



**Qualified for Abbreviated Review<sup>1</sup>**

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.<sup>2</sup> In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts<sup>3</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Springboard English Language Arts**

Grade: **6**

Publisher: **The College Board**

Copyright: **2021**

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

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

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

<sup>1</sup> 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/detail/springboard-2021/sixth-grade>.

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

<sup>3</sup> 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**<sup>4</sup> 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 II<sup>5</sup> 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.

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<sup>4</sup> **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.

<sup>5</sup> 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><b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b>  <b>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.</b></p>			
<p><b>Non-negotiable</b>  <b>1. QUALITY OF TEXTS:</b>            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><b>Required</b>  <b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> 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.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. The majority of texts fall within the Grade 6 Lexile band; however, for texts that do not have quantitative data, a qualitative analysis is provided. These texts are of varying complexities and pose challenges to students based on criteria such as complex language, ideas, and use of literary devices. Guidance in the introduction to Grade 6 Close Reading Workshop for Range of Texts and Text Complexity states, “The workshops offer a variety of high-quality texts, including fiction, nonfiction, and visual texts. The selected passages are appropriate for multiple close readings, and they increase in complexity from grade to grade.” Each Close Reading Workshop features three thematically linked texts: two written and one visual. Each of the six workshops focuses on a specific genre and provides a vertically aligned set of instructional activities with texts of increasing complexity. For example, Unit 1, Stories of Change, begins with “The Circuit” which has a quantitative measure of 680L. The qualitative measure of this text is considered moderately difficult due to the use of</p>

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			<p>situations that are unfamiliar to students in Grade 6 and its use of Spanish. The task demands are also considered moderately difficult; thus, the overall text is considered to be complex. Students also read “Eleven.” The text has a quantitative measure of 1060L and is considered moderately complex due to its structure, which includes a frequent switch between dialogue and the narrator’s internal thoughts, and language, which includes vivid imagery and the use of figurative language. The texts of Unit 4 offer a range of complexity as indicated by their qualitative and quantitative measures. Texts that offer low difficulty compensate with quality subjects, unfamiliar situations, and universal themes to meet the appropriately complex metric. For example, “Pat Mora’s love for words spreads a river of literacy” measures 1110L and is considered moderately complex due to the language of the text which is direct and formal, but also includes words that are challenging for Grade 6. Students also read from “The Story of My Life” which measures 1050L and is considered moderately difficult due to complex descriptive and figurative language, including words that may be unfamiliar to a Grade 6 reader.</p>
	<p><b>Required</b>  <b>1b)</b> At least 90% of texts are of <b>publishable quality</b> 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><b>Yes</b></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>

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			<p>experts in various disciplines. The materials provide students with a variety of high-quality texts. The majority of unit anchor texts are engaging, well-written, content-rich published works, and feature many award-winning authors. For example, in Unit 1, students read “My Superpowers,” by well-known and published author, Dan Greenburg. Greenburg has published seventy-two books and is best known for his children’s books series: “The Zack Files,” “Secrets of Dripping Fang,” and “Maximum Boy and Weird Planet.” “My Superpowers” is used to strengthen students’ understanding of personal narratives and the narrative structure. In Unit 1, students also read the short story, “The Treasure of Lemon Brown,” by Newbery Award Winner, Walter Dean Myers, an American writer best known for writing young adult literature portraying the difficult life experiences of young African-Americans. After reading, students analyze the short story for theme and literary elements. This activity prepares students to write a short story for the Embedded Assessment by strengthening their command of plot, theme, and figurative language. In Unit 3, students read, “My Story” from <i>Animals in Translation</i>, by Temple Grandin and Catherine Johnson. Grandin is best known for becoming a prominent author and speaker of autism and animal behaviorist. This reading requires students to compare two perspectives on the same topic as</p>

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			preparation for writing an informative essay. In Unit 4, students read from, “A Book of Nonsense” by Edward Lear, an English author and poet best known for his literary nonsense in poetry and for popularizing limericks. Students read from the collection to identify structural elements of the texts and to analyze how they contribute to the overall theme.
	<p><b>Required</b></p> <p><b>1c) Materials provide a coherent sequence or collection of connected texts</b> 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"> <li>In grades <b>K-2</b>, 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.</li> </ul>	<b>Yes</b>	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. The materials are centered around the topic of Change. Each unit focuses on some aspect of change and texts are aligned to this topic. Unit 1 focuses on Stories of Change, Unit 2 progresses to The Power of Change, Unit 3 advances to Changing Perspectives, and finally, Unit 4 focuses on A Change of Scene. In Unit 2, The Power To Change, students begin the unit by reading and analyzing the novel, “Walk Two Moons” to determine how internal and external forces cause characters and people to change. In Activity 2.4, students conduct a Novel Study of the text as they “skim and scan” Chapters 1-4. Students compare and contrast characters from the story considering the characters’ appearance and actions and what the characters say or what is said about the characters. Then, students view film clips from the movie “Up” by Pixar Animation Studios. Students determine the

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			<p>internal and external factors that produce change in the life of the main character, Carl Fredricksen, as he's forced to deal with internal and external changes in his life that he may or may not be able to control. Students focus on writing informative paragraphs and verb tenses for language and writer's craft. In Activity 2.9, students read the poem, "Since Hanna Moved Away," and analyze the text for figurative language and mood. Students then compare and contrast characters from the poem with characters from "Walk Two Moons." Students are also asked, "What theme is developed in both 'Since Hanna Moved Away' and 'Walk Two Moons'?" which relates to the unit topic by describing the power that moving has over someone. In Activity 2.17 students read, "Saying Farewell to a Faithful Pal." Teachers are instructed to set a purpose for reading by having students "mark the text by underlining words, phrases, and sentences that tell why Grogan loved his dog" and "Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts or a dictionary." This activity helps students make connections with the theme of the text while also strengthening word knowledge towards language acquisition. In Unit 3, students analyze a limerick, from "A Book of Nonsense," by Edward Lear. Activities within Unit 3 focus on, "the art of argument." The texts are cohesive in the theme, which is how perspectives change</p>

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			within an argument. Students complete a variety of tasks in reading, writing, listening, speaking, and language throughout the course of the unit.
	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<b>Yes</b>	<p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. In Unit 1, students read and study the myth, “Orpheus and Eurydice.” Students interact with the text multiple times. To begin, students are asked to “explore foreshadowing and other common elements of myths.” Then, students encounter the “Setting a Purpose for Reading” where they are expected to “Circle unknown words and phrases” with their first reading of the text. After identifying the words, students develop the meaning of the words by using context clues, word parts, or a dictionary. Next, return to the text in order to respond to text dependent questions, such as: “What point of view is the myth told from?”; “What tone does the narrator set for the story in the first paragraph?”; and “What trait must Orpheus show in order to bring Eurydice back? Why does he struggle?” Students are instructed to respond to the questions and use text evidence to support their responses. In the section, “Working from the Text,” students are instructed to use the graphic organizer to analyze the beginning of the story by focusing on the exposition of a story and examples of foreshadowing. The Language and Writer’s Craft sections allows for</p>



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			<p>exploration of the text’s grammar and mechanics through revisiting an excerpt from the text. Upon their final read, students read/interact with the text as they respond to the writing prompt, “Write a great new opening for this myth.” Students also read the novel, “Walk Two Moons,” by Sharon Creech, as they prepare for writing an informative essay. Students complete a series of tasks such as using the QHT strategy to make connections with vocabulary and also keep track of their independent reading selection, and completing graphic organizers while using “Walk Two Moons” as a guide. Upon their initial reading of the text, students are instructed to take notes using the note taking strategy, Double-Entry Journal. Students are asked to record their thoughts and questions in response to their reading of the text while also focusing on making predictions, drawing conclusions, recording figurative language and literary devices, and recording information that deepens their understanding of the novel. In Unit 3, students work towards understanding the difference between an argument and controversy. Students read informational and argumentative texts to, “analyze the elements of an argument... and understand the role of multimodal texts in expressing information.” The unit begins with students exploring vocabulary used in arguments and reviewing the term and definition of claim. Students then engage in the presentation of</p>

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			<p>a social issue through the text, "A Teacher's Defense of Homework," by Andrea Townsend. In their initial read, students highlight the author's claim, underline facts and details that support the claim, and underline unfamiliar words or phrases. Students return to the text to respond to text specific and dependent questions, such as: "Who is the intended audience of the article?" "Why did the author write the article?" and "In paragraph 3, the author says she uses homework to supplement the notes she gives in class. What does 'supplement' mean in this opinion piece?" Then students read again to identify the best example for the author's claim. Students then explain the claim and whether or not they support the author. In Activity 3.4, students work to create support for a claim by providing reason and evidence. Students read the article again to find reasons and evidence that support the author's position and complete a graphic organizer which represents opposing sides of the claim. Students then read, "A High School Student's Perspective on Homework," by Amedee Martella, with an opposing perspective. In Unit 4, Activity 4.2, students read "Limericks" from, A Book of Nonsense, by Edward Lear. Students set a purpose for reading by looking for key words and unknown vocabulary as they read. An example of this comes from Activity 4.5 "As you read, draw a star next to any advice you find interesting. Circle unknown words and</p>

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			<p>phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.” Once they have read the text, students complete the After Reading questions. Then, students complete a “Return to the text” section in which they reread and answer questions while analyzing the text for the specific skill they are learning. Finally, students complete a “Work from the Text” section, in which they write or create a similar product to the text and critique their work or a classmate’s work.</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>2. TEXT-DEPENDENT QUESTIONS:</b>  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><b>Required</b>  <b>2a) A majority of questions in the materials are text dependent and text specific;</b> student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses. For example, in Unit 1, students read “The Circuit.” After reading, students answer a series of questions, such as, “What changes does the family continually face throughout the story?” and “How do the family members’ actions in paragraph 21 show the way they face change?” Students answer these focus questions to explain how an author develops the point of view. In Unit 2, students read, “Walk Two Moons.” The majority of questions are either text dependent or text specific, as evidenced in Activity 2.4. During the activity, students conduct a character analysis as they complete the Planting the Seeds Character Analysis graphic organizer by responding to questions: “What does the character look like?”; “What does the character do?”; “What does the character say?”; and “What do others say about</p>

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			<p>them?" In Activity 3.3 students read, "A Teacher's Defense of Homework." After reading, students answer the following questions: "What ideas about the need for homework stood out to you?"; "How does the author strengthen her argument in paragraphs 5 and 6?" and "At what age does the author say homework becomes more important, and how does she provide evidence to support her claim?" In Unit 4, after reading the poem "Oranges," students answer Making Observations questions, such as: "Who is the speaker in the poem?" "What figures of speech do you notice in the poem?" and "How do you know they are figures of speech?"</p>
	<p><b>Required</b>  <b>2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> 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><b>Yes</b></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, Activity 1.5: He Said, She Said Characterization, asks "Why does the author use different chapters to represent each character? How does this structure contribute to the development of the plot?" (RL.6.5). This question uses the language of the standard to engage students in thinking in a deeper way about the complexity of the text. Next, students answer questions while also providing supporting evidence from the text in the Returning to the Text section in which the students are prompted to write additional questions that they may have in their</p>

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			<p>Reader/Writer Notebook (RL.6.1). Then, students work with vocabulary from the Working From the Text section in which students determine denotation and connotation (RL.6.4). The learning target for Unit 2, Activity 2:4 states that students should be able to use knowledge of characterization to write informative literary analysis paragraphs that compare and contrast characters (W.6.2a). In this activity, students write a paragraph to compare and contrast the two main characters in “Walk Two Moons.” Students are instructed to, “include examples from the text that show different types of characterization: appearance, actions, words, and the reactions of others.” In Unit 3, Activity 3.3, students prepare for identifying claims made in argumentative texts as they read, “A Teacher’s Defense of Homework.” After reading, students respond to standards-based questions and activities such as, “Who is the intended audience of the article? Why did the author write the article?” (RL.6.6), and “In paragraph 3, the author says she uses homework to ‘supplement’ the notes she gives in class. What does supplement mean in this opinion piece?” (RL.6.4). Similar questioning is observed in Activity 3.4 as students respond to questions about the text, “A High School Student’s Perspective on Homework.” For example, students must read and infer to determine “What makes the author an authority figure on homework?” (RL.6.1). Students also analyze</p>

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<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>3. COHERENCE OF TASKS:</b> 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><b>Required</b></p> <p><b>3a) Coherent sequences of questions and tasks</b> 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><b>Yes</b></p>	<p>the text structure to determine “How does this structure contribute to her purpose?” (RL.6.5).</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. In Unit 1, Activity 1.7, students begin to write their own narrative, first brainstorming a personal experience they can use to write about, then practicing writing dialogue for their narratives, and lastly, performing according to the learning target, “Establish a sequence of events and use organization to plan the details for a narrative.” This particular learning target requires that students take the knowledge they built from Activity 1.4 about narrative organization and connections to self and apply it to writing their own narratives. In Unit 2, Activity 2.1: Previewing the Unit, Making Connections, the materials review the previous unit theme and explain how students will connect information with this unit. Also in the Preview section, one of the Essential Questions asks, “How do external forces affect a person’s emotions and influence forces toward change?” Students are also introduced to academic and literary vocabulary throughout the unit and ends with students unpacking the Embedded Assessment which requires students to write</p>

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			<p>an informational piece in response to the novel "Walk Two Moons." Unit 3 texts and activities build student knowledge towards completing unit Embedded Assessments. The unit focuses on students analyzing argumentative texts, practicing nonfiction reading strategies, supporting claims with reasons and evidence, and argumentative writing. Students read a series of opinion writings that argue the importance, or lack of importance, of homework to strengthen their understanding for making and defending their own claims. In Activity 3.5, students research how to properly find sources and cite evidence. In Activity 3.6, students focus on language and writer's craft by analyzing style and tone. Students gain an understanding that "Authors of argumentative texts use tone as a way of convincing you, the reader or listener, to adopt their viewpoint, or agree with their claim." Students practice by writing two short letters. In the first letter, students write a short letter to their principal "using informal style and a friendly tone." For the second letter, students transform their first letter to "use formal style and a businesslike tone." In Embedded Assessment 1, students "apply their understanding of these concepts and skills as they research and debate a controversy affecting their school, community, or society." Students continue to read and analyze texts as they strengthen their understanding of debatable topics and argumentative writing. By the end of the</p>

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			unit, students express their understanding by completing Embedded Assessment 2 in which they write an argumentative letter about a topic that they care about to convince an audience to support their position on the topic.
	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<b>Yes</b>	<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, grade-level complex texts. Materials provide students the opportunity to frequently engage in reading grade level texts. Students then apply the knowledge gained through reading to write constructed and extended responses. For example, in Unit 2, Activity 2.15, students respond to an informative writing prompt by drafting a paragraph explaining an area of change in their life. Students write a topic sentence, use supporting details and commentary, as well as use transition words and phrases, including multiple sentence structures. Then, in Activity 2.16, students write an informative essay in which they choose a character from one of the texts read in the unit to explain how the character changed. Finally, in the Embedded Assessment 2, students read a quotation by John Muir, “Any glimpse into the life of an animal quickens our own and makes it so much the larger and better in every way.” Students are then prompted to, “Write a multiparagraph essay explaining how people can improve their lives through observing</p>



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			<p>and interacting with animals.” Students are instructed to give examples from their own life, from texts read in the unit, from independent reading, or from society that help support their explanation. The unit also focuses on language within lessons. For example, the Language Checkpoint 2.3 prompt states, “Later in the paragraph, the tense shifts. Identify the verbs in the following sentence. Just over a year ago, my father plucked me up like a weed and took me and all our belongings and we drove three hundred miles straight north and stopped in front of a house in Euclid, Ohio.” Information is routinely given concerning language standards throughout the units. In Unit 3, Activity 3.3, students read an editorial about homework to identify the writer’s claim, explain the reasons presented in the claim, and write their own debatable claim, while integrating ideas from multiple texts in order to build knowledge and vocabulary about the topic. After reading “A Teacher’s Defense of Homework,” students are asked, “What ideas about the need for homework stood out to you?” and “What questions do you have about homework after reading this opinion piece?” Students return to the text to identify “Who is the intended audience of the article?” and “Why did the author write the article?” Students are asked why the author “uses homework to ‘supplement’ the notes she gives in class” and are asked what the term ‘supplement’ means in the text. Additional questions ask:</p>

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			<p>“How does the author strengthen her argument in paragraphs 5 and 6?”; “Why does the author say there is room for compromise in paragraph 7?” and “At what age does the author say homework becomes more important, and how does she provide evidence to support her claim?” Then students identify, from a list, the statement from the article that is the best example of a claim and explain their choice. Students are then prompted to, “Explain why you agree or disagree with the claim.” Students share their personal position with their partner or group and listen to their partner’s responses as well. Students “practice speaking clearly and refer to reasons and evidence from the text” to support their positions. The activity closes with students participating in a Quickwrite that requires students to, “Briefly state a claim a writer could make to support the idea that students should not be assigned homework. Tell whether the claim is debatable and why.” In Unit 4, students read and view the drama “The Miracle Worker,” by William Gibson and compare and contrast the play and film. Then, students use writing, speaking and listening, and reading skills to brainstorm their play and provide peer critique, using a scoring rubric, for students who perform the play. For example, in the Setting the Scene section, the students are given partner activities with the opportunity to "With your partner, go back into the text or the notes you took about the film to find evidence that</p>

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	<p><b>Required</b></p> <p><b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>	<p><b>Yes</b></p>	<p>supports your theme statement. Then join another pair and share your theme statements and textual evidence."</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 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. In Unit 1, Activity 1.1, students are introduced to the Questions, Heard, and Teach Strategy (QHT) by identifying words they may have seen but are not sure about, words they have heard but may not know well, or words they know well enough to teach someone else. Students are prompted to "Look at the Academic and Literary vocabulary on the Contents page. Apply the QHT strategy to see which words you already know and which you need to learn about." In Activity 1.2, students read "The Circuit" and begin in the Word Connections section by becoming familiar with the term "braceros" as they explore unfamiliar cultural terms, as well as other terms that may also be unfamiliar such as: jalopy, gasping, strained, murmured, and savoring. Then, students answer a series of vocabulary in context questions in the Returning the Text section</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>by providing evidence with their inference for the vocabulary and figurative phrases. Next, the students complete the Working From the Text section in which they become familiar with the academic vocabulary terms: sequence, internal, and external conflict. In Activity 1.6: Analyzing Narratives, students analyze the author’s use of figurative language and its effect on the reader as a preview reading a personal narrative to analyze how the author uses similes and metaphors. Students learn that “writers use descriptive language, such as figurative language, vivid verbs, and sensory language, to add interest, detail, and voice to their writing.” Students are then directed to underline words and phrases in the text that describes the narrator’s feelings. Students then use their My Notes section to describe any time they have felt similar emotions. In Unit 2, students read “Walk Two Moons” to analyze diction and make word connections with graphic organizers. Students also focus on language and writer’s craft with literary devices such as: similes, metaphors, and personification. Finally, students analyze words within structure, as they study sentence structure, focusing on using vivid phrases. The Language Development Pathway section provides activities aligned with the text and the pacing of the unit. For example in Activity 2.1, students are asked to “Look at the Academic Vocabulary and Literary Terms on the Contents page and use the QHT strategy</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>to analyze the level of understanding for vocabulary addressed in the text.” In Activity 2.3, students are instructed to “Record the definitions for tough or interesting vocabulary that you come across in your reading. Look these words up in a dictionary to see how they are pronounced and where they came from.” Activity 2.8 states, “Skim/scan the paragraphs following this passage and try to find context clues that help you define the words frenzy, cardigan, skittish, and sullen. Use a dictionary to verify words' meanings.” Students practice and discuss the context clues as well to build knowledge. In Unit 4, Activity 4.5, students read “A Letter to Gabriela, A Young Writer,” by Pat Mora, unfamiliar vocabulary terms are underlined for students to make connections using context clues. Students also review independent and dependent clauses within the story. The story is also paired with an article about the author, Pat Mora, “Pat Mora’s Love for Words Spreads a River of Literacy,” by Julie L. Ortiz Borderzine, which also underlines vocabulary terms for student context connections and introduces multiple meaning words within the text such as the ways the word reflect is used in the article. Then, the students are prompted to use a dictionary to understand the word inspirational by completing the following task: “The author of this article uses the word inspirational to describe Mora. What does it mean to be inspirational? And then</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the students are directed to list qualities that make Mora inspirational.”
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<p><b>Non-negotiable*</b></p> <p><b>4. FOUNDATIONAL SKILLS:</b> 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><b>Required *Indicator for grades K-5 only</b> <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	Not applicable to this grade level.
	<p><b>Required *Indicator for grades K-1 only</b> <b>4b)</b> Materials provide grade-appropriate instruction and practice for the basic <b>features of print</b> (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).</p>	N/A	Not applicable to this grade level.
	<p><b>Required *Indicator for grades K-1 only</b> <b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A	Not applicable to this grade level.
	<p><b>Required *Indicator for grades K-5 only</b> <b>4d)</b> Materials provide systematic and explicit <b>phonics</b> 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 to this grade level.
	<p><b>Required *Indicator for grades K-5 only</b> <b>4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency irregular words using</b> multisensory techniques.</p>	N/A	Not applicable to this grade level.
	<p><b>Required *Indicator for grades K-5 only</b> <b>4f)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable</p>	N/A	Not applicable to this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.		
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4g)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> 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 <b>rate, expressiveness, and accuracy</b>.</p>	N/A	Not applicable to this grade level.
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4h)</b> Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p>	N/A	Not applicable to this grade level.
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4i)</b> Materials provide <b>instruction and practice in word study</b>.</p> <ul style="list-style-type: none"> <li>• 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>)</li> <li>• 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.</li> </ul>	N/A	Not applicable to this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>Required *Indicator for grades K-2 only</b> <b>4j)</b> Materials provide opportunities for teachers to <b>assess</b> 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 to this grade level.
	<b>Required *Indicator for grades K-5 only</b> <b>4k)</b> Foundational Skill materials are <b>abundant and easily implemented</b> so that teachers can spend time, attention and practice with students who need foundational skill supports.	N/A	Not applicable to this grade level.
<b>Section III. Additional Criteria of Superior Quality</b>			
<b>5. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">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.)</a>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>5a)</b> Materials seek a <b>balance in instructional time between literature and informational texts.</b> (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"> <li>• The majority of informational texts have an informational text structure.</li> <li>• In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>		See EdReports for more information.
	<b>Required</b> <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).		
	<b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		
<b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b>	<b>Required</b> <b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts		



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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>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.<sup>6</sup></p>		
	<p><b>Required *Indicator for grades 3-12 only</b>  <b>6b) The majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b>, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>		
	<p><b>Required</b>  <b>6c) Materials include multiple writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> <li>• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>• In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>		
	<p><b>Required</b>  <b>6d) Materials address the grammar and language</b> 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"> <li>• 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</li> </ul>		

<sup>6</sup> 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
	sentence construction as a way to develop more complex sentence structure and usage.		
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative and self-assessment measures.</p>		
	<p><b>Required</b> <b>7b)</b> Materials <b>assess student understanding of the topics, themes, and/or ideas</b> 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><b>Required</b> <b>7c)</b> Aligned <b>rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		
	<p><b>Required</b> <b>7d)</b> Measurement of progress via assessments include <b>gradual release of supporting scaffolds</b> for students to measure their independent abilities.</p>		
	<p><b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> to all students.</p>		
<p><b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>8a)</b> As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with <b>understanding the text</b> 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><b>Required</b> <b>8b)</b> Materials <b>do not confuse or substitute</b> mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.		
	<b>Required</b> <b>8c)</b> Materials include <b>guidance and support</b> 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.		
	<b>Required</b> <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).		
	<b>Required</b> <b>8e)</b> Materials are <b>easy to use and well organized</b> 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.		
	<b>Required</b> <b>8f)</b> Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> 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.).		
	<b>8g)</b> The content can be <b>reasonably</b> 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.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>FINAL EVALUATION</b> <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.			
<b>Compile the results for Sections I-III to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>7</sup></b>	1. Quality of Texts	<b>Yes</b>	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Texts are of publishable quality and analysis includes complexity information which includes both quantitative and qualitative analysis as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. 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 and have been selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	<b>Yes</b>	A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-

<sup>7</sup> 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	level standards to advance and deepen student learning over time.  Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build, apply, and integrate 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.
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)</b> <sup>8</sup>	4. Foundational Skills	N/A	Not applicable to this grade level.
<b>III. Additional Criteria of Superior Quality</b> <sup>9</sup>	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: <b><u>Tier I, Exemplifies quality</u></b>			

<sup>8</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

<sup>9</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier I rating.

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 5-12.

Appendix I.

Publisher Response

The publisher had no response.



Appendix II.

Public Comments

There were no public comments submitted.