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-1 only 4b) Materials provide grade-appropriate instruction and practice for the basic features of print (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).</p>	N/A	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>Required *Indicator for grades K-1 only 4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-5 only 4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-5 only 4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques.</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-5 only 4f) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-5 only 4g) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-5 only</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>4h) Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p>		
	<p>Required *Indicator for grades K-5 only</p> <p>4i) Materials provide instruction and practice in word study.</p> <ul style="list-style-type: none"> • In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>) • In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. 	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-2 only</p> <p>4j) Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only</p> <p>4k) Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.</p>	N/A	Not applicable for this grade level.
Section III. Additional Criteria of Superior Quality			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) Materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. 		See EdReports for more information.
	<p>Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>		
	<p>5c) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>		
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students</p>	<p>Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.⁶</p>		

⁶ Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required *Indicator for grades 3-12 only</p> <p>6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>		
	<p>Required</p> <p>6c) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks may include blended modes (e.g., analytical writing). 		
	<p>Required</p> <p>6d) Materials address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage. 		
<p>7. ASSESSMENTS:</p> <p>Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the</p>	<p>Required</p> <p>7a) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>		
	<p>Required</p> <p>7b) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>		
	<p>Required 7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		
	<p>Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.</p>		
	<p>7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>		
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 8a) As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		
	<p>Required 8b) Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.</p>		
	<p>Required 8c) Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required 8d) Materials provide additional supports for expressing understanding through formal discussion and writing development (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).		
	Required 8e) Materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.		
	Required 8f) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		
	8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.		
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality ⁷	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	Yes	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice and engaging students with multiple repetitions of words in varied contexts.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁸	4. Foundational Skills	N/A	Not applicable for this grade level.
III. Additional Criteria of Superior Quality⁹	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u>			

*As applicable

⁸ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

⁹ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.



Qualified for Abbreviated Review¹

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.² In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts³ independently. Thus, a strong ELA classroom is structured with the below components.



Title: Springboard English Language Arts

Grade: English II

Publisher: The College Board

Copyright: 2021

Overall Rating: Tier 1, Exemplifies quality

Tier 1, Tier 2, Tier 3 Elements of this review:

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

¹ Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://www.edreports.org/reports/overview/springboard-2021/high-school>.

² A volume of texts is a collection of texts written about similar topics, themes, or ideas.

³ A range of texts are texts written at different reading levels.



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

- Review the **required**⁴ Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. For grades K-5, materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II⁵ and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

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

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

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

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

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

⁴ **Required Indicators of Superior Quality** are labeled “**Required**” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

⁵ For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>			
<p>Non-negotiable 1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. 	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. A large selection of text types ranging in both complexity and Lexile levels are provided throughout each unit and across the materials. The materials provide a comprehensive text complexity companion document for each text used throughout the units. The Lexile band for Grades 9-10 is 1050-1335, and the units’ texts span 760-1590L. While some texts fall below the grade band Lexile range, they are accompanied by demanding tasks or allow for greater student independence in reading. For example, in Unit 1 students read “On Surrender at Bear Paw Mountains” by Chief Joseph. This text falls well below grade level quantitatively with a Lexile measure of 500; however, qualitative measures and task considerations deem the text complex due to students’ need of background knowledge of nineteenth century U.S. history and the genocide of Native Americans. Students also read the “Declaration of the Rights of the Child,” by the United Nations. The text has a 1590L measure and is considered qualitatively complex. The complexity of the text is largely due to its language demands,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>requiring students to decipher some legal terminology and “sophisticated language.” In Unit 2, students read “An African Voice, by Katie Bacon. Qualitative analysis deems the text complex overall with a Lexile of 1140 and qualitative measures denoting complexity in structure, language, and knowledge demands, as students need to have an understanding of colonization and decolonization to fully comprehend the text. Students read an excerpt from Mo Yan’s autobiography, Change (1150L). This high qualitative measure is due to the level of difficulty in identifying the author’s purpose; the materials state, “The main purpose of the autobiographical excerpt may be difficult to identify, as it shows how being exiled from a school community can mean isolation from society.” The text also requires students to have prior knowledge of the Cultural Revolution. In Unit 2, students also read Things Fall Apart by Chinua Achebe. Quantitative measures place the text below grade level with a Lexile of 890; however, qualitative analysis deems the overall text very challenging due to complex themes and significant knowledge demands, requiring students to know about African cultures and colonialism, which may be unfamiliar to some. In Unit 3, students read a series of excerpts by the Supreme Court of the United States. Excerpt 1, “Tinker v. Des Moines,” has a Lexile of 1020, placing the text below the Grade 10 level; however, qualitative measures indicate</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>complexity in the author’s purpose and structure, the language demands, which include legal and academic abbreviations and terms, and the need for prior knowledge of the U.S. legal system. Quantitative measures increase in Excerpt 2, with a 1340L, which adds to the overall text complexity measure. Qualitative measures denote the use of challenging vocabulary and activation of prior knowledge of the Supreme Court’s decision-making process, deeming high text complexity. Unit 4 texts focus primarily on the exploration of poetry and drama. While the materials do not include a quantitative analysis for many of the texts in this unit, the unit does include qualitative analyses for texts that challenge students through the authors’ use of language, structure, and theme. For example, students read the poem “Ode to the Cat,” which is qualitatively complex due to its implicit theme about the importance of accepting oneself, much like cats do. The poem utilizes imagery created through extensive use of figurative language, increasing the level of complexity. Students also read a scene from Sophocles’ Antigone. Language demands such as abstract imagery and multiple levels of meaning add to the text’s complexity. “Sonnet 90,” by Perarch, is deemed qualitatively complex due to the meaning’s subtle conveyance through the narrator’s feelings and use of symbolic imagery. Students then read the short story “Tuesday Siesta” by Gabriel Garcia Marquez,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>which has a quantitative measure of 830L. Although this measure is low for the grade level, qualitative analysis deems the text complex due to the author’s use of a third person omniscient point of view to show the perspectives of all major characters during a single day. The author also adds the reader to the story without introduction; therefore, for much of the story, the characters’ situation is unclear to the reader. The structure of the text may also add to the text complexity; while the story is told chronologically, readers must discern that a past event launched the events revealed in the story.</p>
	<p>Required 1b) At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p>Yes</p>	<p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. The materials provide a multitude of authentic and engaging texts from various genres, including poetry, drama, prose fiction, articles, literary criticism, and personal essays. The majority of texts within the units are previously published, written by well-known authors, and/or provide students access to a variety of genres. For example, in Unit 1: The Power of Argument, students read an argumentative article from The New York Times titled, “The Flight From Conversation,” by Sherry Turkle, a MIT</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Professor of Social Studies of Science and Technology. Students read and annotate the characteristics of Turkle’s argument by identifying its claim and supporting evidence, then use their annotations to participate in a Socratic Seminar. In Unit 2: Persuasion in Literature, students read and analyze the anchor text, Things Fall Apart, by Nigerian novelist Chinua Achebe. Students also read the poems “Prayer to the Masks,” by Senegalese poet Leopold Sedar Senghor and “The Second Coming,” by Nobel Peace Prize winner William Butler Yeats, as well as Katie Bacon’s interview with Achebe, “An African Voice,” and the short story “The Third and Final Continent,” by award-winning author Jhumpa Lahiri. In Unit 3: Voice in Synthesis, students synthesize a wide range of views from various sources. Students begin the unit by reading three different excerpts from Supreme Court case Tinker v. Des Moines to analyze the Justice who wrote this opinion’s interpretation of the First Amendment. Students also read On Immunity: An Inoculation, by Eula Bliss, a Carl Sandburg Literary Award-winning author, before drawing a visual representation of the author’s ideas and analyzing an infographic that depicts herd immunity. Students then read “Measles: A Dangerous Illness,” by Roald Dahl and compare Dahl’s pro-vaccination views with an editorial of an opposing stance. In Unit 4: Praise, Mock, Mourn, students focus their study on the play Antigone,’ by Sophocles,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>while also examining other works, such as the poems “Sonnet 130,” by William Shakespeare and “One Art,” by Pulitzer Prize for Poetry-winner Elizabeth Bishop. Students then read the graphic novel <i>Persepolis</i>, by Marjane Satrapi, and analyze the author’s creative writing style in preparation for writing a literary analysis that examines the piece’s examples of praise, mockery, or mourning. Students also read “Tuesday Siesta,” by Colombian novelist Gabriel Garcia Marquez, analyzing syntax, tone, and characterization throughout the text.</p>
	<p>Required 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. 	<p>Yes</p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Materials provide a sequence of connected texts that build in complexity as students develop a strong understanding of each unit’s focus. Unit Essential Questions provide a purpose for reading that encourages students to build knowledge while reading through the collection. Texts and tasks are scaffolded and aligned to build students' knowledge and skill over the course of each unit while building vocabulary knowledge through pre-reading activities and the use of in-text citations for identifying complex vocabulary. For example, in Unit 1: The Power of Argument, students focus on the art of persuasion. Activity 1 begins with the unit’s three Essential Questions: “How should we</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>interact with the world around us?" "To what extent are we responsible for our fellow humans?" and "How do we use evidence to create a persuasive argument?" Then, in Activity 2, students examine two related texts: a cartoon by Mike Twohy and an excerpt from Reality is Broken: Why Games Make Us Better and How They Can Change the World," by Jane McGonigal. Students identify claims and evidence from each text and compare the arguments. In the next activity, students read another excerpt from Reality is Broken and examine how McGonigal addresses counterarguments in her essay. In Activity 5, students write an essay in which they analyze how Sherry Turkle builds her argument in her op-ed "The Flight from Conversation." Throughout the beginning of the unit, students continue to read and analyze arguments, examining elements such as organization, structure, evidence, and word choice in preparation for writing their own argument on a topic of their choice for Embedded Assessment 1. In the second half of the unit, students continue to examine arguments and conduct their own research as they prepare to participate in a topic debate for Embedded Assessment 2. During the debate, the divided class is given the opportunity to speak constructively, rebut the opposing team, and present concluding remarks. Unit 3: Voice in Synthesis is developed around the objective of synthesizing sources to form an</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>argument. All of the texts in the unit either provide students with evidence to form an argument or the opportunity to evaluate source credibility. These sources are presented in a cohesive manner and, within each activity and assessment, students demonstrate proficiency of the unit’s overall goals. In Activity 17, students read an excerpt from a research report by the United Nations Environment program that discusses plastics and sustainability. This activity requires students to continue their evaluation of sources and arguments and compose their own argumentative essay, revisiting work from prior activities in the unit. In the previous activities, students read another excerpt from the same report and begin evaluating how the author develops their argument and the validity of the evidence used to support the claims. These activities build throughout the unit and culminate to incorporate the various texts students have been reading and analyzing. In addition to the whole-unit scaffolding, the materials sequence individual activities to develop vocabulary and themes. For example, Unit 4 focuses on poetry and drama. Over the course of the lesson activities, students build understanding of how authors use language and literary devices to create meaning. In Activity 7, students read two poems about war, and the tasks guide students as they analyze each poem before prompting them to compare the texts. At the beginning of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>activity, students read the Learning Targets, a preview of the activity, and a list of vocabulary terms. As students read the first poem, “The War Works Hard,” by Dunya Mikhail, they underline examples of irony, sarcasm, and satire. After reading the poem, students complete the Returning to the Text section, which presents them with text-dependent questions about imagery, word choice, and meaning. Next, students read and annotate the poem “Grape Sherbet,” by Rita Dove, marking examples of irony and sensory language. Students also answer text-dependent questions about the poem’s mood, diction, and syntax. At the end of the activity, students discuss how the two poems show that a war “lives on” long after it is over, how the poems’ speakers are alike and different, and how their revelations about war or its aftermath are alike and different.</p>
	<p>Required 1d) Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>Yes</p>	<p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Materials demand repeated reads where each read has a specific purpose. Multiple reads emphasize knowledge and comprehension of the texts and author techniques. Close reading strategies are employed throughout the text using Signposts to encourage repeated readings by students of mentor texts. Signposts are used to guide students to knowledge building and multiple readings of the mentor text in paragraphs and chunks.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Close Reading Screencasts are used to provide scaffolded support and to demonstrate rereads in the context of the mentor text. The unit's guided questions serve to encourage students to reread with purpose. For example, in Unit 1: The Power of Argument, students read the argumentative text Reality Is Broken: Why Games Make Us Better and How They Can Change the World. In their first reading of the text, students underline the central claim, place stars by supporting statements, and circle any unknown words or phrases. Students return to the text to analyze the identified claim and express whether they agree or disagree in writing. This process is repeated for the starred statements. Students explain in writing why these statements stood out to them. Students return to the text again to respond to text-dependent questions, such as "In paragraphs 2 and 3, who does the word they refer to?" "What does the word it refer to?" "What claim is presented in paragraphs 1-3?" "How is the word abandoning different in tone than its near synonym leaving?" and "Why might McGonigal have chosen to use the term abandoning in paragraph 2?" Students return to the text again as they work in collaborative groups to determine how McGonigal uses claims, evidence, and reasoning to create an argument. In the last activity, students reread paragraphs 12-14 and write a paragraph explaining how McGonigal expands her initial claim in this</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>section and identifying the evidence she provides to support the new version. Unit 3 requires students to reread every text. The materials prompt students to focus on basic understanding and knowledge during the initial read, and the second read is for skill application. In Activity 6, students read and evaluate an excerpt from <i>On Immunity: An Inoculation</i>, by Eula Biss, and are asked to create a visual representation of the central claim after rereading. In the same activity, students perform multiple analyses of an infographic, “Herd Immunity” from the National Institutes of Health, and synthesize information learned from both selections. In Unit 4, Activity 3, students follow a similar pattern of rereading for the poem “Ode to the Cat,” by Pablo Neruda. Students begin by reading the poem for characteristics of an ode. In the Returning to the Text section, students respond to text-dependent questions, such as “How does Neruda describe the cat's eyes throughout the poem?” and “What effect does his choice of words have?” Then, in the Working from the Text section, students complete a graphic organizer and use the characteristics of the genre to write their own ode. The repeated reading process also occurs with longer texts. For example, in Unit 2, Activity 4, students read Chapters 1-4 of <i>Things Fall Apart</i> and complete a Venn Diagram comparing the two main characters and a Double-Entry Journal to track themes and motifs. Then, in Activity 5, students discuss</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the chapters in small groups and complete a graphic organizer with textual evidence. In Activity 16, students read Chapters 23 and 25, looking for textual evidence of irony. Then, they closely read two passages from the chapters, examining how the author establishes the attitude of the speaker and the theme through irony. Both of these activities connect to the unit goal of examining how “Achebe uses arguments to reveal things about his characters and set the plot in motion in his short story.”
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>2. TEXT-DEPENDENT QUESTIONS:</p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Students are required to provide both written and spoken responses at multiple Signposts throughout the collection and unit. The questions require students to cite evidence from the text to support their claims and assertions in both spoken and written responses. Writing prompts are primarily text dependent and require cited evidence. For example, in Unit 2: Persuasion in Literature, questions and tasks require students to consider events, relationships, and quotes from the anchor text, Things Fall Apart. In Activity 11, students refer to the text to track two themes in the novel. In the first part of the activity, students complete a graphic organizer to identify Okonkwo’s violent acts and their consequences and then work together to develop a thematic statement based on the evidence they collect in the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>graphic organizer. Next, students examine gender views in the novel by identifying and analyzing quotes from the text that reflect cultural views on men and women. At the end of the activity, students participate in a group discussion on violence and gender by generating their own questions and supporting their responses with textual evidence. This also correlates with Embedded Assessment 1, in which students are asked to “Write an analytical essay about Things Fall Apart in which you examine how the cultural and historical settings of the novel influence the development of one character. How does this character react to the cultural collision between Western ideas and Ibo culture, and how does this reaction affect the plot?” Students support their analysis with textual evidence. In Unit 3: Voice of Synthesis, materials not only require students to respond to text-dependent questions, but also express ideas through written, oral, and visual responses. Students work both independently and within groups to conduct research, evaluate sources, and form arguments. Students incorporate the unit texts in a variety of ways such as examples of arguments, examples of sources, and evidence in their own research. In Activity 5, students read the Supreme Court’s opinion on compulsory vaccines in Jacobson v. Massachusetts’ and complete tasks such as responding to the text-dependent questions, “What is ‘the state’?” and “What</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>does the state do to Jacobson when he refuses to be vaccinated for smallpox?" Students also work in groups to identify and discuss claims and counterclaims, as well as to compose a letter that includes evidence from the text. In Activity 7, students read two opinion texts based on the measles vaccine: "Measles: A Dangerous Illness," a letter by Roald Dahl, and "Mandatory Vaccination Is Not The Answer To Measles," an editorial by Dr. Bob Sears. Students answer text-dependent questions for both texts, such as "How does Dahl relate his personal experience to his stance on public vaccination policy?" and "Why does Sears use the word 'sacred' to describe the right to give informed consent?" Students then work with a partner to discuss and create a t-chart with evidence from both sides. Independently, students express their ideas in a written response to prompts such as "Revisit the Dahl piece to find one quotation that directly opposes the statement your group wrote. Restate Dahl's claim in such a way that it directly responds to the Sears statement, as if Dahl were entering into a debate with Sears." Students are then prompted to "Find another quotation from Sears's writing that can be used to respond to Dahl's point. Continue creating a scripted debate of a few lines (8–10) by finding quotations from Sears and Dahl that argue their claims about vaccinations." The materials guide students as they respond to the points made by the other speaker and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			prompt them to quote, paraphrase, or summarize the texts. In Unit 4: Praise, Mock, Mourn, Activity 10, students read the short story “Siesta” by Gabriel Garcia Marquez and annotate sensory details. In the Returning to the Text section, students answer a series of text-dependent questions, including “What conclusions can you draw about the mother based on her behavior toward the priest during the siesta?” and “How does the author juxtapose the townspeople to the mother to deepen her characterization?” Then, students complete graphic organizers connecting the sensory details to mood and characterization.
	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	Yes	Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. In Unit 2, Activity 8, students respond to questions about the character Ikemefuna from the anchor text Things Fall Apart and work in small groups to develop a graphic organizer with details about the character (RL.9-10.3). Then, each group creates a tableau of characters from the novel. As a group, students “Write a short statement that your character will give.” Next, the materials instruct students to specify the character's name and reveal an interesting fact about that character, and then prompt students by stating “Just as the characters' positions in the tableau will

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>explain their relationships with one another, try to let the lines you write and the way you deliver them to reveal your character's attitude and personality.” (RL.9-10.3 and RL.9-10.5). Students not only analyze the author’s choices in the novel, but in creating their own tableau, they make similar choices for themselves. The opportunity to make these choices continues in the activity’s writing prompt, “Consider the impact of Ikemefuna's time in Umuofia. On a separate sheet of paper, write a short narrative from the point of view of either Okonkwo or Nwoye that reveals Ikemefuna's influence on the community (his arrival, presence, death).”(W.9-10.3). In Unit 3, Activity 14, students examine two multimedia sources that incorporate research in preparation for presenting their own research. First, students watch the short film “The Story of Bottled Water” and complete a graphic organizer identifying the elements of argument that are used in the film (RI.9-10.5). Next, students use the SMELL (Sender-Receiver Relationship, Message, Effect, Logical Strategies, and Language) strategy to examine the infographic “Reducing Your Bottled Water Footprint” (RI.9-10.7). At the end of the activity, students work with their presentation groups to compare the two sources and determine which strategies were most effective and which strategies they will use in their own presentation for Embedded Assessment 2 (S.L.9-10.5). In Unit 4, Activity</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>3, students read the poem “Ode to the Cat” and respond to the questions “What is the speaker’s opinion of cats?” (RL.9-10.1), “How does Neruda describe the cat’s eyes throughout the poem? What effect does his choice of words have?” (RL.-10.4), and “How do you describe the structure of the poem? What effect does this create?” (RL.9-10.5). Then, in Activity 10, students read the short story “Tuesday Siesta” to analyze the author’s use of diction to achieve a specific mood and tone as preparation for writing their own short story using strong diction and vivid descriptions. After reading, students respond to questions such as “What is the mother’s tone as she speaks to her daughter in the beginning? What effect does this have?” (RL.9-10.4) and “How does the author juxtapose the townspeople to the mother to deepen her characterization?” (RL.9-10.3).</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary,</p>	<p>Required 3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Units are organized around central themes, and the sequences of activities and tasks are appropriately designed to focus student understanding and knowledge. The sequencing of tasks assists students with mastering the core content requirements for the grade level. Questions and tasks are organized sequentially to build knowledge</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>and support students’ understanding of the meaning of the complex texts. For example, in Unit 1, Activity 4, students examine claims, evidence, and word choice in two argumentative texts. Students begin by using a graphic organizer to analyze diction in a video performance of “Touchscreen,” a poem by Marshall Davis Jones. Students then identify the poem’s claim and the diction that helps them to determine the claim. Next, students read a related op-ed, “The Flight from Conversation,” and annotate the claim and supporting details. Then, students return to the text to answer text-dependent questions about the article, including “Turkle suggests people use technology to edit themselves to ‘present the self [they] want to be’ in paragraph 10. How does Turkle view this practice?” and “In paragraph 19, Turkle poses a set of rhetorical questions (queries not meant to be answered directly). Find an example. What effect does Turkle create with these questions?” At the end of the activity, students engage in a Socratic Seminar by explaining to what “extent does technology assist or impair our ability to communicate with one another?” Then, in Activity 5, students return to “The Flight from Conversation” and use it as a model to develop their own claims and introductory paragraphs on the topic. Next, students develop their body paragraphs and conclusions, using the article as their primary source, and participate in peer</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>editing and revision. Throughout the remainder of Unit 1, students continue to analyze and evaluate arguments with the end goal of crafting their own arguments on a topic of their choice for Embedded Assessment 2 and participating in a debate for Embedded Assessment 2. Unit 3: Voice in Synthesis introduces students to the historical background of various current issues, as the unit texts provide legal context for some contemporary debates. Texts, tasks, and questions are coherently sequenced, allowing students to make connections between arguments and express their understanding by developing their own arguments. For example, in Activity 3, students read the First Amendment before reading two Supreme Court decisions which address the amendment. Students first respond to questions to ensure they fully understand the First Amendment, such as “How is the word right defined in this piece of text?” “What does this amendment make you think of?” and “Who is the subject of the sentence?” The subsequent activities build knowledge across a sequence of questions and tasks by asking students to identify the relationships between the First Amendment and the Supreme Court decisions. Tasks include writing, research, and discussion activities. In Unit 4: Praise, Mock, Mourn, students analyze several poems while focusing on poetic elements such as meter, structure, voice, and diction, as well as the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>topics of praise, mockery, and mourning. Throughout these lessons, the materials prompt students to “Highlight words in each of the poems that contribute to the tone, mood, and voice of the poem. Make notes in the My Notes section about words that stand out to you and how they affect the poem's meaning” and “Return to the text and highlight words and phrases that personify or provide characteristics of the cat in one color. Highlight non-qualities in a different color.” Students answer questions such as “How does the speaker of Petrarch's sonnet describe his love interest's eyes, and what problem does his description point out?” and “How does the structure and imagery established in the first stanza repeat later in the poem, especially in the final stanza? What mood and tone do these lines help the readers experience?” Then, in Activity 8, students read the poem “One Art,” by Elizabeth Bishop, and use the Title, Paraphrase, Connotation, Attitude/Tone, Shift, Title, and Theme organizer (TP-CASTT) to help them write an essay in which they “Analyze how the author evokes praise, mockery, and mourning in the poem through language, rhyme, meter, and structure.” These activities prepare students for Embedded Assessment 1, in which students write an analysis of their own writing piece or of another text from the unit to “examine the choices made that serve the purpose of praise, mockery, or mourning.” The close examination of poetry</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p>Yes</p>	<p>and the study of the themes of praise, mockery, and mourning establishes foundational skills and knowledge which students then use to read and interpret the play <i>Antigone</i> in the second half of the unit.</p> <p>Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, course-level complex texts. Tasks are varied and increase in difficulty throughout the progression of the units. The materials integrate student tasks in speaking, reading, writing, listening, and language within the unit progression plan. Materials are designed to be implemented in sequence and task complexity builds as the units progress. Throughout a unit, and often within a single activity, students demonstrate their knowledge and understanding through all five modes of communication. In Unit 1, students study arguments as they plan for and develop their own. In Activities 4-10, students read and respond to a series of arguments on a range of topics including technology, justice, legal issues, and hunger. After reading each argument, students are asked to express their understanding through a series of text-dependent questions. For example, after reading “On Women’s Right to Vote,” by Susan B. Anthony, students respond to questions such as “What rhetorical appeal does Anthony primarily use in this speech?” “What secondary appeal does she use?” and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>“Explain which rhetorical appeal—pathos, ethos, or logos—used in ‘On Women's Right to Vote’ is the most effective.” In Activity 10, after reading and answering text-dependent questions for two additional arguments, students prepare for and participate in a Socratic Seminar on the topic of truth and responsibility in the face of adversity. After the seminar, students write an argumentative speech in which they support a deeply held belief of their own. For this assignment, the materials instruct students to include “some” narrative elements in their speech; however, as all narrative elements would not be appropriate to include in an argumentative speech, the instructor must provide additional direction on which narrative elements are appropriate to include. The Language Checkpoint: Using Parallel Structure asks students to review how Gandhi used parallelism in his speech “On Civil Disobedience” and provides students with the opportunity to practice and revise parallel structure. The Checkpoint prepares students for Embedded Assessment 1, in which students write their own argumentative essay, and Embedded Assessment 2, in which students work with a team to participate in a class debate. In Unit 3, students synthesize arguments and ideas. In Activities 3-7, students read a number of court cases and opinions on government regulations and vaccines for which they answer text-dependent questions, complete graphic organizers, participate in a “Parlour</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Conversation,” and respond to short writing prompts. For example, students write a letter to the editor from the perspective of someone reading the 1905 court opinion. In the letter, students “persuade readers to agree with a particular view on the government's role in requiring vaccination. The letter should focus solely on the 1905 court opinion and how either Jacobson's view or the court's view is correct.” In Activity 8, students review and create an index card for each of the previous arguments, then use these index cards and sources to organize and construct an essay in which they develop a position about how much control they “think the government should exercise over an individual's right to make personal decisions regarding vaccination.” By Activity 12, students read to determine the reliability and credibility of text sources. In the activity, students learn that all online sources may not be credible sources for accurate information. Students conduct reliability checks for the sources they found during planning and evaluate their sources according to the following questions: “Is contact information provided?” “How credible is the source?” “Is the author or organization providing the information reliable?” “Does the resource push only one side of an issue or argument, or are several sides presented?” and “When checking multiple resources, do you find that one source omits key information contained in other resources?” In the next</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>activity, students complete the Embedded Assessment 1, in which they work in a group to develop a research question. Each group member must find three supporting sources and check for reliability. In Embedded Assessment 2, students present a solution to an environmental conflict using rhetorical appeals and reliable sources that support their claims. The materials also provide opportunities for building knowledge and expressing understanding within the literary units. For example, in Unit 4, Activity 5, students read and interact with two sonnets. First, students learn about Petrarchan Sonnets and read Petrarch's "Sonnet 90." Next, students learn about Shakespearean Sonnets and read Shakespeare's "Sonnet 130." After reading both sonnets, students answer a series of text-dependent questions which ask them to analyze and compare the poems, including "Both Petrarch and Shakespeare compare a love interest's walk to something else. How is Shakespeare's comparison different from Petrarch's?" Students also work in groups to complete a choral reading of "Sonnet 130," to complete graphic organizers about the poem's development, and to prepare an analysis of the poem. At the end of the activity, students "Write a paragraph that analyzes Shakespeare's use of satire in achieving the sonnet's purpose."</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required</p> <p>3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> • Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening). 	<p>Yes</p>	<p>Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. For example, in Unit 1, Activity 2, students learn that “Reading a text for meaning includes a close examination of all available clues, including literal meaning and figurative meaning.” Students use a graphic organizer to record their observations for a provided cartoon and use them to make inferences. In Activity 3, students learn the meaning of the term counterargument. Students then apply their understanding while answering questions such as “According to McGonigal, how do these opposing parties view gaming? How does the acknowledgment of these opposing parties strengthen McGonigal’s argument?” In Activity 9, students complete the Grammar and Usage section of the activity for “Declaration of the Rights of the Child” to build an understanding of why the proclamation uses passive voice rather than active voice. In Activity 10, students read Kofi Annan’s “Nobel Lecture” and explain “What words and phrases does Annan use to describe the horrors of the twentieth century?” Students continue to work with those words and phrases as they explain</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>how the language helps shape the perception of the text for its readers. In Unit 2: Persuasion in Literature, students develop a deeper understanding of diverse cultures. The Language & Writers Craft section of Activity 9 focuses on the need to use precise language when describing other cultures. Students learn about the Ibo people and their traditions, as well as the importance of using “precise language to avoid generalizing, stereotyping, or unintentionally offending” when writing about a people’s culture. Activity 12 includes a green Language and Writer’s Craft activity, which demonstrates how words change across their verb, noun, and adjective forms. Additionally, vocabulary words are hyperlinked within texts and included in term boxes at the top of each activity, such as in Activity 15. The materials also include Expandable Vocabulary and Word Connection boxes to help students understand unfamiliar terms and ideas used in the texts. In Unit 3: Voice in Synthesis, Activity 1, students learn that a speaker’s or writer’s words carry a tenor and that this tenor “characterizes the intent, tone, or attitude conveyed by words.” Students then read a passage and respond to the question, “What does the author mean by the phrase ‘the tenor of the argument’?” In Activity 3, students define words with multiple meanings. Students begin by writing known definitions for the words opinion, right, and justice. Then, students read the words in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>context. Finally, students work in pairs to determine how the definitions of the words change in and out of context. Students then read the First Amendment and an excerpt from Tinker v. Des Moines, focusing on multi-meaning words within the texts. Finally, in the Check Your Understanding section of the activity, students reread a given sentence from the excerpt and write a definition for the word, purely as it is used in the text. Additionally, materials include direct language instruction, as well as questions and tasks that require students to examine language in context. Direct language instruction is incorporated into the materials through Languages Checkpoint Lessons that align with unit activities. For example, in the Lc 2.16: Language Checkpoint: Using Noun Agreement activity, students read an example from the anchor text, The Things They Carried, then correct sentences written about the novel and its characters. At the end of the activity, students revise a written response from a previous activity, correcting noun agreement.</p>
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics,	Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>Required *Indicator for grades K-1 only 4b) Materials provide grade-appropriate instruction and practice for the basic features of print (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-1 only 4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-5 only 4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-5 only 4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques.</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-5 only 4f) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-5 only 4g) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.		
	Required *Indicator for grades K-5 only 4h) Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.	N/A	Not applicable for this grade level.
	Required *Indicator for grades K-5 only 4i) Materials provide instruction and practice in word study. <ul style="list-style-type: none"> • In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>) • In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. 	N/A	Not applicable for this grade level.
	Required *Indicator for grades K-2 only 4j) Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.	N/A	Not applicable for this grade level.
	Required *Indicator for grades K-5 only 4k) Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.	N/A	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section III. Additional Criteria of Superior Quality			
<p>5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) Materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. 		See EdReports for more information.
	<p>Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>		
	<p>5c) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>		
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students</p>	<p>Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.⁶</p>		

⁶ Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required *Indicator for grades 3-12 only</p> <p>6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>		
	<p>Required</p> <p>6c) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks may include blended modes (e.g., analytical writing). 		
	<p>Required</p> <p>6d) Materials address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage. 		
<p>7. ASSESSMENTS:</p> <p>Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the</p>	<p>Required</p> <p>7a) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>		
	<p>Required</p> <p>7b) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>		
	<p>Required 7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		
	<p>Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.</p>		
	<p>7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>		
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 8a) As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		
	<p>Required 8b) Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.</p>		
	<p>Required 8c) Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required 8d) Materials provide additional supports for expressing understanding through formal discussion and writing development (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).		
	Required 8e) Materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.		
	Required 8f) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		
	8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.		
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality ⁷	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	Yes	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice and engaging students with multiple repetitions of words in varied contexts.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁸	4. Foundational Skills	N/A	Not applicable for this grade level.
III. Additional Criteria of Superior Quality⁹	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u>			

*As applicable

⁸ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

⁹ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.



Qualified for Abbreviated Review¹

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.² In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts³ independently. Thus, a strong ELA classroom is structured with the below components.



Title: Springboard English Language Arts

Grade: English III

Publisher: The College Board

Copyright: 2021

Overall Rating: Tier 1, Exemplifies quality

Tier 1, Tier 2, Tier 3 Elements of this review:

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

¹ Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://www.edreports.org/reports/overview/springboard-2021/high-school>.

² A volume of texts is a collection of texts written about similar topics, themes, or ideas.

³ A range of texts are texts written at different reading levels.



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

- Review the **required**⁴ Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. For grades K-5, materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II⁵ and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

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

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

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

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

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

⁴ **Required Indicators of Superior Quality** are labeled “**Required**” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

⁵ For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>			
<p>Non-negotiable 1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. 	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. A large selection of text types ranging in both complexity and Lexile levels are provided throughout each unit and across the year-long materials. The materials provide a comprehensive text complexity companion document for each text used throughout the units. The Lexile band for Grade 11 and Grade 12 is 1185-1385, and the units’ texts span 760-1930L. While some texts fall below the grade band Lexile range, they are accompanied by demanding tasks or allow for greater student independence in reading. For example, in Unit 1, Activity 3, students read “America and I,” which measures 790L. The quantitative measure is below Grade 11; however, by a qualitative measure, the task is moderately difficult, accounting for syntax, diction, figurative language, and tone. For example, knowledge demands may be difficult due to the use of Yiddish expressions that may be unfamiliar to most students. Students also read “The Two Clashing Meanings of Free Speech,” by Teresa M. Bejan. The text is complex in both its quantitative and qualitative analysis due to its 1380L measure, overall structure,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>language demands, and knowledge demands. The task demands are also complex, as students must write a paragraph analyzing a rhetorical device used by Bejan, better preparing them to write the Embedded Assessment in which they describe what it means to be American. In Unit 2, students read “Sinners in the Hands of an Angry God,” by Jonathan Edwards. The text measures 1360L and is qualitatively complex due to its challenging topic and archaic language, as well as students' need for prior knowledge of Puritan beliefs. Students also read “The Gettysburg Address,” by Abraham Lincoln. The text is very complex both quantitatively (1490L) and qualitatively. The language is highly complex as Lincoln uses academic and archaic words that would be challenging for students in Grade 11. Knowledge demands are also highly complex because students need general knowledge of the Civil War. In Unit 3, students read “The War Prayer,” by Mark Twain. The overall text complexity is highly complex with a quantitative measure of 1260L. Qualitative measures are highly complex as well due to devices indicating multiple levels of meaning, including figurative language, challenging vocabulary consisting of Biblical imagery and connotative patriotic words, and extensive prior knowledge demands of war times. In addition to the text complexity analysis provided for the activity texts, the Planning the Unit sections of the Teacher Editions of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the eBooks provide lists of suggested fiction and non-fiction texts for independent reading with Lexile levels. The suggested texts range in Lexile level. For example, in Unit 2, recommended texts range from Ann Rinaldi’s Or Give Me Death: A Novel of Patrick Henry’s Family at 610L to Michelle Alexander’s The New Jim Crow at 1450L. Finally, text groupings within the units provide qualitative and quantitative rigor for a variety of levels. For example, Unit 4 provides context to connect poems from the Harlem Renaissance to Zora Neal Hurston’s “Their Eyes Were Watching God. This text measures 1080L, but the dialect, figurative language, and cultural and geographic knowledge are challenging for students in Grade 11, deeming the high qualitative level.</p>
	<p>Required 1b) At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p>Yes</p>	<p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. Texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials encourage students to make personal and world connections to texts. The majority of texts are previously published and/or written by well-known authors and are examples of well-crafted writing across genres ranging from historical to contemporary works. For example, in Unit 1, Activity 11, students read “I, Too,” by Langston Hughes, a celebrated American writer and prominent figure of the Harlem</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Renaissance. Students read and analyze the poem to determine how Hughes uses language to shape the readers' perceptions. Students then use the text in comparison to "I Hear America Singing" and "I, Too, Sing America" to further analyze how language and tone convey the American experience. Unit 2, Activity 2 provides students with several historical documents, including the sermon "Sinners in the Hands of an Angry God," images of a New England Primer and of a "Sorcerer Exchanging Gospels for a Book of Black Magic," and historical accounts of the Salem Witch Trials. Students examine these texts in Activity 2 in order to develop contextual knowledge for the unit's anchor text, the play <i>The Crucible</i> by Pulitzer Prize winning author Arthur Miller. In Unit 3, students read <i>New York Times Co. vs. United States</i>, 403 U.S. 713, a decision written by the Supreme Court which requires students to have a moderate amount of subject specific vocabulary. Additionally, in Unit 3, the following published works are grouped for related activities: "How the Rise of Daily Me Threatens Democracy" by Cass Sunstein, "The Role of the Media in a Democracy" by George A. Krinsky, and "Separate and Unequal: Indian Schools, a Nation's Neglect" by Jill Burcum from <i>The Star Tribune</i>. Finally, in Unit 4, students read various works by African American author, anthropologist, and filmmaker Zora Neale Hurston as they strengthen their understanding of the unit theme, "An American Journey". In "How It</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Feels to Be Colored Me,” the author explains how significant events in her life altered her self-awareness. In “Sweat,” students evaluate the events in Hurston’s life once again to determine how the text is written as a tribute to African American people during the era. In Their Eyes Were Watching God, students analyze the author’s use of stylistic elements and theme, which they use to build knowledge in preparing for the end of unit assessment.</p>
	<p>Required 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. 	<p>Yes</p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Materials consists of four topic-based units that build student knowledge through a variety of genres, both fictional and informational. The themes in each unit connect the works across a variety of genres. These texts build vocabulary knowledge, and the unit themes are all connected through a larger year-long theme. Each unit contains suggested independent reading texts that convey similar themes to strengthen student understanding of thematic ideas across units. Each unit begins with a visual and a quote to gauge student prior knowledge, create intrigue, and elicit student inquiry. Units contain Essential Questions to guide student thinking, and lessons contain previews to set the stage for student learning and outline expectations. For</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>example, Unit 1 begins with a preview of the unit, indicating that students will read a variety of texts and consider “American” ideas and concepts. It also outlines the expectations for students, noting that students will write a definition essay and learn to define a word by example, classification, function, and negation. Continuing in Unit 1, Activity 1, students record their initial thoughts on the unit’s Essential Questions, including: “What does it mean to be American?” “What is the American Dream?” and “Does America still provide access to the American Dream?” Across the unit, students complete tasks and readings that help shape their understanding of these Essential Questions. For example, in Unit 1, Activity 3, students read and listen to the short text “America and I” by Anzia Yeziarska and evaluate how the author’s diction and syntax contribute to the tone of the story. Likewise, in Unit 1, Activity 19, students read and listen to 3 poems, “Ellis Island,” by Joseph Bruchac, “Europe and America,” by David Ignatow, and “My Uncle’s Favorite Coffee Shop,” by Naomi Shihab Nye to analyze different perspectives on immigration and the attainability of the American Dream. The activities and readings across Unit 1 lead to Embedded Assessment 2, in which students synthesize their learning to write an argumentative essay on the attainability of the American Dream. The texts across Unit 1 are varied in complexity and genre and help</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students achieve an understanding of the Essential Questions. Unit 3, American Forums: The Marketplace of Ideas, also provides a coherent collection of connected texts intended for students to “...examine both editorial writing and satire as key genres through which writers make statements about issues of today.” For example, in Activity 3, The Supreme Court and Free Speech, students read and analyze the Supreme Court’s ruling on whether or not The New York Times should be granted the right to freedom of the press. Students gain discipline-specific vocabulary and background knowledge regarding free press. In Activity 6, News or Views, A Closer Look, students examine news stories for credibility, bias and accuracy to carefully examine the subjective agenda news media often exhibits in reporting events. In Activity 7, The Bias of Rhetoric, students read “Abolish High School Football,” by Raymond A. Schroth, a Jesuit priest and journalist, to closely analyze the text and determine if Schroth is writing from a subjective or objective point of view. Students also determine whether Schroth presents his supporting evidence straightforwardly or uses slanter. In Activity 16, Analyzing Satirical Cartoons, students compare and contrast cartoons to determine purposes of satire. Overall, texts throughout the unit build knowledge, preparing students to develop a satirical writing piece critiquing an aspect of society.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 1d) Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>Yes</p>	<p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Materials encourage multiple readings of quality texts through instructional strategies, guided questioning, and activities which require reflection, connection, and citation. Students revisit texts throughout a unit to support their understanding of the unit Essential Questions and to complete Embedded Assessments. For example, Unit 1, Activity 5, introduces the “Questioning the Text” strategy. The strategy prompts students to develop questions about the text before they read, to interact with the text as they read, and to return to the text after the reading to answer questions and examine the text in more depth. This strategy is used frequently and consistently throughout the materials. In Unit 2, The Power of Persuasion, students read The Crucible. In their first encounter with the text in Activity 5, students read to make inferences about character motivations based on the characters’ actions and dialogue. In Activity 6, students read to analyze the effects of character motivation on the plot. In Activity 7, students examine how a scriptwriter uses literary elements, structure, ping, and graphic features to develop a drama. In Activity 9, students analyze the role of conflict as it supports the theme of The Crucible, as well as analyze character motivations that cause conflict. Students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>continue to revisit <i>The Crucible</i> as they work towards the Embedded Assessment 1, <i>Creating and Performing a Dramatic Scene</i>, in which they write and perform a dramatic scene set in a different historical time period. Student performances are expected to demonstrate their “understanding of Arthur Miller’s purpose for writing <i>The Crucible</i> and how the play’s historical setting supports his purpose.” In Unit 3, Activity 17, students read “<i>Girls Moved to Tears by Of Mice and Men</i>” and “<i>Cliff’s Notes</i>,” a satirical piece published in <i>The Onion</i>. As students read, they highlight words or phrases that are funny, circle unknown words/phrases to determine meaning, and star pieces of text that show the author using satire. Later in the lesson, students return to the text to respond to specific text-based questions including, “How does the authors’ diction in paragraph 2 help establish the tone of the article?” and “In paragraph 12, what is ironic about Weaver’s description of the story? What is the purpose of this irony? Is the author successful in this use of irony?” Finally, in Embedded Assessment 2, students use their knowledge of satire to “develop a satirical piece critiquing some aspect of our society.” In Embedded Assessment 2, students employ careful readings across the unit to support their knowledge of satire. Throughout the unit, careful readings and re-readings of texts build knowledge for students to make connections to the culminating novel, <i>Their Eyes Were</i></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Watching God. In Unit 4, students use knowledge gained through reading texts based on the Harlem Renaissance as they evaluate similarities and differences with Hurston’s novel <i>Their Eyes Were Watching God</i> in connection to the themes and ideas of this literary movement. Students first encounter Hurston’s novel in Activity 10 as they read and discuss the explicit and implicit meaning of the text, analyze direct and indirect characterization, and analyze how the author’s use of foreshadowing shapes the plot. In Activity 11, students return to the text to evaluate how Hurston’s use of varying points of view help students understand the plot. Students then read the poem “Mother to Son” by Langston Hughes. After reading, students compare the poem with Chapter 2 of <i>Their Eyes Were Watching God</i>. Students return to the text again as they are tasked with completing the Making Connections to the Harlem Renaissance task at the end of the activity. Students respond to questions “What connections can you make between the historical, social, and economic context that you researched about the novel and Nanny and Janie’s experience?” and “How might Hurston’s experience have influenced the novel and its characters?”</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 2. TEXT-DEPENDENT QUESTIONS:</p>	<p>Required 2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>A majority of questions in the materials are text-dependent and text-specific with student ideas expressed through both written and spoken responses. The materials include text-specific and text-dependent</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>questions that scaffold student understanding to prepare students for the Embedded Assessments. Throughout each unit, students participate in evidence-based discussions and complete writing tasks that require textual evidence and analysis of text. For example, in Unit 1, Activity 8, students read “The Two Clashing Meanings of ‘Free Speech,’” by Teresa M. Bejan. In this activity, students generate different levels of questions before, during, and after reading in order to deepen comprehension and gain knowledge of freedom of speech. Level 1 questions represent literal questions that can be answered by reading the text. Level 2 questions are interpretive due to the need for students to make inferences while reading the text. Finally, Level 3 questions are universal, and include questions that go beyond the text, in which students ask questions that lead to larger issues and the need for further discussion and rereading of the text. Additionally, in Unit 3, Activity 15, students read the satire “Let’s Hear it For the Cheerleaders” by David Bouchier. Following their reading, students respond to the following questions: “In paragraph 1, what information does the reader understand that Bouchier’s persona does not? What is the effect on the tone of the text?” “In paragraph 5, what rhetorical devices does the author use to shape the readers’ perception of cheerleading? What effects do these rhetorical devices have?” “What are two examples of Bouchier’s use</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>of diction to create a specific tone in paragraph 7? Is the author successful in creating the desired tone?” and “What does Bouchier parody in paragraph 11? For what purpose does the author include the parody?” Students then use details from the text to complete a graphic organizer in which they identify the type of satire used in each quote and analyze the purpose of that quote. These questions require students to reference the text for their answers. In Unit 4, Activity 14, students use textual evidence to track key actions and characters' emotional responses in Their Eyes Were Watching God. Students respond to questions about specific quotes and support their answers with textual evidence. Specifically, “...describe how the author's use of imagery expresses Janie's sense of her marriage. How does her behavior at the beginning of this chapter compare with her actions at the end of Chapter 6?” and “How are Hurston’s beliefs in the power of the individual reflected in Janie’s character?” This type of questioning continues throughout the units.</p>
	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p>Yes</p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. The structure of the units requires students to build on knowledge and refer back to the texts. Students must consistently support claims</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>with evidence in assessments, which build to the culminating writing task in each unit. Language, details, key ideas, structure, word choice, and craft are addressed consistently in a variety of activities and assessments. Questions and tasks in activities relate directly to the Learning Targets of the activity which directly align with the activity standard. For example, in Unit 1, Activity 5, students read the essay “The Two Clashing Meanings of ‘Free Speech,’” by Teresa M. Bejan. Following their reading of the text, students return to the text to answer questions that directly correlate to the standard RI.11-12.2. For example, students respond to “What controversy does the author describe in the first paragraph of the essay?” and “Reread the second paragraph of the article and summarize the author's thesis.” These questions connect to the standard and a student’s ability to determine central ideas of the text.</p> <p>Standard RI.11-12.5 is addressed in Unit 3, Activity 10, which aligns to the activity’s Learning Target, “Evaluate the effectiveness of different types of evidence.” In the activity, students find examples of different types of evidence, such as illustrative evidence or analogies, from the editorial articles they read earlier in the unit. Then they must determine whether or not the evidence logically supports the author’s argument in the cited editorial. Unit 4, Activities 10, 13, 15, and 17, address standard RL.11-12.2, as students read</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>selected texts to determine two or more themes or central ideas. Students then analyze the development of the theme or central idea over the course of the text and explain how they build upon one another. Students also write summaries of the texts. For example, in Activity 10, Janie’s Return Home, students read Their Eyes Were Watching God. As they read, students complete a double-entry journal by recording textual evidence in the form of a summary on the left side and commentary or responses to each passage on the right side. Students then compare the overall theme of the text with “Sweat,” also by Zora Neale Hurston, which was read in a previous lesson. In Activity 13, students make text-to-text connections by relating ideas presented in Benjamin Brawly’s essay, “One of the New Realists,” to Hurston’s writing through common themes and parallels to the Hurstonlife.</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include</p>	<p>Required 3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Unit materials are anchored by an essential question. Lessons within each unit build student knowledge towards a deep understanding of this essential question. Each unit continuously addresses a thematic focus through the text and activities and develops the knowledge and understanding</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>of the theme through the scaffolding of activities and the sequencing of texts. Each unit includes multiple texts, and students consistently make connections between the texts with topics, themes, and ideas. Furthermore, each unit contains Embedded Assessments which task students with synthesizing what they have learned into a new product. For example, Unit 1, Activity 15 is an embedded assessment in which students synthesize three-to-five sources and their own observations to “defend, challenge, or qualify the statement ‘America still provides access to the American dream.’” This assessment builds on prior activities and texts where students analyzed themes, ideas, and concepts related to this topic. For example, in Unit 1, Activity 7, students read and analyze the Constitution’s “Preamble and Bill of Rights.” In this lesson, students gain a deeper understanding of the rights and liberties afforded to American citizens that enable them to pursue the American dream. Likewise, in Unit 1, Activity 12, students read an essay, “Growing Up Asian in America.” Through the sub-titled sections of the text, “I Am Racially Japanese” and “I Am a Japanese-American,” students analyze the author’s shifting perspective of being Japanese-American and her eventual realization that her Japanese heritage will remain, regardless of where she lives. The lesson ends by asking students to “Discuss as a group the different aspects of being an American. Then write a definition for the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>term, American." The diversity of these materials helps students gain a stronger understanding of America and all its parts. In Unit 2, students begin Activity 1 with the Essential Questions, "How can artistic expression advance social commentary?" and "How is rhetoric applied to the creation and delivery of persuasive speeches?" Throughout Unit 2, students work towards an understanding of these Essential Questions through multiple selected texts, such as the Historical Account, "The Trial of Martha Carrier," by Cotton Mather. Reading this text allows students to gain knowledge relevant to Embedded Assessment 2 in which students "write and present an original, persuasive two- to three-minute speech that addresses a contemporary issue." Students must "Incorporate rhetorical appeals and devices to strengthen your argument and to help you achieve your desired purpose." In Unit 3, Embedded Assessment 1, students produce an argumentative article as a group and then individually develop the article's topic through editorial products that reflect a variety of media, such as cartoons, letters, and photos. In order to prepare for the project, students reflect on the unit's Essential Questions in Activity 2, analyze historical documents and informational texts in Activities 3 and 4, and explore news sources and compare conflicting articles in Activity 5. In the activities, students closely examine the texts through prior knowledge,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p>Yes</p>	<p>text-dependent and text-specific questions, research, evidence collection, and discussion.</p> <p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. In each unit of the materials, there are Essential Questions that drive the learning within each lesson. Throughout the lessons, students are required to read, write, speak, listen, and use language through their interaction with complex texts. Students also complete a number of complex tasks which require them to integrate and synthesize information and present that information in a variety of formats. For example, in Unit 1, Activity 1, students review the Essential Questions “What does it mean to be an American?” and “What is the American Dream, and Does America still provide access to the ‘American Dream’?” In Unit 1, Activity 3, An American Story, students listen to a reading of the short story “America and I” by Anzia Yeziarska. Students then return to the text to apply their knowledge and skills of grade-level complex text by answering questions such as “Describe the tone created by the syntax of this sentence in paragraph 53: That sweatshop was a bitter memory but a good school.” Following these questions and discussion, students finish the activity by responding in writing to the prompt, “Think about the experience of the narrator you</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>read about in 'America and I' and how she describes a difficult experience in her life. Write a three- to five-paragraph narrative about a difficult moment from your own life. Be sure to: Develop the events using well-chosen details, use narrative techniques, such as dialogue, description, etc..." At multiple points in the lesson, students work with partners to discuss the text structure of the piece. The lesson ends with students discussing "the different aspects of being American" in groups. Students then write a definition of the term American. Unit 2 focuses on the thematic idea of The Power of Persuasion through the examination of the anchor text, The Crucible, and other supporting texts. In Unit 2, Activity 1, students respond to the unit's Essential Questions, "How can artistic expression advance social commentary?" and "How is rhetoric applied to the creation and delivery of persuasive speeches?" In Activities 2 and 3, students read a number of written and visual texts to gain key background knowledge and context for the unit's anchor text, The Crucible. In Activity 4, students preview the text by actively listening to the play's preface and then performing a drama game with selected lines from each character. In Embedded Assessment 1, students synthesize what they have learned by working with a group to write and perform a dramatic scene. Language is developed throughout the unit; for example, the Focus on the Sentence portion of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Activity 8 examines the different types of sentences and the Language Checkpoint in Activity 24 asks students to identify logical comparisons and revise illogical comparisons. In Unit 3, Activity 17, students build knowledge throughout the activities in order to evaluate the language and tone of satire. Many of the activities require writing to analyze the types of satire and how words or phrases are identified with a certain type of satire. A group discussion occurs at the end of the activities so that students compose a group analysis of the author’s purpose in writing “Girl Moved to Tears by Reading Of Mice and Men Cliff’s Notes.” The group discussion, along with the writing, includes all five communication tasks in one activity.</p>
	<p>Required 3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> • Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening). 	<p>Yes</p>	<p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice and engaging students with multiple repetitions of words in varied contexts. Language lessons, including vocabulary, word choice, syntax, structure, and organization, are succinctly built into the lessons. Units include lessons that integrate a student’s ability to examine language and advance his/her understanding of academic vocabulary,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>which is done in conjunction with both anchor texts and shorter pieces of text. For example, in Unit 1, Activity 4, students respond to a timed writing prompt about “America and I,” the text they read in the previous activity. After responding to the prompt, students then review “America and I,” examining it as a model for the “writer’s craft,” and use it to guide their revisions of their own responses. The revision lesson also focuses on improving sentence fluency by explaining that “...writing needs to flow smoothly from word to word, phrase to phrase, and sentence to sentence.” Further examples in the activity explain that “Fluent writing reads smoothly, with an easy movement between words, sentences, paragraphs, and ideas.” Additionally, in Unit 1, Activity 18, students read the poem “Let America Be America Again,” by Langston Hughes. As they read, they circle unknown words and phrases as they try to determine the meaning of words by using “context clues, word parts, or a dictionary.” The materials identify words within the poem including bondsman, graft, and redeem. These words are related by theme to the text and, therefore, are not taught in isolation. Language lessons are consistently built into the instruction, such as Unit 2, Activity 10, “Speaking like a Puritan,” and “Recognizing Frequently Confused Words” in Unit 3, Activity 5. Specifically, in Unit 2, Activity 10, students evaluate how Arthur Miller uses archaic and figurative language</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>to shape the perception of readers, placing them in Puritan New England. For example, the lesson opens by asking students to review a list of words, such as abomination and conjure, that Miller chose to create a language that “echoed” the language of the Puritans. Students then evaluate the impact the diction has on “creating voice”. Likewise, in Unit 3, Activity 5, students read an editorial, “The Newspaper is Dying - Hooray for Democracy.” As they read, they highlight the author’s concessions and refutations, terms that are taught prior to engaging with the text. Following their reading, students analyze the writer’s tone and specific words in context. For example, students respond to questions such as “In paragraph 1, what does the word circulation mean in context?” and “In the editorial’s first two paragraphs, how does Potter use imagery and figurative language to present and refute his opponent’s argument?” By Unit 4, language lessons are more complex. For example, in Unit 4, Activity 9, students work with dialect in conjunction with “Sweat,” by Zora Neale Hurston. Guiding questions lead students to explore how writers use dialogue and dialect to bring stories to life. Students listen to the teacher’s read aloud of the text to hear how Hurston reproduces the speech of the characters. Throughout the longer reading passage, links with word connections and knowledge questions help students to overcome language obstacles and engage with the text. Students respond to questions</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>about the role dialect plays in developing the story, how words and action foreshadow events, and how the author uses words for characterization and exposition. These activities fully integrate language and vocabulary into a variety of activities and assessments rather than including disconnected vocabulary practice. Likewise, in Unit 4, Activity 11, students read and/or listen to the poem “Mother to Son,” by Langston Hughes. Following their reading, students respond to questions that focus on advancing their understanding of language, such as “What is the mood created by the diction Hughes uses in the line ‘And reachin’ landin’s, And turnin’ corners, And sometimes goin’ in the dark / Where there ain’t been no light.’?” and “What is the effect of Hughes’s use of repetition and line breaks in the poem?”</p>
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
<p>Non-negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central</p>	<p>Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-1 only 4b) Materials provide grade-appropriate instruction and practice for the basic features of print (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).</p>	N/A	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>Required *Indicator for grades K-1 only 4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-5 only 4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-5 only 4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques.</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-5 only 4f) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-5 only 4g) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-5 only</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>4h) Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p>		
	<p>Required *Indicator for grades K-5 only</p> <p>4i) Materials provide instruction and practice in word study.</p> <ul style="list-style-type: none"> • In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>) • In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. 	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-2 only</p> <p>4j) Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only</p> <p>4k) Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.</p>	N/A	Not applicable for this grade level.
Section III. Additional Criteria of Superior Quality			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) Materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. 		See EdReports for more information.
	<p>Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>		
	<p>5c) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>		
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students</p>	<p>Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.⁶</p>		

⁶ Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required *Indicator for grades 3-12 only</p> <p>6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>		
	<p>Required</p> <p>6c) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks may include blended modes (e.g., analytical writing). 		
	<p>Required</p> <p>6d) Materials address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage. 		
<p>7. ASSESSMENTS:</p> <p>Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the</p>	<p>Required</p> <p>7a) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>		
	<p>Required</p> <p>7b) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>		
	<p>Required 7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		
	<p>Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.</p>		
	<p>7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>		
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 8a) As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		
	<p>Required 8b) Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.</p>		
	<p>Required 8c) Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required 8d) Materials provide additional supports for expressing understanding through formal discussion and writing development (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).		
	Required 8e) Materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.		
	Required 8f) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		
	8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.		
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality ⁷	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	A majority of questions in the materials are text-dependent and text-specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	Yes	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁸	4. Foundational Skills	N/A	Not applicable for this grade level.
III. Additional Criteria of Superior Quality⁹	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: Tier 1, Exemplifies quality			

*As applicable

⁸ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

⁹ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.



Qualified for Abbreviated Review¹

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.² In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts³ independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Springboard English Language Arts**

Grade: **English IV**

Publisher: **The College Board**

Copyright: **2021**

Overall Rating: **Tier 1, Exemplifies quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

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

¹ Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://www.edreports.org/reports/overview/springboard-2021/high-school>.

² A volume of texts is a collection of texts written about similar topics, themes, or ideas.

³ A range of texts are texts written at different reading levels.



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

- Review the **required**⁴ Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. For grades K-5, materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II⁵ and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

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

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

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

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

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

⁴ **Required Indicators of Superior Quality** are labeled “**Required**” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

⁵ For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</p> <p>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>			
<p>Non-negotiable</p> <p>1. QUALITY OF TEXTS:</p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. 	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. A large selection of text types ranging in both complexity and Lexile levels are provided throughout each unit and across the year-long materials. The materials provide a comprehensive text complexity companion document for each text used throughout the units. The Lexile band for Grade 11 and Grade 12 is 1185-1385L, and the units’ texts span from 590L to 1600L with a wide range of texts of varying complexities both qualitatively and quantitatively. In the beginning of each unit, the Planning the Unit section of the Teacher Edition provides a list of recommended texts and Lexile levels for independent reading. These texts range in Lexile level, providing accessible texts to students not yet on grade-level and challenging texts for those students who are above grade-level. For example, the independent reading texts in Unit 1 range from Going Bovine, by Libba Bray, at 680L to “Jamaica Kincaid: A Critical Companion, by Lizabeth Paravisini-Gebert, at 1530L. Additionally, the prose texts within each unit are clearly marked with both quantitative and qualitative text complexity indicators in the Teacher Wrap. In Unit 1,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Activity 18, students read “Stranger in the Village,” by James Baldwin, which has an overall text complexity of complex, a quantitative measure of 1400L, and a qualitative measure of highly difficult. In addition to providing text analyses, the materials address a number of poems. These pieces are qualitatively complex, and the accompanying activities emphasize these complexities. For example, in Unit 1, Activity 4, students complete a jigsaw activity on three poems, examining each poem’s form, sound, and word play in the development of theme. In Unit 2, Activity 3, students make connections with Pygmalion and Frankenstein by analyzing key ideas and archetypes, summarizing the texts, and examining how the authors pull from other works. The texts require students to investigate works from classical authors Ovid and Mary Shelley. These works are appropriately complex for Grade 12. Accessibility is improved by providing excerpts along with guiding questions and word connections. These tools provide opportunities for all readers to engage in the text at various levels and work towards mastery and understanding. In Unit 3, students read The Tragedy of Othello, by William Shakespeare, with a quantitative measure of 1320L within the Lexile band for Grade 12. Specifically, in Activity 9, students read an excerpt from The Moore in English Renaissance, by Jack D’Amico, with a quantitative measure of 1430L. The text’s</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>qualitative rating is highly difficult and its task is challenging. Materials indicate that, although the text complexity is difficult, the scaffolding provides student support. The dense language and complex connections of ideas contribute to the high difficulty rating of the text, and the challenging task demands (evaluate) justify the overall very complex rating. Despite some texts falling below the grade-level Lexile band, the materials provide a rationale based on qualitative and/or quantitative measures. For example, in Unit 4, Activity 7, students read “‘Attitude of Resilience’ Helped Create Demo Diva,” by Simone Bruni (590L). While this text falls below grade-level Lexile, it provides an opportunity for students to analyze and apply the Feminist Critical Perspective. Though the structural and linguistic measures indicate a low level of difficulty, this text is appropriate in its complexity as it relates to a moderately difficult task. Likewise, in Unit 4, Activity 3, students read “Why Partisans View Mainstream Media as Objective,” by Matthew C. Nisbet, which measures 1600L. The materials identify the text as very complex for students in Grade 12 due to its dense academic language; task demands are also challenging with an overall rating of very complex. Unit 4 includes legal documents, articles, speeches, reports, films, and editorials, ensuring appropriately complex materials for students.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 1b) At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p>Yes</p>	<p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. Texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. The materials provide a multitude of authentic and engaging texts of various genres, including poetry, drama, prose fiction, literary criticism, articles, and personal essays. The majority of texts within these units are previously published and/or written by well-known authors and provide students access to a variety of genres. Activities and discussions that follow the texts support the ELA standards for Grade 12. Unit readings are collected and organized by topic, genre, and/or analytical skill for students to analyze. For example, Unit 1 focuses on poetry. Within this unit, students explore poems by well-known, published writers, including British poet William Blake’s “A Poison Tree” and Rudyard Kipling’s “The White Man’s Burden.” Likewise, in Unit 1, Activity 16, students read the essay “Shooting an Elephant” by George Orwell. In Unit 2, students read the 1913 play Pygmalion, written by Nobel Prize winner George Bernard Shaw. This unit also includes a variety of supporting materials, including the poem “Orpheus Sings: Pygmalion and the Statue” by classical Roman poet Ovid in Activity 3. Students compare the myth to an excerpt from</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Frankenstein by Mary Shelley. After reading the play, students examine Madonna Kolbenschlag’s literary criticism “Cinderella, the Legend” in Unit 2, Activity 16 and Zora Neal Hurston’s folktale “Why Women Always Take Advantage of Men” in Unit 2, Activity 17, as well as pieces by Shell Silverstein in Activity 18, Roald Dahl in Activity 19, and Kate Chopin in the Embedded Assessment 2. The anchor text of Unit 3 is The Tragedy of Othello by William Shakespeare, a classical text reflecting universal themes relevant to contemporary readers. The materials also examine many contemporary non-fiction texts. Most notably, Unit 4, Activity 7 explores a number of editorials and articles related to looting after Hurricane Katrina. The pieces come from The Time-Picayune, a New Orleans Newspaper, The New York Times, TIME Magazine, and The Chicago Tribune. Activity 5 contains the article, “Daylong Efforts to Repair Levee Fail.” The writer is an experienced journalist, and The Times-Picayune is a reputable periodical. Proximity to the natural and man-made disasters also give credibility to the writer. Students interact with the article first through making observations and then by providing evidence to support responses and interpretations of specific segments of the text.</p>
	<p>Required 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas</p>	<p>Yes</p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. 		<p>through tasks in reading, writing, listening, speaking, and language. The materials are connected and sequenced at the activity level, within units, and across the year-long scope of the materials. The overall theme of the year-long scope is perception, and each unit focuses on a scaffolded perspective of perception. Units center around four topic-based units that require students to analyze texts through critical and theoretical lenses, and each unit is centered around a topic or a text genre. Units begin with a preview and Essential Questions that guide student thinking and continue with scaffolded activities that support before releasing students to work independently and demonstrate mastery on the Embedded Assessments. Unit 1 begins with the idea that “Perception is Everything” and introduces students to six literary theory lenses through which students examine and interpret literature. Within the individual activities, students examine multiple pieces of literature which represent differing perspectives on similar themes or experiences. For example, in Unit 1, Activity 3, students analyze and compare the common theme in two poems from different time periods. Specifically, “On Being Brought from Africa to America” by Phyllis Wheatly and “The New Colossus,” by Emma Lazarus, represent different perspectives of coming to America and introduce students to Reader Response Criticism, which suggests that the reader’s own perspective influences</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>his understanding and analysis of the text. After students learn about the literary theories in Unit 1, they apply these theories to an analysis of <i>Pygmalion</i>,” by George Bernard Shaw, in Unit 2. The overarching theme of Unit 2 is “The Collective Perspective,” which asks students to “consider the social and cultural implications of presenting a text from a particular perspective.” The Essential Questions of Unit 2 include: “How do writers develop great characters?” “How does a person’s environment affect his or her identity?” and “How does power affect people’s interactions and relationships?” Students explore these questions throughout <i>Pygmalion</i>. In Activity 5, students read Act II of the play to evaluate how the characters’ motivations act as a driving force in the plot. This lesson also incorporates Ovid’s <i>Metamorphoses</i>, as students write a comparative analysis of characters from both the poem and the play. Both activities align to and build understanding of the unit’s Essential Questions. Continuing in Activity 12, students read about Marxist critical theory and its influence on ideas about economics, culture, and society. Students “apply their understanding by analyzing song lyrics through a Marxist lens.” At the end of Activity 12, students work in collaborative groups to research the implications of social and economic class and share their findings with their group. These activities prepare students to respond</p>

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			<p>to the first Embedded Assessment task, which requires students to work with a partner to “write a script that transforms a scene from Pygmalion so that it reflects one of the critical perspectives you have studied.” Students continue to apply critical lenses to their analysis of William Shakespeare’s Othello in Unit 3, which focuses on “Evolving Perspectives,” as they determine why the play is still relevant after four hundred years. Lessons revolve around two Essential Questions, “What role does literature play in examining recurring social issues?” and “How can an original text be adapted for different audiences?” Unit 3, Activity 3 focuses on “Cultural Criticism,” as students compare and contrast the development of a theme in song lyrics and a poem and analyze the texts through a critical perspective to make connections to a social issue. Students begin this lesson with a review of cultural criticism, then listen to the song “The Right to Love,” by Gene Lees and Lilo Schifrin and read the poem “The Canonization,” by John Donne. Following these texts, students analyze the texts using cultural criticisms.</p>
	<p>Required 1d) Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>Yes</p>	<p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Because the overarching goal of the year-long sequence is to emphasize how perspectives influence understanding and interpretation, many pieces are examined through multiple critical lenses.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Each short text is presented in the same way. Before reading, students study a reading focus for their initial reading, as well as guides for annotation. Immediately after reading, students answer comprehension and response questions. Finally, students return to the text for deeper analysis. Additionally, many of the reading assignments include short writing tasks. Text complexity and task difficulty increase throughout the year, with each unit building on prior knowledge. For example, in Unit 2, students examine Pygmalion through “Archetypal, Feminist, and Marxist literary criticism.” In Unit 2, Activity 4, students read Act I of Pygmalion. As students read, they identify characters, define conflicts, and apply archetypal perspectives to gain understanding about character relationships. Students use sticky notes to identify evidence that will help them to answer “Which archetypal characters do you recognize?” Following this reading of the text, students return to the text to reflect on specific text-dependent questions such as, “Revisit the film stills and compare the director’s interpretation in My Fair Lady with Pygmalion after reading Act I. If you had been the director, what would you have done differently? Why?” These questions require students to revisit the text with a different lens and draw key comparisons. In Activity 5, students read Act III and examine the role of the archetype by comparing Eliza to the statue in the original myth, which</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students read in Activity 3. In Activity 6, students read Act III of Pygmalion,” then revisit the text in Activity 7, as they “Skim Acts II and III, paying close attention to dialogue that implies meaning underlying the text.” In Activity 8, students revisit Act III of the text to “reflect on character development.” This reflection supports knowledge building as students prepare to “write and perform an original script based on what you have learned about the characters.” In Embedded Assessment 1, students “write a script that transforms a scene from Pygmalion, which also requires students to return to the text. The activity provides planning and prewriting questions that encourage students to revisit the text such as, “Which scene from Pygmalion gives the best opportunities to convey a clear and interesting interpretation of the text?” In Unit 2, Activity 13, students examine the play through a Marxist lens, specifically looking at the roles of power, money, and social class. Finally, in Unit 2, Activity 19, students apply feminist criticism to their interpretation of Pygmalion and three shorter works. Unit 3, Activity 6 contains a Returning to the Text task for Othello. Students reread the play in order to address a set of text-dependent questions. These questions lead the student to a challenging task of adjusting the scene so that it lends itself to a strong Marxist perspective. In Unit 4, students encounter multiple modern media portrayals of Hurricane Katrina as</p>

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			<p>they make connections with the unit topic, “Creating Perspectives”. Students reflect on these representations and evaluate them for their use of argument to illuminate the truth. Then students use these reflections to present their own arguments on a student-selected topic. In Activity 7, students read and integrate ideas from multiple texts to build knowledge and vocabulary about the effects of Hurricane Katrina. To begin, students read The Times-Picayune editorial, “It’s Time for a Nation to Return the Favor.” Students return to the text to conduct a close read and answer text-specific questions such as, “What is the ‘favor’ in the editorial’s title?” and “According to the text, how has the federal government failed to uphold its promises? What does it need to do to make up for that failure?” Students then read “Looters Leave Nothing Behind in Storm’s Wake: Police officers seen joining in on free-for-all” and “Who’s a Looter? In Storm’s Aftermath, Pictures Kick Up a Different Kind of Tempest.” Students return to the texts to again answer specific text-dependent questions such as, “What is the writers’ purpose for this article and who is their likely audience?” and “Define objective coverage in your own words and apply your definition to the article. Does it provide objective coverage? What evidence supports your conclusion?” In the Language Checkpoint: Writing Logical Comparisons, students return to texts read in Activity 7 to explain illogical comparisons. In Activity 9,</p>

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			students return to unit texts as they evaluate and compare the “credibility, bias, accuracy, and evidence of faulty reasoning” that might make the sources they found during collaborative group and independent research “unsuitable” for writing their argumentative essays for Embedded Assessment 1.
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>2. TEXT-DEPENDENT QUESTIONS:</p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>A majority of questions in the materials are text-dependent and text-specific with student ideas expressed through both written and spoken responses. The materials include both text-dependent and text-specific questions in which students use the text to provide explicit textual evidence and to delve into the complexities of the text to make a cohesive argument. Throughout the units, students have frequent opportunities to interact with texts through questions and tasks that require textual evidence. Guiding questions require that students cite the text in written and verbal form. Questions throughout each unit contribute to student knowledge and build on their ability to respond successfully to the Embedded Assessments. Students are provided the opportunity to demonstrate their understanding and analysis through both short answer response questions and through constructed responses to writing prompts. The materials also build-in frequent opportunities for whole group and small group discussions. For example, in Unit 1, Activity 7, students read an excerpt from <i>The Invisible Man</i> by Ralph Ellison. After</p>

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			<p>their initial reading, students respond to the Making Observations questions including, “How does the narrator define himself?” and “What are your initial thoughts about the narrator’s perspective?” Students then reread the text to answer the following text-dependent questions: “According to the text, what does the narrator view as the reason for his invisibility?” “How would you describe the narrator’s diction and syntax in the first two paragraphs of the prologue?” “What effect does this have on the tone of the passage? Use text evidence to support your answer.” “What details explain what causes the narrator to begin to ‘bump people back’?” and “How do these details contribute to the text’s overall message?” In Unit 1, Activity 9, students critique and evaluate Florence Kelley’s speech “To the National American Woman Suffrage Association.” Students begin the activity by reviewing the elements of the argument and then complete a graphic organizer identifying where and how these elements are used in Kelley’s speech. Additionally, the post-reading questions ask students to identify the facts Kelley uses to support her argument, to identify the types of appeals she uses, and to consider the placement and effectiveness of Kelley’s claim. In the same activity, students conduct similar evaluations of “Children’s Bureau Act,” and at the end of the activity, students compare the purpose, evidence, structure, and rhetorical strategies of the two speeches. In</p>

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			<p>Unit 3, Activity 2, students create Acting Companies (small groups) and work within their Acting Companies throughout the unit to discuss, interpret, annotate, revise, and perform parts of Othello or scenes of their own creation with the goal of performing their own interpretation of a scene from Shakespeare’s play for the second Embedded Assessment. In Unit 3, Activity 6, Acting Companies work together to examine the emotions of a scene from Othello by responding to the text-dependent questions, “What news does Roderigo share with Brabantio?” “What evidence in Brabantio’s first speech shows how he is feeling?” and “What earlier phrase shows what Brabantio means when he says to ‘Call up my brother’ the third time he speaks?” as they prepare to annotate the scene for tone and word choice, edit the scene to add stage directions, and perform the scene based on the Acting Company’s decisions regarding the characters’ display of emotions. Similarly, in Unit 3, Activity 8, Acting Companies use the SOAPStone (Speaker, Occasion, Audience, Purpose, Subject, and Tone) graphic organizer to examine one of Othello’s monologues, to make decisions about how it should be performed, and to perform the monologue. Students then return to the text to answer text-dependent questions such as, “What tone does Othello take to defend himself?” “What words or phrases at the beginning of the monologue contribute to this tone?” “How do Othello</p>

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			<p>and Desdemona’s differences in background contribute to them falling in love? Provide support from the text.” and “What does Shakespeare reveal about Othello’s character through this monologue? Use text evidence to support your answer.” In Unit 4, Activity 2, students read informational texts to “trace the history of the media industry since the advent of television news.” Following a close reading of “How News Has Changed,” by Michael Griffin, students respond to text-dependent questions including, “According to the article, what were some of the factors that contributed to the quality of network news in the middle of the 20th century?” and “How does the author characterize the quality of television news in the 1980s and 1990s? Use details from the text to paraphrase the description of news media during this period.” In Embedded Assessment 1, students “write an argumentative essay that argues for the use of a particular critical lens to interpret an event.” During the assessment, students respond to text-specific questions, such as: “Which evidence from your sources will you need to support your interpretation and show the different ways the event is represented in the media?” “How will you craft a thesis so that your audience will understand your critical perspective and see how that perspective influences your response to the texts you are analyzing?” and “How can you use evidence to support</p>

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	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p>Yes</p>	<p>your analysis of the event and how it is depicted?”</p> <p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. Questions and activities are directly tied to the focus standards listed in the Teacher Wrap and build upon one another to promote complex thinking and understanding. For example, in Unit 1, Activity 2, lists the standard L.11-1.6 as one of the focus standards. In the activity, students are introduced to the terms perceptions and literary criticism and are then asked to respond to what they have learned by paraphrasing the definitions and asking a question. The activity continues by introducing students to the term literary theories and presenting six specific literary theories: Reader-Response Criticism, Cultural Criticism, Archetypal Criticism, Marxist Criticism, Feminist Criticism, and Historical Criticism. Then students work in groups to examine images through each one of these critical lenses. Additionally, throughout the remainder of the year-long materials, students analyze the literature they read through one or more of these lenses. Standards RL.11-12.1 and RL.11-12.2 are addressed in Unit 1, Activity 4. During the activity, students “Identify poetic devices and evaluate how they contribute to the mood and meaning of a poem; evaluate</p>

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			<p>a poem, paying special attention to the interaction of form, sound, and wordplay; evaluate how three poems from the same period treat similar themes.” In the activity, students read the poems “in just,” by E.E. Cummings, “Mushrooms,” by Sylvia Plath, and “Water,” by Anne Sexton. After reading each of the poems, students respond to questions that include the language of the standards and require them to engage in thinking at the depth and complexity of the standard. For example, students respond to: “What can you infer about how the speaker feels about springtime? Use specific evidence from the poem to support your answer.” “How does Cummings’s use of line breaks and spacing contribute to the mood of the poem? Can you identify conscious patterns?” “Which poetic devices does Plath employ and how do they affect your understanding of the poem? Use text evidence to support your response.” “What is Plath’s key idea in this poem? What language does she use to convey this to her audience?” and “What is the significance of the line ‘All day long we are in love with water’ within the context of the rest of the poem? Use text evidence to support your interpretation.” Unit 2, Activity 3, Introducing the Myth includes activities related to archetypes with questions that require students to draw connections to archetypes presented in the novel Frankenstein. Students also simultaneously evaluate “Orpheus Sings: Pygmalion” and</p>

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			<p>“The Statue” and make connections between these two classical works. Standard RL.11-12.2 is addressed as students determine two or more themes or central ideas in a text and how they interact with one another. Standard RL.11–12.4 is addressed throughout the materials, but in particular, in Unit 3, Activity 6. In this activity, students reread Act I, Scene I of Othello. As they read, students “Underline words and phrases that indicate Brabantio's emotional state.” Following the reading, students return to the text to answer text dependent questions related to the word choice, tone, and meaning, such as “What evidence in Brabantio's first speech shows how he is feeling?” “Speak aloud the sentence, ‘At every house I'll call’ from Brabantio's last speech. How does the unusual sentence structure affect the emphasis?” and “Which details give clues to the meaning of the word ‘pains’ in the last line of the excerpt?” These questions demand that students analyze word choice, tone, and meaning. In Unit 4, Activity 4, addresses SL.11-12.3 and W.11-12.1. During the activity, students evaluate multiple sources for bias and logical fallacy. After learning about rhetorical slanter, students evaluate two news clips for rhetorical slanter, identifying evidence of bias in the title, visual supports, and use of sources and evidence. At the end of the activity, students write an argument in which they “expose the bias” in one of the news clips they</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			watched. Also, Unit 4, Activity 7, addresses RI.11-12.7 as students integrate ideas from multiple texts to build knowledge and vocabulary about the effects of Hurricane Katrina. Questions within the activity include the language of the standards and require students to deepen their engagement with the text throughout the units.
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus on building student understanding of the text and its illustrations, making connections among the texts in the collection, and expressing understanding of the topics, themes, and ideas presented in the texts. Questions and tasks within and across activities of a unit are aligned to the Essential Questions and are scaffolded to assist understanding and promote connections. The four units provide previews for the teacher and are organized around the following themes: Perception is Everything, The Collective Perspective, Evolving Perspectives, and Creating Perspectives. The preview of each unit provides an Instructional Sequence for the teacher after suggested materials and texts, giving teachers a wide view of the units before digging into activities and assessments. The preview presents students with the Essential Questions of the unit and asks them to consider the questions based on their prior knowledge. Additionally, the preview introduces the first Embedded Assessment of the unit, which provides students with direction and purpose for</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>additional assignments in the unit. In Unit 1, Activity 1, students preview the unit by thinking about the Essential Questions “Why do writers make particular choices when composing a text?” “How does the interaction between a reader and a text create meaning?” and “What does it mean to be a stranger in a village?” Students respond to each Essential Question based on their initial thinking. Students then preview the prompt for Embedded Assessment 1, which asks them to write a rhetorical analysis essay. After reading the prompt, students identify the knowledge and skills they will need to be successful on the task. Each activity and task in the unit returns to one or more of the Essential Questions and prepares students for responding to the Embedded Assessment. Following the introduction to the unit, students work towards an understanding of the Essential Questions and gather knowledge to help them complete the Embedded Assessment. For example, Unit 1, Activity 3 introduces students to the Reader Response Theory. Then, Activity 4 asks students to apply the theory to the analysis of three poems. After reading each poem, students make observations and then return to the text and analyze each poem more deeply. Questions ask students to examine the devices and structures used by the poets to create meaning and to support their answers with textual evidence, which connects to the Essential Question about writer’s choice.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Finally, students are asked to work in groups to examine how their interpretations differ and to compare the effects of the authors' choices and the themes of the poems. These tasks link to the Essential Question about the interaction between the reader and the text and prepare students for the rhetorical analysis essay that they write for Embedded Assessment 1. In Activity 17, students read or listen to the autobiographical excerpt "from Once Upon a Time in the East" by Xiaolu Guo. Students first respond to text dependent questions in the Returning to the Text component of the lesson. Questions include: "What words and details in paragraphs 1–9 reveal the author's perception of China and England?" "What do these details reveal about her perspective of each country?" and "How does the author's impression of England change over time?" Additional questions within this activity help students make sense of complex text and build understanding of the Essential Question, such as "How does the author explore the theme of identity in the text?" At the end of Activity 17, students complete the Check Your Understanding component of the lesson by answering the question, "Based on the texts you have read so far, what does it mean to be a stranger in the village?" To respond to this question, students make connections between multiple texts and analyze topics and themes. A student's ability to answer the question in Activity 17 measures his/her</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>ability to respond to the unit’s Essential Questions. Sequences and tasks help students understand the topic by explaining that Perception is Everything, and this idea guides their analysis and evaluation of texts and peer evaluations of an essay. Unit 2 is structured around analyzing works from multiple critical perspectives: Archetypal Criticism, Marxist Criticism, and Feminist Criticism. In Unit 2, Activity 1, students preview the unit by reviewing the following Essential Questions: “How do writers develop great characters?” “How does a person's environment affect his or her identity?” and “How does power affect people's interactions and relationships?” Unit 2, Activity 2 focuses on shaping perspective. Then, in Activity 8, students examine Eliza’s options in Act IV of Pygmalion by returning to the text and responding to text dependent questions including: “How are Eliza's choices limited by the setting in Victorian England?” “How does this affect her behavior?” and “How do Eliza's and Higgins' social classes impact their actions?” Questions directly align to the Essential Questions and provide students the opportunity to deepen their understanding of these ideas. The sequences of questions and tasks builds to the end of the unit, where students explore the feminist perspective in Unit 2, Activities 15, and then to Activity 19, Seeing Beyond Your Own Perspective, where students evaluate the author’s craft in a short story</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and apply the feminist literary lens. Finally, the Embedded Assessment at the end of Unit 2 demands that students read both, “The Story of an Hour” by Kate Chopin and “The Chaser” by John Collier. After reading, students choose the story they will use as a guide for completing an analytical essay, “applying the Feminist Critical Perspective to a short story.” These activities support the continuity of the key ideas throughout the unit by requiring application of criticism and evaluations of works using knowledge of the lenses and theories.</p>
	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p>Yes</p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Activities, tasks, and assessments anchor to appropriate and challenging texts. In each unit of the materials, Essential Questions drive the learning within each lesson. Each unit incorporates multiple opportunities for students to demonstrate knowledge and skill through all five modes of communication. For example, Unit 1, Activity 6 anchors knowledge and skills on the William Blake poem, “A Poison Tree.” Students read the text and respond to specific questions in writing. In question 6 of the activity, students work in a group to discuss concepts, such as rhyme scheme, syllables, and mood. Students continue speaking and listening with a partner in question 7, discussing a childhood memory</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and brainstorming ideas. In Unit 2, Activity 2, students begin by examining archetypal images and answering questions about what they see. Students then work in groups to research and discuss types of archetypes. In Unit 2, Activity 5, students read Act II of Pygmalion and then prepare for a collegial discussion in which students discuss the traits of the various characters in Act II and determine what motivates them. Students are instructed to “Come to the discussion group prepared with relevant, insightful questions and well-reasoned ideas. Be sure to use evidence from the text to support your analysis and remain open to interpretations offered by your peers.” The activity also provides students with guiding questions to help them get started. By the end of the lesson, students are prepared to write an informational piece as they draw connections between Shaw’s Pygmalion and Ovid’s Metamorphoses. In Unit 2, Activity 8, students reflect on the character development in Act II of Pygmalion. Students work in collaborative groups to construct a short dialogue for characters in the play and then evaluate and compare the dialogues created by all of the groups in the class. At the end of the activity, students participate in a class debate from the point of view of one of the play’s characters. In Unit 3, students work towards an understanding of the Essential Questions “What role does literature play in examining recurring social issues?” and “How can an</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>original text be adapted for different audiences?" In Unit 3, Activity 6, students reread Act 1, Scene 1, of Othello. As they read, students underline words and phrases that indicate Brabantio's emotional state. Students then return to the text to answer text-dependent questions including "What evidence in Brabantio's first speech shows how he is feeling?" and "What earlier phrase shows what Brabantio means when he says to 'Call up my brother' the third time he speaks?" Students address language as they respond to questions, such as "How does the unusual sentence structure affect the emphasis?" and "Which details give clues to the meaning of the word, pains, in the last line of the excerpt?" The activity closes as students write and share a character analysis of Brabantio from either a Cultural or a Marxist critical perspective. Students choose "the lens that best illuminates Brabantio's character in the scene" and state their claim at the beginning of the paragraph. In Unit 3, Activity 15, students evaluate and critique the dramatic elements used in two film interpretations of Othello and defend one film interpretation and the corresponding critical perspective it uses in an argumentative essay. As students watch the two versions, they complete a graphic organizer, observing elements such as the set, sound, delivery, and mood. Following the viewing, students complete an argumentative writing task in which they "explain which film adaptation of Othello</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>best illuminates one of the themes presented in the play through its use of dramatical elements.” In Unit 4, Activity 2, students read the article “How News Has Changed” to determine how informational texts reflect or reveal critical perspectives. Prior to reading, students are directed to “Underline any specific references to time periods or years and highlight phrases that help answer the question in each heading.” Each heading of the text focuses on the evolution of news media and poses a question, such as “What should we know about media history?” “How did cable TV change news?” and “How is online news different from traditional news?” After reading, students work in collaborative groups as they return to the text to determine some of the factors that contributed to the quality of network news in the middle of the 20th century. Students must use textual evidence to support their responses. By the lesson closing, students express their understanding by responding to an argumentative writing prompt. Students use one of the critical perspectives from the lesson to argue which development was most instrumental in “catalyzing the changes in the news industry since the middle of the 20th century.”</p>
	<p>Required 3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p>	<p>Yes</p>	<p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks focus on advancing</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening). 		<p>depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice and engaging students with multiple repetitions of words in varied contexts. Numerous tasks and activities throughout the units emphasize word knowledge and relationships among words. The study of this vocabulary is related to the themes of the units rather than existing in isolation. Units include lessons that integrate a student’s ability to examine language and advance his/her understanding of academic vocabulary. For example, In Unit 1, Activity 5, students analyze Edward Monet’s use of imagery and diction in his poem, “I Remember.” In the activity, students answer questions about the effect of repetition, word choice, details, and theme. Students identify which images from the poem appeal to different senses. In Unit 1, Activity 6, students read or listen to William Blake’s poem, “A Poison Tree.” Students then respond to text dependent questions that ask them to examine language, vocabulary, and structure, such as “How does the rhyme scheme affect the meaning of the poem?” and “Analyze the effect of various elements in the poem using the chart that follows: (rhyme, word choice, repetition, punctuation).” In closing this lesson, students complete the Check Your Understanding task by responding to “What choices does a writer consider when</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>composing a poem? How can diction, punctuation, and rhythm have a specific effect on the reader?” Such questions support students in examining sentences, structure, and word meaning. Unit 1, Activity 18 uses Word Connections for the essay “Stranger in the Village,” by James Baldwin. Students are encouraged to circle unknown words and phrases as they try to determine the meaning of words by using “context clues, word parts, or a dictionary.” In addition to this suggestion, words are hyperlinked to synonyms so that students can quickly determine the meaning in the context of the sentence and paragraph. This activity requires that students “Integrate ideas from multiple texts to build knowledge and vocabulary about thematic concerns regarding being a stranger in a new place.” In addition, the Word Connections section provides information about a prefix used in the essay, and the footnotes define and explain other terms. All language connections add to the depth of word knowledge in a way that is integrated with the text so that students have easy access to the meanings. In Unit 2, Activity 6, students focus on language and satire as they analyze how an author creates a satirical effect in Act III of Pygmalion. Students evaluate and work in collaborative groups to identify the significance of language and syntax as it conveys tone and theme by responding to questions such as “What message is Shaw sending to the audience through his use of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>satire?” and “How is Shaw making a statement about society through his use of satire?” Students then express their understanding of the lesson by writing a “response explaining how Shaw uses satire throughout his play” and explaining the techniques he uses and why audiences find it funny. Additional language instruction is regularly embedded into the materials through designated language activities and focused instruction. For example, Unit 4, Activity 2 focuses on how texts reflect critical perspectives. Such an examination requires a close focus on the use of language, and the activity guides students through this examination. The activity begins by defining the terms “media” and “media channel” and then asks students to reflect on their familiarity with media and the channels they use to access it. Next, students read the article “How News Has Changed,” by Michael Griffin. A green “Grammar and Usage” note interrupts the article, asking students to focus on a particular sentence from the article and explain how the sentence reflects correct subject-verb agreement. Later in the article, students can expand a “Word Connection” box which explains the etymology of the phrase “death spiral.” Finally, students examine specific quotes from the article and identify the critical lens reflected by the quotation. At the end of the activity, students encounter a green Language and the Writer’s Craft box which provides</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			examples of how authors can use brackets to alter a quote for clarity and how authors can choose to paraphrase rather than directly quote a source.
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
<p>Non-negotiable*</p> <p>4. FOUNDATIONAL SKILLS:</p> <p>Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>Required *Indicator for grades K-5 only</p> <p>4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-1 only</p> <p>4b) Materials provide grade-appropriate instruction and practice for the basic features of print (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-1 only</p> <p>4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only</p> <p>4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only</p> <p>4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques.</p>	N/A	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required *Indicator for grades K-5 only 4f) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only 4g) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only 4h) Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only 4i) Materials provide instruction and practice in word study.</p> <ul style="list-style-type: none"> • In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>) • In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and 	N/A	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	automaticity with grade-level regular and irregular spelling patterns.		
	Required *Indicator for grades K-2 only 4j) Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.	N/A	Not applicable for this grade level.
	Required *Indicator for grades K-5 only 4k) Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.	N/A	Not applicable for this grade level.
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 5a) Materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) <ul style="list-style-type: none"> • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. 		See EdReports for more information.
Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).			
5c) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.⁶</p>		
	<p>Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>		
	<p>Required 6c) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing). 		
	<p>Required 6d) Materials address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p>		

⁶ Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage. 		
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 7a) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>		
	<p>Required 7b) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>		
	<p>Required 7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		
	<p>Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.</p>		
	<p>7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>		
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend</p>	<p>Required 8a) As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 8b) Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.</p>		
	<p>Required 8c) Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>		
	<p>Required 8d) Materials provide additional supports for expressing understanding through formal discussion and writing development (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).</p>		
	<p>Required 8e) Materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>		
	<p>Required 8f) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>		
	<p>8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality⁷	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	A majority of questions in the materials are text-dependent and text-specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	3. Coherence of Tasks	Yes	<p>required by the grade-level standards to advance and deepen student learning over time.</p> <p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.</p>
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁸	4. Foundational Skills	N/A	Not applicable for this grade level.
III. Additional Criteria of Superior Quality⁹	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.

⁸ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

⁹ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u>			

*As applicable

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

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

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

The [2020-2021 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Beauregard, Bossier, Caddo, Calcasieu, City of Monroe, Claiborne, Diocese of Alexandria, East Baton Rouge, Evangeline, Firstline Schools, Iberia, Iberville, Jefferson, Jefferson Davis, Jefferson Parish Charter, KIPP, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Lusher Charter School, Natchitoches, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, Special School District, St. Charles, St. Landry, St. Tammany, Tangipahoa, Tensas, Vermillion, Vernon, West Feliciana, and Zachary Community. This review represents the work of current classroom teachers with experience in grades 3-12.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.