



**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 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: 6-8

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:

[Grade 6 \(Tier 1\)](#)   [Grade 7 \(Tier 1\)](#)   [Grade 8 \(Tier 1\)](#)

<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/overview/springboard-2021>.

<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.



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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>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<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>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<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>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<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>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<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>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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></p> <p><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></p> <p><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></p> <p><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></p> <p><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></p> <p><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></p> <p><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
	<p><b>Required *Indicator for grades K-2 only</b></p> <p><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.</p>	N/A	Not applicable to this grade level.
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><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.</p>	N/A	Not applicable to this grade level.
<b>Section III. Additional Criteria of Superior Quality</b>			
<p><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></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><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.)</p> <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.
	<p><b>Required</b></p> <p><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).</p>		
	<p><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.</p>		
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b></p>	<p><b>Required</b></p> <p><b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts</p>		

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 1, Exemplifies quality</u></b>			

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

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



**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: **7**

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	

<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/overview/springboard-2021>.

<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. For example, in Unit 1, the quantitative range of texts is 590L -1250L, falling within the Grades 6-8 Lexile band. The complexity of texts in Unit 1 allows materials to be accessible to students while still providing challenging analytical tasks. For example, students read excerpts from “Mbombo” from <i>Voices of the Ancestors: African Myth</i>, by Tony Allan, Fergus Fleming, and Charles Phillips, with a quantitative measure of 1120L, a qualitative measure of low difficulty, and an overall rating of accessible, allowing the students to focus on gaining familiarity with vocabulary from various cultures. Unit 1 also includes poems such as “The Road Not Taken,” by Robert Frost, and “Choices,” by Nikki Giovanni, both of which have a qualitative measure of moderately difficult with an overall rating of complex due to the use of figurative language and poetic structure and moderately difficult task demands. Unit 2, What Influences My Choices? is comprised of eleven texts. The majority of the texts are considered complex, while one is very complex, three are moderate, and one is accessible. Tasks range from challenging to</p>

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			<p>moderate with two listed as accessible. The unit begins with “How Kids Can Resist Advertising and Be Smart Consumers.” The overall text complexity is deemed accessible for Grade 7 with a quantitative measure of 1090L and a qualitative measure of low difficulty, as the article was specifically intended for youth. After reading this text, students engage in a collaborative discussion in which they respond to questions about advertising and the genre characteristics of this text. They also compare the text to a video that presents similar information. Additionally, the very complex text “Advertising in the <i>New York Times for Kids</i>” has a quantitative measure of 1320L and a qualitative measure of highly difficult with equally challenging tasks. After reading, students evaluate the text for its reliability. This leads into extended work toward their research project in which students evaluate multiple sources for reliability. Unit 2 focuses on informational texts within a quantitative measurement range of 750L–1250L, which is considered the more challenging end of complexity for students. In Unit 2, students read the articles, “Advertising in the <i>New York Times for Kids</i>” and “Screen Time?” Both texts have a quantitative measure of 1320L with a qualitative measure of high difficulty and overall ratings of very complex due to the advanced vocabulary and organization of the texts’ structures. The Unit 3 anchor text, <i>Tangerine</i>, by Edward Bloor, is considered</p>

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			<p>accessible due to its 680L measure. However, due to the task demands, use of figurative language, and underlying themes that require strong analysis, the overall qualitative rating of the text is moderate difficulty. Unit 4, How We Choose to Act includes sixteen texts, twelve of which are considered complex, three very complex, and one accessible. For example, students read William Shakespeare’s <i>Twelfth Night</i>. The play has a NonProse Lexile Code and is very complex for Grade 7, which supports its placement at the end of the year. The qualitative measure indicates the play is very complex and highly difficult due to its “sophisticated levels of meaning,” use of figurative language and archaic vocabulary, multiple levels of meaning, and lyrical syntax.</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 experts in various disciplines. The materials provide students with a variety of high-quality texts and feature many award-winning authors. The majority of unit anchor texts are engaging, well-written, content-rich published works. Students read novels such as Walter Dean Myers’ <i>Bad Boy</i>, in Unit 1 and Edward Bloor’s <i>Tangerine</i>, in Unit 3, both of which were written by well-known, published authors. The selections for Grade</p>

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			<p>7 include texts by many recognizable authors, such as Robert Frost’s “The Road Not Taken” and “Stopping by Woods on a Snowy Evening,” Walter Dean Myers’ “maggie and milly and molly and may,” Langston Hughes’ “Mother to Son,” and an excerpt from Nelson Mandela’s <i>Long Walk to Freedom</i>. In Unit 4, students study a variety of disciplines, such as oral presentations and performances, and conduct poetry analysis. Unit 4 selections include poems from award-winning and world-renowned authors, such as “Little Red Riding Hood and the Wolf,” by Roald Dahl, “Mother to Son,” by Langston Hughes, and “The Raven,” by Edgar Allen Poe, as well as the play, <i>Twelfth Night</i>, by William Shakespeare. Students also read the romantic narrative ballad “The Highwayman,” by English poet and playwright Alfred Noyes, which was originally published in the August 1906 issue of <i>Blackwood’s Magazine</i> and later added to the author’s collection of works. Students read and analyze the poem to compare and contrast it with an informational text on the same topic. Students then use the poem to write a monologue using the same point of view as one of the characters from the poem.</p>
	<p><b>Required</b>  <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</p>	<p><b>Yes</b></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>

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	<p>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>		<p>speaking, and language. The materials are centered around the topic of Choices. In Unit 1, students encounter contemporary and classic stories about choices and consequences and write about their own real and imagined experiences. Students explore the theme The Choices We Make as they analyze the impact of the choices on the lives of different narrators, such as in the poems “Choices,” by Nikki Giovanni, and “Phaethon,” by Bernard Evslin, as well as how those choices impact the plot. Students also build vocabulary by completing a Questions, Heard, and Teach (QHT) strategy to analyze and evaluate how well they understand the academic and content-specific vocabulary of the unit texts. By the end of the unit, students express their understanding of unit texts by writing and illustrating their own myths. In Unit 2, students learn to generate ideas through close reading, purposeful research, and productive collaboration. Students explore the theme What Influences My Choices? and how an effective argument has the power to persuade and influence the choices they make through advertisements, debates, social media posts, political speeches, and simple requests from a family member. For instance, in Activity 2.2, students analyze the informational text “How Kids Can Resist Advertising and Be Smart Consumers” by Caroline Knorr and watch the video “How Kids Can Resist Advertising and Be Smart Consumers” to compare and contrast their</p>

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			<p>ideas about the materials through collaborative discussion. Throughout the unit, students research the influence of advertising on young people for the upcoming Embedded Assessment. They also collect notes and utilize graphic organizers to prepare for a debate on the use of social media by crafting claims, evidence, reasoning, and counterclaims. In Unit 3, students interpret, analyze, and respond to the novel, <i>Tangerine</i> by Paul Fisher. Students study characters, structure, and other key literary elements as they conduct close readings of the text. Activity 3.2 prompts students to consider the questions: “What is the socioeconomic status of the family?” “Does Paul’s mother understand him?” and “What is Paul’s relationship to his family?” Students analyze the choices made by the characters in the novel and relate the concept of choices and consequences to their own lives. In the second half of the unit, students learn about Nelson Mandela and how the choices of one person can have consequences for an entire nation. Students independently research another prominent leader who has made a positive impact on the world. By the end of the unit, students complete Embedded Assessment 2: Creating a Biographical Presentation. First, students work in groups to create and present a “biographical multimedia presentation of a great leader whose choices have had positive consequences for society.” As a final assessment, students reflect on the unit by</p>

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			<p>explaining the challenges they had while “creating a collaborative multimedia presentation” and how they worked within their groups to overcome those challenges. In Unit 4, students learn how to apply their understanding of the written word and express meaning through vocal and visual delivery. In Activity 4.4, students prepare for an oral presentation by comparing multiple monologues. To begin, students listen as the teacher reads a monologue selection from the activity. Students “think about the voice, facial expressions, and gestures” the teacher uses while reading and determine how they help convey the tones and sense of the monologue. Students then analyze “The Paper Avalanche,” “Yishia,” “Study Tips,” and “The Children’s Crusade.” After reading, the class discusses the tone in “The Paper Avalanche” and the point at which it changes in the text, the syntax in “Yishia,” the unusual spellings and their signals to “someone performing the monologue” in “Study Tips,” and the purpose of the hyphenated phrase in “The Children’s Crusade.” Students work in collaborative groups to further discuss one of the monologues and define “the roles of group members by dividing the lines of the monologue equally between group members.” Students present and reflect on their presentations. By the end of the unit, students use the collaboration skills they have strengthened throughout the year and in this unit to perform an original</p>

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	<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>	<p><b>Yes</b></p>	<p>monologue and selected scenes from the comedy <i>Twelfth Night</i> by William Shakespeare.</p> <p>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. In Unit 1, Activity 1.3, students read two poems, “The Road Not Taken,” by Robert Frost, and “Choices,” by Nikki Giovanni. After reading, students return to the poems as they respond to questions and use textual evidence to support their responses. Students reread the poems in order to answer the text-specific and text-dependent questions such as “What is the choice that the narrator faces in ‘The Road Not Taken?’” and “Which lines tell you about the factors he considers when making his choice?” Students cite lines from the poem which show what the narrator considers as he makes his choice. Then students answer “How does the infographic’s approach to the impact of choices compare to the ideas found in the poems ‘The Road Not Taken’ and ‘Choices?’” Students complete another read to identify a specific choice both authors make then analyze the impact of that choice in each text. In Unit 2, Activity 2.2, students work through a series of Knowledge Quest questions to scaffold thinking and Returning to the Text questions for a close reading exercise before engaging in a collaborative discussion in which they</p>

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			<p>view a video and answer questions that connect both the film and the text. Then, students complete the Generating Questions section in which they review different sentence types. In Unit 3, Activity 3.11, students review and complete Double-Entry notes. Students list the choices the characters make from least to most important, identify the choices as good or bad, and put the choices in chronological order. Then, they complete an organizational pattern outline and a Jigsaw graphic organizer to identify different motifs in the story. In Unit 4, students select an independent reading novel from a list and then apply the knowledge gleaned from the previous three units to analyze that novel. During this process, students complete multiple close readings of their selection, including a first read prior to Activity 1. For example, in Activity 4 students “Conduct a close reading of a flashback in the novel. How does the author let you know that what you are about to read is a flashback? Make notes in the graphic organizer below.” Students then use this knowledge of flashbacks to complete the task: “Both suspense and foreshadowing affect the plot of a story. With your group, discuss how these techniques help the reader think about the conflict. Then capture your ideas and those of your group in a Quick Write about how suspense and foreshadowing affect plot.” This task requires students to think back to previous reads on conflict, to</p>

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			identify that conflict, and then apply their knowledge of foreshadowing to the conflict.
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>2. TEXT-DEPENDENT QUESTIONS:</b></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><b>Required</b></p> <p><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, Activity 1.12, students read the myth, “Phaethon.” Students respond to questions such as: “How does Phaethon respond to Epapus’s taunting?” “Look at paragraphs 22-23. How does the argument between the friends set the plot in motion? Cite details from the story to support your answer.” “How does Apollo feel about his son Phaethon? What dialogue shows his attitude toward his son?” and “What details reveal Phaethon’s character and qualities through his thoughts? Use text evidence to support your ideas.” For the final question of the activity, students express their understanding of the text by determining and explaining the “major conflict of the story and where the climax and falling action of the story occur.” In Unit 3, Activity, 3.3, students respond to the prompt: “Read the following three quotes. What is the tone of the speaker in each of these three quotes? Use evidence from the text to support your answer.” In Unit 4, Activity 4.9, students read and analyze the poem “We Wear the Mask” for the author’s use of symbols and imagery. After reading, students respond to questions such as: “How does the poet’s personal history help you understand the message of the poem further?” “Identify an</p>

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			<p>example of alliteration in 'We Wear the Mask.' Then explain the effect it has on the poem." and "How does stanza 2 relate to stanza 1?" Students summarize the text and express their understanding by explaining whether they could "identify the tone of each mask" and if the change in mask helped them interpret the different quotes in the text.</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. Each question within the units serves to establish or deepen student understanding of the text by building students' knowledge and abilities. For example, in Unit 1, Activity 5, students respond to a vocabulary analysis question: "In paragraph 22, what word does the narrator use to describe his 'Needs Improvement' mark on his report card? What does that word choice convey to the reader?" (RL.7.4). Similarly, Unit 2, Activity 2.6 asks students "What evidence does the text provide to support the statement that 'These advertisements were deceptive to children and violated the guidelines of the Children's Advertising Review Unit...?'" (RI.7.1). In Unit 3, Activity 10, students read the poem "To an Athlete Dying Young" in which they are to determine "How does the third stanza contribute to the poem's overall meaning?" (RL.7.5), "Who is the 'you' the</p>

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			<p>speaker is addressing?” (RL.7.1), and “What is the possible theme of the poem?” (RL.7.2). In Unit 4, Activity 4.4, students analyze dramatic monologues, “The Paper Avalanche,” “Yishia,” “Study Tips,” and “The Children’s Crusade,” in preparation for presenting their own monologues. After reading, students “describe the tone” of the texts (RL.7.5) and discuss “How is the persona of the speaker revealed through the speech?” (RL.7.3).</p>
<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>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. For example in Unit 1, Previewing the Unit, Activity 1.1, students preview the big ideas, vocabulary, and embedded assessment for the unit. Then, using the QHT strategy with the vocabulary for the section, they add new vocabulary to the word wall. By the end of the unit, students answer the Essential Questions: “How do authors use narrative elements to create a story?” and “What are the elements of effective revision?” For example, in Activity 1.7, students continue revising their personal narrative drafts from the previous activity, focusing on their lead or hook after analyzing samples of hooks from Walter Dean Myers, E. B. White, and Marta Salinas and identifying the types of leads these authors use in their most popular works. Students also examine a</p>

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			<p>quote explaining the importance of revision from Naomi Shihab Nye. In the final activity of the unit, prior to completing the Embedded Assessment, Activity 1.15, students read an informational text about the genre of creation myths and answer a series of questions that requires them to analyze the text and make real-world connections before they read and analyze two examples of creation myths. The activity also focuses on vocabulary and words or phrases in context, as students answer questions such as: “Use context to clarify the meaning of ‘flesh and blood’ in paragraph 5 of ‘The Creation of Earth, Sky, Animals, and Man’.” After brainstorming ideas for crafting their own myths, students work collaboratively and use a graphic organizer to generate ideas for an original myth that explains a natural phenomenon. This activity leads into the second Embedded Assessment for the unit, in which students work with a partner to create a myth that includes illustrations and a moral lesson. In Unit 2, Activity 2.3, students are prompted to “Return to the text as you respond to the following questions. Use text evidence to support your responses. Write any additional questions you have about the informational text in your Reader/Writer Notebook.” Then students respond to questions that allow them to express their understanding of the text, such as: “In the first paragraph, the author states that many of today's ads don't look like ads. Why does</p>

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			<p>the author think this is a problem? Use text evidence in your response.” In Unit 3, students first preview the anchor text, <i>Tangerine</i>, by Edward Bloor, then continue analyzing the novel throughout the unit. In Activity 3.2, students focus on questioning as a form of text analysis. In Activity 3.3, students continue to analyze the novel while focusing on word choice to determine the tone and voice of the text. In Activity 3.4, students locate “three different types of online sources that describe ways to improve safety for blind people” and compare the solutions in these sources for effectiveness, cost, and implementation time. In Unit 4, the Making Connections section, students study oral presentations and performance. The materials state, “You will be making creative choices about how to write and present a monologue. You will also present a scene from Shakespeare and will make choices about how to address your audience as a performer.” In order to prepare for their Shakespearean scene presentations, students read and analyze two similar texts in Activity 4.4, then present oral interpretations of one of the dramatic monologues. Students then read a series of monologues by Mary Hall Surface and Jenny Lyn Bader. They act out an assigned monologue and rehearse their presentations while providing feedback to their partners and their peers.</p>

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	<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>	<p><b>Yes</b></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, grade-level complex texts. In Unit 1, students read “The Road not Taken” by Robert Frost. Students respond to a reading of the poem and make personal connections to the text’s extended metaphor. They then analyze how the choices impact the narrators’ lives in this poem and later in contrast to another poem, “Choices.” Finally, students consider how an author’s diction affects the audience. The rationale also indicates that in order to identify this text as complex, students must relate to the images from nature and assume a general familiarity with trails through a wooded area, but require no special knowledge of the landscape to understand Frost’s poem. Unit 1 tasks integrate another complex text, “Choices,” by Nikki Giovanni. In addition to connecting choices Giovanni describes in the poem with that of “The Road not Taken,” students consider how the author’s diction affects the audience. Students then write their own narratives for Embedded Assessment 1. In Unit 2, the instructional sequence begins with students reading informational texts and continues with students learning specific advertising techniques as they become aware of advertising’s impact on youth. Students review the research process and use it to guide exploration of this topic. As students</p>

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			<p>gain new information, they also strengthen collaboration skills and learn how to compose effective informational texts. For example, students read “How Kids Can Resist Advertising and Be Smart Consumers” and before answering “What is your initial reaction to the information in the article?” Students return to the text as they respond to questions such as: “In the first paragraph, the author states that many of today’s ads don’t look like ads. Why does the author think this is a problem?” and “In the first paragraph, the author focuses on advertising in digital media. How does that focus change in paragraph 2? According to the author, why is this information important?” The materials also prompt students to cite evidence in their responses. Students demonstrate an understanding of the text’s message by paraphrasing the main idea of the article before citing evidence that supports their response to the prompt: “How does understanding how mobile marketing works help people use smartphones safely and responsibly?” Students continue working with the text participating in a collaborative discussion of topics and questions about the advertising techniques described in the article. In Embedded Assessment 1, students demonstrate their understanding of media's impact by writing a multi-paragraph informational essay and participating in a collaborative discussion. In the second half of the unit, students read argumentative</p>

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			<p>texts, research controversial issues, and collaborate to gather information as they prepare to write effective argumentative essays. Embedded Assessment 2 builds on this learning by prompting students to state and support a claim within an argumentative essay. In Unit 4, Activity 4.4, students “analyze a dramatic monologue and then present an oral interpretation of the monologue.” Students start by listening and viewing an oral presentation of the monologue as they prepare to present their own, then read and analyze four monologues from different authors. They also evaluate punctuation within the monologue from “The Children’s Crusade” by Jenny Lyn Bader. At the end of this section, students review and practice language skills in the Language &amp; Writers Craft Section: Varying Syntax for Effect, which includes questions targeted at developing syntax and simple and compound sentence structure.</p>
	<p><b>Required</b>  <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>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 1.5, students analyze language critical to the</p>

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			<p>meaning of texts. For example, students analyze the meaning of a phrase within the context of the text as they respond to the prompt: “In paragraph 22, what word does the narrator use to describe his ‘Needs Improvement’ mark on his report card? What does that word choice convey to the reader?” In Unit 2 Activity 2.3, students read the article “Mobile Kids” from Nielsen. As they read, students “circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.” During their initial reading, students identify unknown words in context. Then, during the analysis of the text, students answer the question, “Use context to clarify the meaning of the word marketers in paragraph 2. Explain how you determined the word’s meaning using context clues.” Students engage in establishing word meaning and relationships through this method while avoiding isolated vocabulary practice, as well as the repetition of words through the process of multiple reads. Students begin Unit 3 by previewing the unit and examining the unit’s vocabulary. The materials direct students to “Go back to the Contents page and look at the Academic Vocabulary and Literary Terms for the unit. Use a QHT or other vocabulary strategy to determine which terms you know and which you need to learn more about.” In Activity 3.3, students read <i>Tangerine</i> and analyze the author’s word choice to determine tone and voice.</p>

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			<p>Materials explain that tone is the “overall attitude of a piece of writing” and is determined by “looking at how the author describes things like character or setting.” Students examine quotes to identify the speaker's tone and cite evidence to support their answers. Next, students infer the character’s voice as it refers to elements that shape the character's personality and use “text evidence to make an inference about the character based on his or voice.” Then, students review a literary analysis paragraph to determine whether the author’s use of direct quotations indicates language from another text or source. Finally, in the Vocabulary section, students study the multiple meanings of the word subordinate as identify dependent, adverbial, and subordinate clauses in the anchor text, determine whether or not the clauses were used correctly, and make any necessary revisions to sentences to use these clauses properly. In Unit 4, students identify cognates as a way to develop their academic vocabulary in order to strengthen oral and written communication skills. In Activity 4.2, students make word connections as they identify the Latin root <i>dict</i> and the suffix <i>-ion</i> to determine the meaning of the word diction. After reading, students compare and contrast the writers’ use of vocabulary, diction, and punctuation. In Activity 4.4, students develop an understanding of the author's use of syntax for effect with the following prompt:</p>

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			<p>“Writers should use varying sentence structures to signal different relationships among ideas and keep their audiences interested.” Students draft a monologue expressing a vivid memory from elementary or middle school and use “diction, syntax, and punctuation to create a person and dramatic effect,” as well as employ varying sentence lengths and complexities. Learning Checkpoint 4.5 focuses on understanding the function of prepositions or prepositional phrases and how they influence subject-verb agreement. The lesson begins with students identifying prepositions in sentences and progresses as students identify prepositional phrases. Students then apply their understanding by completing sentences with either prepositions or prepositional phrases. Next, students focus on subject-verb agreement by writing the correct verb for incomplete sentences. Finally, in the Check Your Understanding section, students revise a previous writing assignment from Activity 4.5 and make sure they “are using the correct preposition.”</p>
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<b>Non-negotiable*</b> <b>4. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics,	<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.	<b>N/A</b>	Not applicable to 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><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>	<p>N/A</p>	<p>Not applicable to this grade level.</p>
	<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>	<p>N/A</p>	<p>Not applicable to this grade level.</p>
	<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>	<p>N/A</p>	<p>Not applicable to this grade level.</p>
	<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>	<p>N/A</p>	<p>Not applicable to this grade level.</p>
	<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 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 to this grade level.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <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</p>	<p>N/A</p>	<p>Not applicable to 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 <b>rate, expressiveness, and accuracy.</b>		
	<b>Required *Indicator for grades K-5 only</b> <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.	<b>N/A</b>	Not applicable to this grade level.
	<b>Required *Indicator for grades K-5 only</b> <b>4i)</b> Materials provide <b>instruction and practice in word study.</b> <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>	<b>N/A</b>	Not applicable to this grade level.
	<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.	<b>N/A</b>	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.	<b>N/A</b>	Not applicable to this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><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></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><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.)</p> <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> <p><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).</p> <p><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.</p>		See EdReports for more information.
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> 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><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 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>		

<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
<p>meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required *Indicator for grades 3-12 only</b></p> <p><b>6b)</b> The <b>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></p> <p><b>6c)</b> Materials include multiple <b>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></p> <p><b>6d)</b> Materials address the <b>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 sentence construction as a way to develop more complex sentence structure and usage.</li> </ul>		
<p><b>7. ASSESSMENTS:</b></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><b>Required</b></p> <p><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></p> <p><b>7b)</b> Materials <b>assess student understanding of the topics, themes, and/or ideas</b> 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><b>Required</b>  <b>7c) Aligned 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) Measurement of progress via assessments include gradual release of supporting scaffolds</b> for students to measure their independent abilities.</p>		
	<p><b>7e) Materials assess student proficiency using methods that are 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) As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with 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) Materials 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 on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.</p>		
	<p><b>Required</b>  <b>8c) Materials include 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.</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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.		
<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
I. K-12 Non-negotiable Criteria of Superior Quality <sup>7</sup>	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements

<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
			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 using qualitative measures only. 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-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	<b>Yes</b>	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, 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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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.
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>8</sup></b>	4. Foundational Skills	<b>N/A</b>	Not applicable to this grade level.
<b>III. Additional Criteria of Superior Quality<sup>9</sup></b>	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 1, Exemplifies quality</u></b>			

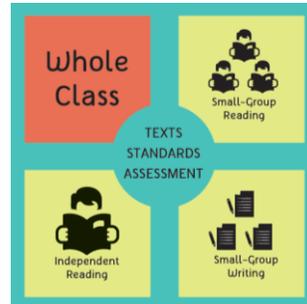
<sup>8</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

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



**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: **8**

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	

<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/overview/springboard-2021>.

<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 the texts in the materials are appropriate for Grade 8 according to quantitative and qualitative analysis. They are also deemed appropriately complex when considering the rigor of the tasks in relation to the texts. In Unit 2, The Challenge of Utopia, the majority of texts are considered complex. For example, “Banned Books Week: Celebrating the Freedom to Read” has a quantitative Lexile measure of 1590, highly complex and well above the Grades 6-8 grade level band; however, the overall rating is deemed complex, due to qualitative measures which indicate that the text consists of a “clear purpose, simple structure, and mostly straightforward language.” In Unit 2, students also read “Harrison Bergeron,” which is deemed accessible due at 820L, allowing students “the opportunity to enjoy the story and to analyze it with relative independence in small groups.” Qualitative measures consider the text moderately difficult due to the use of complex language and themes. The majority of texts in Unit 3, The Challenge to Make a Difference, are considered complex. For example, students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>read an excerpt from, <i>The Diary of a Young Girl</i> by Anne Frank (990L). Qualitative measures indicate moderate difficulty in that the subject matter should be relatable to students because the author is of similar age and the novel’s tone is chiefly straightforward, “matter of fact and literal.” In Unit 4, students read “I’ve Got a Few Pet Peeves about Sea Creatures” by Dave Barry. The overall text complexity considers the text complex with a 1210L measurement, which is slightly above the grade band level, and a moderately difficult qualitative measurement. Qualitative analysis accounts for the multiple levels of meaning of the text conveyed through satire and understatements. The structure of the text adds to its complexity in that “short anecdotes” appear sporadically throughout the text as the main character reflects on his childhood, which may be difficult to decipher for some readers. Language demands are considered sophisticated due to dialogue which “punctuate[s] specific humorous moments” and increases the text’s level of difficulty, as well as students’ need for prior knowledge about urban legends based on New York City sewer systems.</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>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>experts in various disciplines. Unit 1 includes the poem “Ithaka,” written by Greek poet, journalist, and civil servant C. P. Cavafy in 1911 to depict the “Homeric return journey of Odysseus to his homeland.” Students analyze the text for its use of imagery, as well as to identify how the language contributes to the overall theme and how it sets “the stage for a narrative adventure,” which they apply later when writing their own narratives in Embedded Assessment 1. Students also read “A Man,” by children’s book author and poet Nina Cassian. The poem explores the loss of the speaker’s arm in battle. Although students may not have first-hand experience with a physical disability, the poem conveys the sense of loss and fear, and common knowledge is sufficient for students to understand the text. Additional selections in Unit 1 include excerpts from widely-known works and those published on well-known websites. In Unit 2, students explore the theme of “Challenges of a Utopia,” and the unit texts all convey either a utopian or dystopian theme. For example, students read and analyze “Harrison Bergeron,” by American writer Kurt Vonnegut, to identify its central conflict, which prepares them to respond to text-dependent questions and express their understanding of the text. Students also read award-winning novels such as Lois Lowry’s <i>The Giver</i> and Ray Bradbury’s <i>Fahrenheit 451</i>, both of which focus on dystopian societies. After reading, students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>participate in a debate and complete an informational compare and contrast writing task. In Unit 3, students read <i>The Devil's Arithmetic</i>, the most widely-recognized work of fantasy, science fiction, and children's book author Jane Yolen. Students read the Holocaust novella as a part of a "Literature Circle Text Collection" in which students explore themes in preparation for the panel discussion in Embedded Assessment 1. In Unit 4, students read "Mooses," by British Poet Laureate Ted Hughes. Students read and analyze the poem for its use of hyperbole and other poetic devices, then compare it to previous texts in the unit.</p>
	<p><b>Required</b>  <b>1c)</b> Materials provide a <b>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>	<p><b>Yes</b></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. The materials are centered around the topic of Challenges. Unit 1 texts focus on The Challenge of Heroism. Students read a series of connected texts that help them visualize taking "an everyday concept such as heroism and think about it analytically and creatively from diverse perspectives." Students read "Ithaka," the poem which provides a foundation for writing their own hero's journey, "The Drummer Boy of Shiloh," a short story for which students evaluate narrative elements, and excerpts from the <i>Odyssey</i>, <i>A Wrinkle in Time</i>, and <i>A</i></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p><i>Wrinkle in Time: The Graphic Novel</i> to analyze the journeys of each of the heroic characters. By the end of the unit, students express their understanding of unit activities by writing an explanatory essay in which they are prompted to “Think about people who deserve status as heroes—from the past, from the present, from life, and from literature. What defines a hero?” Students respond to the prompt by writing a multi-paragraph essay and explaining their claims. In Unit 2, students focus on the topic The Challenge of Utopia. Students read texts that prepare them for responding to the Essential Questions for the unit: “To what extent can a perfect or ideal society exist?” and “What makes an argument effective?” For example, students read Ober’s essay “In a Dreadfully Perfect World” to build and deepen knowledge of utopian and dystopian societies. Students then conduct a close reading of the short story “Harrison Bergeron” to make connections between a character’s beliefs and values as related to the events in the story. The materials prompt students to return to the text to answer questions that deepen their understanding of the theme and character analysis. In Activity 2.4, students begin reading either <i>The Giver</i> or <i>Fahrenheit 451</i>, for which they conduct a literary analysis, class discussion, and written responses in relation to the concepts of utopian and dystopian societies. For Embedded Assessment 2: Writing an Argumentative</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Essay, students express their understanding of the unit text by writing an argumentative essay in which they convince an audience to support their claim about a debatable idea. In Unit 3, students engage in texts that are centered around the topic Challenge to Make a Difference. Students begin the unit by reading texts about the Holocaust that illustrate both tragic historical events and the ways in which people reacted to those events. Texts and activities support students in preparing for the end-of-unit assessments by prompting students to research current issues from around the world and creating a persuasive multimedia campaign. For example, students read an excerpt from Elie Wiesel’s <i>Night</i>. The materials instruct the teacher to ensure students understand the “underlying message about the horrors of the Holocaust” and clarify that they, too, might personally experience such horrors. As they read, students “underline the groups that the Nazis separated people into” and “circle any of the group names that are unfamiliar.” Students also read the poem “First They Came for the Communists” and infer the meaning of the text, building knowledge of the unit theme. In Activity 3.10, students strengthen and apply background and vocabulary knowledge as they read excerpts from <i>The Diary of Anne Frank</i>. For example, after reading, students explain how dialogue reveals the characters and the conflicts of the story and describe how this increases “the reader’s</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>understanding of an aspect of the Holocaust experience.” The materials task students with drafting a response that explains how the author uses specific dialogue to develop characters or plot and reveal the theme. In Unit 4, students explore comedy by identifying and analyzing the elements found in comedic writing and visual media. In this unit, students examine the ways authors create humor for effect and express their understanding by writing a literary analysis of a “humorous text and analyzing and performing scenes from a Shakespearean comedy.” For example, in Activity 4.3, students analyze the elements of a humorous text for comic strips and political cartoons. In this lesson, students also develop an understanding for the terms low comedy, which focuses primarily on a situation or series of events, and high comedy which focuses on characters, dialogue, or ideas. In Activity 4.6, students view a satirical TV show clip to “think about how the author uses satire to express disapproval on a particular topic.” Then, students read “Underfunded Schools Forced to Cut Past Tense from Language Programs” from <i>The Onion</i> to analyze the author’s use of satire. In Activity 4.8, students view a YouTube clip from <i>I Love Lucy</i>, “Lucy’s Famous Chocolate Scene,” to determine the impact of word choice on meaning and tone in a comic situation. Students view the clip a second time and take notes using a graphic organizer. Then, students use the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>information in their charts to explain how irony is used to create comedy. In Activity 4.10, students analyze examples of wordplay for the “Who’s on First?” Abbott and Costello skit. After reading and analyzing the skit, students respond to the questions “Why are Abbott and Costello having difficulty understanding each other?” and “How does the wordplay create humor at a high level of comedy?” In Embedded Assessment 1, students synthesize their understanding of humorous texts by writing an essay that “explains how an author creates humor for effect and uses it to communicate a universal truth.”</p>
	<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>	<p><b>Yes</b></p>	<p>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. In Unit 2, Activity 2.2, students read the essay “In a Dreadfully Perfect World,” by Benjamin Obler, to compare and contrast utopian and dystopian novels. The materials instruct students to “use two different colored pens to underline details that describe the similarities and differences between utopian and dystopian societies” and note any unknown words or phrases upon their first read. Students then use these similarities and differences to create a Venn Diagram. Students read the text again and evaluate the details they record to determine the key ideas of the text. The materials then prompt students to return to the text to find</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>evidence that supports their claim for which sentence in paragraph 1 “best illustrates the relationship between utopia and dystopian genres,” as well as to explain why the author used such a statement as his thesis. In the next activity, students analyze the text again to identify the “words the author used to describe utopian and dystopian novels” and explain why they believe the author used those terms. Students continue to refer back to the text to conduct further analysis of the setting, examples of feminist utopias, and relationships between the societies, as well as to explain how the “popularity of utopian and dystopian stories changed over time.” In their final analysis, students write a short paragraph to compare and contrast societies, settings, and characters. In Activity 2.3, students read the short story “Harrison Bergeron” by Kurt Vonnegut. Students return to the text to respond with supportive textual evidence to questions that deepen understanding, such as: “What is George’s ‘little mental handicap radio’ and what is its purpose?” “Why is the punishment for removing weight from the ‘handicap bag’ so harsh?” and “According to this society, what makes George, his son, and the ballerinas so dangerous?” Students return to the text again to respond to the Knowledge Quest questions: “Which details about the characters stood out to you?” “What events seem strange to you?” “What role does technology play in this story?” and “What role does technology play in the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>illustrations?" In Unit 3, students prepare and participate in literature circles while they conduct close readings of the texts. In Activity 3.2, Preparing for Literature Circles, students identify and practice skills for active listening and effective speaking. They also participate in a group discussion about quotations related to the unit theme they found in the texts. In Activity 3.4, Making Thematic Connections, students read and analyze an excerpt from a memoir and a poem to compare thematic development in two literary texts of different genres. Students participate in a collaborative discussion to analyze and compare themes of literary texts and integrate ideas from multiple texts to build knowledge and vocabulary about the theme of standing up for others. In Activity 3.7, Exploring the Museum, students summarize information gathered from a Holocaust website and contribute events to a historical timeline. Then, students work within a group to choose talking points and plan for a collaborative presentation by organizing their ideas within a draft with a purposeful structure which includes an introduction, multiple transitions, and a conclusion. In Activity 3.17, From Vision to Action, students analyze informational texts by conducting close readings and discussing the global impact of their subjects. Students create content for a web page to represent a campaign that they believe would make a difference. Students integrate ideas from</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>2. TEXT-DEPENDENT QUESTIONS:</b></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><b>Required</b></p> <p><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>multiple texts to build knowledge and vocabulary about making a difference.</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. In Unit 2, Activity 2.2, students read the essay “In a Dreadfully Perfect World” and analyze the structure of the text. After reading, students make connections with previously read texts by responding to the question, “What similarities between utopias and dystopias surprise you?” Students also complete the Returning to the Text section, which includes prompts such as, “Find the sentence in paragraph 1 that best illustrates the relationship between utopian and dystopian genres. Explain why this is the author’s thesis statement.” In Unit 3, Activity 3.4, students read the memoir <i>Night</i> to analyze the text and compare its thematic development to other selections of different genres. After reading, students determine how the point of view reflects “the theme of the excerpt” and “How does the wartime setting affect the characters’ beliefs and emotions? What evidence can you find of how the setting affects the characters’ actions?” Students continue to answer text-dependent and text-specific questions in Unit 4. After reading the novel <i>Seedfolks</i>, students return to the text to determine how “Ana’s description of the neighborhood introduces the conflict in the excerpt.” Students also “Use text evidence to describe</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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>how Kim’s planting of the seeds influences the plot.”</p> <p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. For example, questions in Unit 1, Activities 1.5 and 1.8 correlate with the standard RL.8.1, which requires students to cite evidence that supports their analysis of what the text says explicitly as well as inferences drawn from the text. Questions include: “What might the journey to Ithaca be a metaphor for? Provide evidence from the text to support your interpretation.” and “What can you infer about IT as a character in the novel? Provide textual evidence to support your response.” Unit 2, Activity 2.4 and Unit 4, Activity 4.7 also correlate with this standard, as these activities prompt students to make careful observations of textual detail as they read and to draw an interpretive conclusion about the meaning and value of a piece of writing. Unit 3, Activity 3.10 requires students to analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision (RL.8.3). For example, Activity 3.10, Dramatic Tone Shifts directs students to “analyze how dialogue and other features of drama are used in a play to develop character and plot, convey tone, and reveal theme.” In Unit 4, Activity</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>4.13, students analyze multiple points of view (RL.8.6). The materials remind students that “During the course of this year, you read and analyzed narratives that tell the story from different points of view,” then prompt students to discuss the types of points of view with a partner and identify texts they have read from first-person, second-person, third-person limited, and third-person omniscient points of view. Students then read the novel <i>Seedfolks</i> and analyze each character’s point of view before responding to questions such as: “Identify the point of view that are used in this excerpt. How does the author create the points of view?” and “What effect does the point of view of the narrative have on the reader?” Then, students complete the Focus on the Sentence section in which they “Choose one character from <i>Seedfolks</i> and write four different sentence types from the point of view of that character. Use information from the story to write the sentences.” (RL.8.6, W.8.4).</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <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</p>	<p><b>Required</b>  <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>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, the Previewing the Unit section provides students with end of unit expectations. For example, guidance introduces the culminating task for the unit by stating, “In this activity, you will begin</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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>thinking about the skills and knowledge needed to write a Hero's Journey narrative." The Making Connections section introduces students to the Challenge of Heroism through a discussion of real-world examples of the word heroism and its synonym, archetype. Students answer "What defines a hero?" and "How does the Hero's Journey archetype appear in stories throughout time?" The unit also connects the theme of heroism in the Embedded Assessment - Writing a Hero's Journey Narrative. The Flexible Novel Unit provides a visual prompt, along with the following guiding questions: "The perfect society may mean different things to different people. How does this image represent one vision of an ideal society?" and "Is this similar or different from what you envision a perfect society to be?" Subsequent lessons focus on the ideals of Utopian Society and Dystopian Reality. The materials lead students through a series of connected texts and activities, all of which are outlined in the Planning Dashboard. Activities in the flexible novel unit are adaptable to the Unit 2 novels, <i>The Giver</i>, by Lois Lowry, and <i>Fahrenheit 451</i>, by Ray Bradbury, and prepare students for writing an informational essay "that compares and contrasts life in the society of the novel you read with our modern-day society." In Unit 3, Activity 3.2: Preparing for Literature Circles, students "identify and practice skills for active listening and effective speaking," as well as "participate in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>a group discussion about quotations related to the unit theme.” Students discuss and answer questions about selected quotations to build understanding of the importance of effective communication. Then students move to new groups and continue the process of listening, discussing, and interpreting the text. Students complete the rotation of groups and discussion by reading and discussing a model letter with a partner. Students read and identify the parts of the letter, then determine the author’s purpose for writing. Finally, students work independently to “write a letter to your teacher that explains your opinion about your three choices from the Text Preview” and explain why they made that choice. In Unit 4: The Challenge of Comedy, students read and analyze texts that focus on humor by evaluating the characteristics, structures, and purposes of humorous writing. For example, in Activity 4.2: Understanding the Complexity of Humor, students begin to develop an understanding of the denotations and connotations of words that relate to humor. Students begin with reading an essay on the topic of humor, “Made You Laugh.” As they read, the materials prompt students to “think about your own sense of humor and what makes you laugh” and underline the words they find humorous in the text. After reading, students answer the question: “What details or ideas about humor stand out to you?” Students then write four different sentences</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>about humor in relation to the information in the essay. Students return to the text to respond to the questions: “Why does laughter seem to qualify as a biological function?” “What might be the biological function of laughter?” “As discussed in paragraphs 16-19, why is unplanned humor often funnier than planned humor?” and “Why might children laugh more often than adults?” Finally, students apply the methods developed in the lesson to respond to an informational writing prompt by creating a “detailed paragraph that uses diction to explain your sense of humor.” Students use what they learned about humor and vocabulary from the texts in their responses as they “explain what does and does not make you laugh and how you typically respond to humorous texts.”</p>
	<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>	<p><b>Yes</b></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, grade-level complex texts. In Unit 2, students read “In a Dreadfully Perfect World” by Benjamin Obler. In one activity, students work extensively with the text, first by reading and annotating then using their annotations to develop understanding of utopia and dystopia. Students dig deeper into the text’s meaning by responding to text-dependent questions in small groups before shifting to focus an analysis of the text’s structure. These tasks help establish a foundational knowledge that will be useful</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>as students read a dystopian novel and prepare to write a comparison and contrast essay. Additionally, Unit 2 tasks integrate another complex text, “The Very Human Problem Blocking the Path to Self-Driving Cars” by Alex Davies. Students analyze the text to understand its message and to note elements of the author's craft. Later, they mine the text for information that may be useful in responding to class research questions. Finally, they write an essay analyzing how the author builds the claim that only fully autonomous technology is worth pursuing. Embedded Assessment 1, Writing and Informational Essay, leads students through the planning and development stages of essay writing through a series of guiding questions aligned to the task, such as: “Which prompt do you feel better prepared to respond to with examples from literature and real life?” “What prewriting strategies (such as free writing or graphic organizers) could help you brainstorm ideas and organize your examples?” “How will you introduce the topic clearly and establish a controlling idea (thesis)?” and “How will you develop the topic with well-chosen examples and thoughtful analysis (commentary)?” In Unit 3, students “study the past as a way to act on their future.” In this unit, students read texts about the Holocaust as they analyze historical challenges and current global issues in both literature and informational texts. For example, in Activity 3.4, students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>begin making thematic connections after reading the memoir <i>Night</i> and answering the questions: “When the foreign Jews are deported from Sighet, one person says, ‘What do you expect? That’s war...’ How does this wartime setting affect the characters’ beliefs and emotions? What evidence can you find of how the setting affects the characters actions?” Students work with a partner to continue analyzing the text’s grammar and vocabulary, which includes terms like insinuated and Gestapo. Students also work with their partners to identify foreshadowing in the selection. Then, students read the poem “First They Came for the Communists” and analyze the connotation of the word communist as it is used in the poem. Students answer “How are connotations different from the denotation of the word?” and compare both texts in order to determine “what is the poet’s reason for not ‘speaking out’? How is this reason similar to Wiesel’s <i>Night</i>? How is this reason deceiving?” Students then participate in a Literature Circle discussion before students comparing and contrasting the texts’ structure, language, and themes in a graphic organizer and by completing sentence prompts. In Unit 4, The Challenge of Comedy, In Embedded Assessment 1, students demonstrate their understanding of a humorous text by writing a multi-paragraph literary analysis that addresses the prompt. In the second half of the unit, students study the humor in William</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Shakespeare's comedy <i>A Midsummer Night's Dream</i> . After an introduction to Shakespeare, students learn to discern meaning of the text through close reading and comparative analysis of the play and watch a film adaptation before working in collaborative groups to interpret and perform a scene from the play. In Embedded Assessment 2, students demonstrate an understanding of Shakespeare's Humor by performing a Shakespearean comedy.
	<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>	<b>Yes</b>	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. Unit 1, The Challenge of Heroism provides students with a pre-reading activity in Activity 1.5 in which they analyze the imagery in a poem and identify how it contributes to the mood in order to explain the author's message. In the Setting the Purpose for Reading section, students underline figurative language and descriptive words and phrases that help them create images in their minds as they read the poem "Ithaka." Students also circle unknown words and phrases and return to the text to respond to the following questions about the poem: "What are some

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>synonyms for the word destined?” “What is the mood of this poem? How do you feel after reading it?” and “Explain how the author’s use of language contributes to the mood.” The materials define personification as “a technique that writers use when they give human characteristics to something nonhuman,” then prompt students to reread lines 32–34 of the poem and explain how Cavafy is using this technique. In Unit 2, Activity 2.1, the Developing Vocabulary section, students create a Questions, Heard, and Teach (QHT) chart and sort vocabulary terms. Student guidance states, “Keep in mind that there is more to knowing a new word than just learning the definition. Truly knowing a word also involves an understanding of its pronunciation, origin, and part of speech.” In Activity 2.2, students read “In a Dreadfully Perfect World” and circle unknown words and phrases while determining the meanings of the words by using context clues, word parts, or a dictionary. After reading, students analyze the author’s word choice in question 7, which asks, “Which words does the author use to describe utopian and dystopian novels? Why does the author use these words?” In the Working from the Text section, students “analyze the organization, write the focus of each paragraph” and “underline transitional words and phrases” as they examine the importance of text’s organization. Students explain how the text’s structure contributes to the author’s</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>purpose and the development of the thesis. In Unit 3, Activity 3.1, Developing Vocabulary, students “look at the Academic Vocabulary and Literary Terms on the Contents page. Use the Questions, Heard, and Teach Strategy (QHT) strategy to analyze which terms you may know and which terms you may need to learn more deeply. Use print or digital resources to learn more about the terms.” The language and writing instructional focus for Activity 3.3 is coordinating and subordinating conjunctions. After participating in a literature circle, students learn that “Combining sentences adds variety and interest to your speaking and writing. It also helps ideas move smoothly from one to the next.” Students practice combining sentences then complete the activity assessment as they “write two short sentences about facts you learned in your reading and discussion about the Holocaust. Then combine the ideas from the two sentences into one longer sentence.” In Activity 3.6, students use print and digital resources to explain the meaning and word origin of Holocaust-related vocabulary and in a collaborative discussion about the Holocaust using vocabulary learned from reading. For example, in the Understanding Euphemisms section, students work in a small group to “analyze how the Nazis manipulated language to disguise the horror of their policies. Research the term</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			euphemism and how they were used in Nazi Germany.”
<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></p> <p><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></p> <p><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></p> <p><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></p> <p><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></p> <p><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></p> <p><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
	<p><b>Required *Indicator for grades K-2 only</b></p> <p><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.</p>	N/A	Not applicable to this grade level.
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><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.</p>	N/A	Not applicable to this grade level.
<b>Section III. Additional Criteria of Superior Quality</b>			
<p><b>5. RANGE AND VOLUME OF TEXTS:</b></p> <p>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></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><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.)</p> <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.
	<p><b>Required</b></p> <p><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).</p>		
	<p><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.</p>		
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b></p>	<p><b>Required</b></p> <p><b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts</p>		

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 using qualitative measures only. 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-level standards to advance and deepen student learning over time.

<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	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, 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. 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.
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>8</sup></b>	4. Foundational Skills	N/A	Not applicable to this grade level.
<b>III. Additional Criteria of Superior Quality<sup>9</sup></b>	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.

<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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**

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.