

Instructional Materials Evaluation - Student Standards Review

Louisiana educators engaged in a professional review of the state’s academic standards for English language arts (ELA) and mathematics to ensure they continue to maintain strong expectations for teaching and learning aligned with college and workplace demands. The new ELA and math standards will be effective beginning with the 2016-2017 school year. As part of the Louisiana Department of Education’s support for a seamless transition to these new standards, the LDOE identified the major changes of the standards and their potential impact upon criteria used to review instructional materials.

Title: **Common Core in ELA**

Grade: **3-5**

Publisher: **American Book Company**

Copyright: **2014**

Overall Rating: **Tier III, Not representing quality**

This English Language Arts review has been examined for the following changes in alignment resulting from the Louisiana Student Standards Review:

- Materials do not contain references to specific authors and texts
- Include citing *relevant* textual evidence beginning in grade 6
- Include an *awareness of audience* when making speeches and delivering presentations

This review remains a Tier 3 rating. As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when using these instructional materials.

Criteria	Currently in the Rubric	Next Steps for Educators
Quality of Texts (Non-Negotiable)	This program currently is reviewed as “No” for this criteria because the majority of the texts are not authentic and were written by the publisher. The materials do not provide opportunities for students to build vocabulary knowledge about concepts, themes, and topics through reading, writing, listening and speaking.	Since these materials received a “No” for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.
Text-Dependent Questions (Non-Negotiable)	This program currently is reviewed as “No” for this criteria because although the majority of the questions are text-dependent, they do not assess at the depth of the standards to advance and deepen student learning. The questions and tasks do not include the language of the standards and do not assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning.	Since these materials received a “No” for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.
Speaking and Listening	Not Reviewed	

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



Title: **Common Core in ELA**

Grade: **3-5**

Publisher: **American Book Company**

Copyright: **2014**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (Non-Negotiable)

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

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

Click below for complete grade-level reviews:

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

[Grade 4 \(Tier 3\)](#)

[Grade 5 \(Tier 3\)](#)

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



Title: **Common Core in ELA**

Grade: **3**

Publisher: **American Book Company**

Copyright: **2014**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1– 7.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10¹.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that vary in complexity levels. The provided levels are appropriate for the reading level of the identified group. Measures for determining complexity include quantitative and qualitative analysis.² Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	No	The texts provided vary in complexity levels. The texts within the practice book are used to teach strategies and skills and are shorter in length. Some fall within the appropriate Lexile band, and others are below it. The texts used for the end of chapter tests and within the pre- and post-tests are longer in length.
	<p>REQUIRED 1b) Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	No	There is no evidence of increasing text complexity as students move and progress throughout the program. The Lexiles are not provided with the program. The only change that appears throughout the program is the strategy and skills
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to practice skills that will help them master the ELA standards in the particular grade; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	No	The majority of the texts are not authentic and were written by the publisher. Many of the stories are short in length and do not represent the quality necessary for small group instruction. The strategies and skills are taught in isolation as each chapter covers a different area of the ELA curriculum. For example, Chapter 5: Parts of a Story and Chapter 10: Research.
	<p>REQUIRED 2b) Materials provide opportunities for students to build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and</p>	No	The materials do not provide opportunities for students to build vocabulary knowledge about concepts, themes, and topics through reading, writing, listening and speaking. The texts are not used for multiple readings and purposes.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>speaking.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text.</p>		<p>Each text stands alone as the skills and strategies are taught in isolation. Materials provided are a series of questions and answers. No lesson directions are given for teachers to work with small groups. The materials are in the form of texts and then questions and tasks related to those texts.</p>
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 3a) In grades K-12, ELA materials include both literary and informational texts to support students in developing independent reading ability that is at or above grade level.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.).</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	<p>3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	<p>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and build their ability to apply skills learned in small-group instruction to new texts.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non- Negotiable 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development,</p>	<p>REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>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 checked="" type="checkbox"/> No</p>	<p>REQUIRED 4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	<p>No</p>	<p>The materials do not demand knowledge of grade-level phonics patterns and word analysis skills. The tasks correlated with each lesson do not directly address phonics patterns or word analysis skills. The articles and texts used to teach comprehension strategies are in isolation and are not directly connected to the phonics, fluency or word analysis skills.</p>
	<p>REQUIRED 4c) 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.</p> <p>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.</p>	<p>No</p>	<p>Despite a brief mention of reading foundational skills, the materials do not provide instruction or practice in word study. The materials lack practice in word study, spelling patterns, as well as decoding grade-level words. Students must be provided instruction and practice in systematic examination of grade level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. Although, there is text for students to read, there is no support for foundational reading instructional strategies.</p>
	<p>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>No</p>	<p>There is no focus on fluency or directing students to reread. The materials do provide a section on using context clues in Chapter 2. There were a few strategies given and one practice passage for the students to use. There does not appear to be sufficient instruction or practice. There also are no directions or prompts given to the students to reread to acquire accurate meaning.</p>
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate</p>	<p>No</p>	<p>There are no built-in opportunities for students to achieve reading fluency in oral or silent reading. There are no directions or guidance provided to assess students' fluency orally or silently. The materials resemble a test-prep packet with little teacher directions.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	appropriate to the text, and expression.		
	4f)*Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	N/A	
	4g) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	No	Materials lack direction for educators and are not easily implemented without clear, concise directions for use. Although each chapter has multiple texts, there are no materials for instructional purposes, making the materials for supporting struggling readers neither easy to implement nor abundant.
III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text- dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	Yes	Questions are text-dependent and student’s ideas are expressed through both written and spoken responses. An entire chapter focuses on speaking and listening and discussing with peers. In the student workbook, Chapter 13 focuses on Speaking and Listening. The students will learn how to actively participate in discussions with peers and give oral reports. For example, "According to the text, what is the same about the American flag and the flag of Chile?"
	REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts.	No	Texts are used to teach a particular skill or strategy. The focus is on specific reading strategies taught in passages and texts. There is not a focus on students building knowledge of concepts, themes, or ideas presented in the texts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>REQUIRED 5c) Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i></p>	<p>No</p>	<p>Although the majority of the questions are text-dependent, they do not assess at the depth of the standards to advance and deepen student learning. The questions and tasks do not include the language of the standards and do not assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. A sample question is 'What is the greatest difference between the fables "The Shepherd Boy" and "The Crow and the Pitcher"?' while the standard asks students to compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters .</p>
	<p>REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) prevalent in complex texts to determine meaning from texts; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>No</p>	<p>Questions and tasks are broken into sections and do not work together for students to have understanding of the complete text. There are some examples of questions and tasks that ask students to examine the vocabulary, sentences, and structure to determine meaning of the texts, but there are few examples of texts that are related or connected. As the students move through the chapters they are exposed to many texts that teach isolated skills and strategies.</p>
	<p>REQUIRED 5e) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).</p>	<p>No</p>	<p>Vocabulary study does not emphasize advancing the depth of word knowledge. There is one chapter that is dedicated to vocabulary development. Chapter 2 in the student practice book focuses on vocabulary, but it moves quickly from one skill to the next without thorough instruction. With each skill the texts and focus words change. Vocabulary study is too limited to adequately advance the students' depth of word knowledge. Vocabulary study is</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			not integrated throughout the texts.
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Materials use varied modes of assessment, including a range of diagnostic, formative, summative and self-assessment measures for placement of students into and out of small groups and to monitor progress along the way.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 6b) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 6c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade- level complex text as required by the standards.</p>	<p>REQUIRED 7a) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 7b) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7c) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	7e) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

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

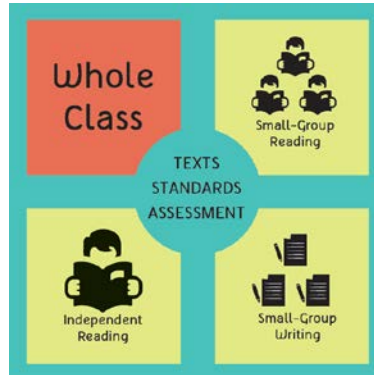
Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	No	The majority of the texts analyzed are not in the appropriate range for grade 3 students. There is no evidence of increasing text complexity as students move and progress throughout the program.
	2. Quality of Texts (Non-Negotiable)	No	The majority of texts are not authentic and are by the publisher. Texts are not used for multiple readings and purposes.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	3. Range and Volume of Texts	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable)	No	There is a lack of foundational skills in this program. The only foundational skill found in the program is one section on context clues.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Although the majority of the questions are text-dependent, they do not assess the depth and complexity of the standards to advance and deepen student learning.
	6. Assessment	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



Title: **Common Core in ELA**

Grade: **4**

Publisher: **American Book Company**

Copyright: **2014**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1– 7.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10³.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that vary in complexity levels. The provided levels are appropriate for the reading level of the identified group. Measures for determining complexity include quantitative and qualitative analysis.⁴ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	No	<p>The texts provided vary in complexity levels. The texts within the practice book are used to teach strategies and skills and are shorter in length. Some fall within the appropriate Lexile band, and others are below it. The texts used for the end of chapter tests and within the pre- and post-tests are longer in length. The majority of the texts analyzed are not in the appropriate band for grade 4 students. Two of the three texts that were analyzed were not within the grade level band.</p>
	<p>REQUIRED 1b) Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	No	<p>There is no evidence of increasing text complexity as students move and progress throughout the program. The Lexiles are not provided with the program. The only change that appears throughout the program is the strategy and skills.</p>
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to practice skills that will help them master the ELA standards in the particular grade; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	No	<p>The majority of the texts are not authentic and were written by the publisher. Many of the stories are short in length and do not represent the quality necessary for small group instruction. The strategies and skills are taught in isolation as each chapter covers a different area of the ELA curriculum. For example, Chapter 5: Literary Genres and Chapter 10: Research.</p>
	<p>REQUIRED 2b) Materials provide opportunities for students to build vocabulary knowledge and knowledge about concepts,</p>	No	<p>The materials do not provide opportunities for students to build vocabulary knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p>

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

⁴ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>themes, and topics through reading, writing, listening and speaking.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text.</p>		<p>The texts are not used for multiple readings and purposes. Each text stands alone as the skills and strategies are taught in isolation. The materials provide a series of questions and answers. No lesson directions are given for teachers to use when working with small groups. The materials are in the form of texts and then questions and tasks related to those texts.</p>
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 3a) In grades K-12, ELA materials include both literary and informational texts to support students in developing independent reading ability that is at or above grade level.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.).</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	<p>3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	<p>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and build their ability to apply skills learned in small-group instruction to new texts.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non- Negotiable 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development,</p>	<p>REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>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 checked="" type="checkbox"/> No</p>	<p>REQUIRED 4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	<p>No</p>	<p>The materials do not demand knowledge of grade-level phonics patterns and word analysis skills. The tasks correlated with each lesson do not directly address phonics patterns or word analysis skills. The articles and texts used to teach comprehension strategies are in isolation and are not directly connected to the phonics, fluency or word analysis skills.</p>
	<p>REQUIRED 4c) 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.</p> <p>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.</p>	<p>No</p>	<p>Despite a brief mention of reading foundational skills, the materials do not provide instruction or practice in word study. The materials lack practice in word study, spelling patterns, as well as decoding grade-level words. Students must be provided instruction and practice in systematic examination of grade level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. Although there is text for students to read, there is no support for foundational reading instructional strategies.</p>
	<p>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>No</p>	<p>There is no focus on fluency or directing students to reread. The materials do provide a section on using context clues in Chapter 4. There were a few strategies given and one practice passage for the students to use. There does not appear to be sufficient instruction or practice. There also are no directions or prompts given to the students to reread to acquire accurate meaning.</p>
	<p>REQUIRED 4e) Opportunities are frequently built into the materials</p>	<p>No</p>	<p>There are no built-in opportunities for students to achieve reading fluency in oral or silent reading. There are no</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.		directions or guidance provided to assess students' fluency orally or silently. The materials resemble a test-prep packet with little teacher directions.
	4f)*Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	N/A	
	4g) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	No	Materials lack direction for educators and are not easily implemented without clear, concise directions for use. Although each chapter has multiple texts, there are no materials for instructional purposes, making the materials for supporting struggling readers neither easy to implement nor abundant.
III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text- dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	Yes	Questions are text-dependent and student's ideas are expressed in both written and spoken responses. An entire chapter focuses on speaking and listening and discussing with peers. In the student workbook Chapter 11 focuses on Speaking and Listening. The students will learn how to actively participate in discussions with peers and give oral reports. An example of a text-dependent question would be "Based on the passage, how would you best describe what Narcissus is like?"
	REQUIRED 5b) Coherent sequences of questions and tasks focus	No	Texts are used to teach a particular skill or strategy. The focus is on specific reading strategies taught in passages

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts.		and texts. There is not a focus on students building knowledge of concepts, themes, or ideas presented in the texts.
	REQUIRED 5c) Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. (<i>Note: not every standard must be assessed with every text.</i>)	No	Although the majority of the questions are text-dependent, they do not assess at the depth of the standards to advance and deepen student learning. The questions and tasks do not include the language of the standards and do not assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. In chapter 7 graphs and charts are clearly explained to students, and students are not required to deepen their learning or understanding of them. A sample question is “This text is an example of what type of poem?” when the standard asks students to compare different types of poems based on structure.
	REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) prevalent in complex texts to determine meaning from texts; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	No	Questions and tasks are broken into sections and do not work together for students to have understanding of the complete text. There are some examples of questions and tasks that ask students to examine the vocabulary, sentences, and structure to determine meaning of the texts, but there are few examples of texts that are related or connected. As the students move through the chapters, they are exposed to many texts that teach isolated skills and strategies.
	REQUIRED 5e) Vocabulary study emphasizes advancing depth of word	No	Vocabulary study does not emphasize advancing the depth of word knowledge. There is one chapter that is dedicated

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).		to vocabulary development. Chapter 4 in the student practice book focuses on vocabulary, but it moves quickly from one skill to the next without thorough instruction. With each skill the texts and focus words change. Vocabulary study is too limited to adequately advance the students' depth of word knowledge. Vocabulary study is not integrated throughout the texts.
6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 6a) Materials use varied modes of assessment, including a range of diagnostic, formative, summative and self-assessment measures for placement of students into and out of small groups and to monitor progress along the way.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 6b) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 6c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
IV. Scaffolding and Support			
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and	REQUIRED 7a) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
comprehend grade- level complex text as required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7b) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7c) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	7e) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	No	The majority of the texts analyzed are not in the appropriate range for grade 4 students. There is no evidence of increasing text complexity as students move and progress throughout the program.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	2. Quality of Texts (Non-Negotiable)	No	The majority of texts are not authentic and are by the publisher. Texts are not used for multiple readings and purposes.
	3. Range and Volume of Texts	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable)	No	There is a lack of foundational skills in this program. The only foundational skill found in the program is one section on context clues.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Although the majority of the questions are text-dependent, they do not assess the depth and complexity of the standards to advance and deepen student learning.
	6. Assessment	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality			

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



Title: **Common Core in ELA**

Grade: **5**

Publisher: **American Book Company**

Copyright: **2014**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10⁵.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that vary in complexity levels. The provided levels are appropriate for the reading level of the identified group. Measures for determining complexity include quantitative and qualitative analysis.⁶ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	No	The texts provided vary in complexity levels. The texts used within the practice book to teach strategies and skills are shorter in length. Some fall within the appropriate Lexile band and others are below it. The texts used for the end of chapter tests and within the pre- and post-tests are longer in length.
	<p>REQUIRED 1b) Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	No	There is no evidence of increasing text complexity as students move and progress throughout the program. The Lexiles are not provided with the program. The only change that appears throughout the program is the strategy and skills.
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to practice skills that will help them master the ELA standards in the particular grade; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	No	The majority of the texts are not authentic and were written by the publisher. Many of the stories of very short in length and do not represent the quality necessary for small group instruction. The strategies and skills are taught in isolation as each chapter covers a different area of the ELA curriculum. For example, Chapter 5: Literary Genres and Chapter 11: Research.
	<p>REQUIRED 2b) Materials provide opportunities for students to build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and</p>	No	The materials do not provide opportunities for students to build vocabulary knowledge about concepts, themes, and topics through reading, writing, listening and speaking. The texts are not used for multiple readings and purposes.

⁵ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

⁶ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>speaking.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text.</p>		<p>Each text stands alone as the skills and strategies are taught in isolation. The materials provide a series of questions and answers. No lesson directions are given for teachers to use when working with small groups. The materials are in the form of texts and then questions and tasks related to those texts.</p>
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 3a) In grades K-12, ELA materials include both literary and informational texts to support students in developing independent reading ability that is at or above grade level.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.).</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	<p>3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	<p>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and build their ability to apply skills learned in small-group instruction to new texts.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non- Negotiable 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development,</p>	<p>REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>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 checked="" type="checkbox"/> No</p>	<p>REQUIRED 4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	<p>No</p>	<p>The materials do not demand knowledge of grade-level phonics patterns and word analysis skills. The tasks correlated with each lesson do not directly address phonics patterns or word analysis skills. The articles and texts used to teach comprehension strategies are in isolation and are not directly connected to the phonics, fluency or word analysis skills.</p>
	<p>REQUIRED 4c) 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.</p> <p>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.</p>	<p>No</p>	<p>Despite a brief mention of reading foundational skills, the materials do not provide instruction or practice in word study. The materials lack practice in word study, spelling patterns, as well as decoding grade-level words. Students must be provided instruction and practice in systematic examination of grade level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. Although, there is text for students to read, there is no support for foundational reading instructional strategies.</p>
	<p>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>No</p>	<p>There is no focus on fluency or directing students to reread. The materials do provide a section on using context clues in Chapter 4. There were a few strategies given and one practice passage for the students to use. There is not sufficient instruction or practice. There also are no directions or prompts given to the students to reread to acquire accurate meaning.</p>
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate</p>	<p>No</p>	<p>There are no built-in opportunities for students to achieve reading fluency in oral or silent reading. There are no directions or guidance provided to assess students' fluency orally or silently. The materials resemble a test-prep packet with little teacher directions.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	appropriate to the text, and expression.		
	4f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	N/A	
	4g) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	No	Materials lack direction for educators and are not easily implemented without clear, concise directions for use. Although each chapter has multiple texts, there are no materials for instructional purposes, making the materials for supporting struggling readers neither easy to implement nor abundant.
III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text- dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	Yes	Questions are text-dependent and students’ ideas are expressed through both written and spoken responses. An entire chapter focuses on speaking and listening and discussing with peers. In the student workbook Chapter 12 focuses on Speaking and Listening. The students will learn how to actively participate in discussions with peers and give orals reports. For example, "What theme appears in both texts?"
	REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts.	No	Texts are used to teach a particular skill or strategy. The focus is on specific reading strategies taught in passages and texts. There is not a focus on students building knowledge of concepts, themes, or ideas presented in the texts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>REQUIRED 5c) Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i></p>	<p>No</p>	<p>Although the majority of the questions are text-dependent, they do not assess at the depth of the standards to advance and deepen student learning. The questions and tasks do not include the language of the standards and do not assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. In chapter 8 graphs and charts are clearly explained to students and students are not required to deepen their learning or understanding of them.</p>
	<p>REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) prevalent in complex texts to determine meaning from texts; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>No</p>	<p>Questions and tasks are broken into sections and do not work together for students to have understanding of the complete text. There are some examples of questions and tasks that ask students to examine the vocabulary, sentences, and structure to determine meaning of the texts, but there are few examples of texts that are related or connected. As the students move through the chapters, they are exposed to many texts that teach isolated skills and strategies.</p>
	<p>REQUIRED 5e) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).</p>	<p>No</p>	<p>Vocabulary study does not emphasize advancing the depth of word knowledge. There is one chapter that is dedicated to vocabulary development. Chapter 4 in the student practice book focuses on vocabulary, but it moves quickly from one skill to the next without thorough instruction. With each skill the texts and focus words change. Vocabulary study is too limited to adequately advance the students' depth of word knowledge. Vocabulary study is not integrated throughout the texts.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Materials use varied modes of assessment, including a range of diagnostic, formative, summative and self-assessment measures for placement of students into and out of small groups and to monitor progress along the way.</p>	<p>Not Evaluated</p>	<p>The section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 6b) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Not Evaluated</p>	<p>The section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 6c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Not Evaluated</p>	<p>The section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Not Evaluated</p>	<p>The section was not evaluated because the non-negotiable criteria were not met.</p>
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight.</p>	<p>Not Evaluated</p>	<p>The section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7b) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	<p>Not Evaluated</p>	<p>The section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7c) The materials are easy to use and cleanly laid out for</p>	<p>Not Evaluated</p>	<p>The section was not evaluated because the non-negotiable</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.		criteria were not met.
	REQUIRED 7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
	7e) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	No	The majority of the texts analyzed are not in the appropriate range for grade 5 students. There is no evidence of increasing text complexity as students move and progress throughout the program.
	2. Quality of Texts (Non-Negotiable)	No	The majority of texts are not authentic and are by the publisher. Texts are not used for multiple readings and purposes.
	3. Range and Volume of Texts	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
II: Foundational Skills	4. Foundational Skills (Non-Negotiable)	No	There is a lack of foundational skills in this program. The only foundational skill found in the program is one section on context clues.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Although the majority of the questions are text dependent, they do not assess the depth and complexity of the standards to advance and deepen student learning.
	6. Assessment	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality			

Appendix I.

Publisher Response

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



Title: **Common Core in ELA**

Grade: **3-5**

Publisher: **American Book Company**

Copyright: **2014**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (Non-Negotiable)

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

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

Click below for complete grade-level reviews:

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

[Grade 4 \(Tier 3\)](#)

[Grade 5 \(Tier 3\)](#)

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



Title: **Common Core in ELA**

Grade: **3**

Publisher: **American Book Company**

Copyright: **2014**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1– 7.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
I. Text Selection				
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10¹.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that vary in complexity levels. The provided levels are appropriate for the reading level of the identified group. Measures for determining complexity include quantitative and qualitative analysis.² Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	No	The texts provided vary in complexity levels. The texts within the practice book are used to teach strategies and skills and are shorter in length. Some fall within the appropriate Lexile band, and others are below it. The texts used for the end of chapter tests and within the pre- and post-tests are longer in length.	
	<p>REQUIRED 1b) Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	No	There is no evidence of increasing text complexity as students move and progress throughout the program. The Lexiles are not provided with the program. The only change that appears throughout the program is the strategy and skills	
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to practice skills that will help them master the ELA standards in the particular grade; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	No	The majority of the texts are not authentic and were written by the publisher. Many of the stories are short in length and do not represent the quality necessary for small group instruction. The strategies and skills are taught in isolation as each chapter covers a different area of the ELA curriculum. For example, Chapter 5: Parts of a Story and Chapter 10: Research.	
	<p>REQUIRED 2b) Materials provide opportunities for students to build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and</p>	No	The materials do not provide opportunities for students to build vocabulary knowledge about concepts, themes, and topics through reading, writing, listening and speaking. The texts are not used for multiple readings and purposes.	

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<p>support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>speaking.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text.</p>		<p>Each text stands alone as the skills and strategies are taught in isolation. Materials provided are a series of questions and answers. No lesson directions are given for teachers to work with small groups. The materials are in the form of texts and then questions and tasks related to those texts.</p>	
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 3a) In grades K-12, ELA materials include both literary and informational texts to support students in developing independent reading ability that is at or above grade level.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.).</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and build their ability to apply skills learned in small-group instruction to new texts.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
II. Foundational Skills (grades K-5 only)				
<p>Tier 1 and 2 Non- Negotiable 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development,</p>	<p>REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<p>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 checked="" type="checkbox"/> No</p>	<p>REQUIRED 4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	No	<p>The materials do not demand knowledge of grade-level phonics patterns and word analysis skills. The tasks correlated with each lesson do not directly address phonics patterns or word analysis skills. The articles and texts used to teach comprehension strategies are in isolation and are not directly connected to the phonics, fluency or word analysis skills.</p>	
	<p>REQUIRED 4c) 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.</p> <p>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.</p>	No	<p>Despite a brief mention of reading foundational skills, the materials do not provide instruction or practice in word study. The materials lack practice in word study, spelling patterns, as well as decoding grade-level words. Students must be provided instruction and practice in systematic examination of grade level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. Although, there is text for students to read, there is no support for foundational reading instructional strategies.</p>	
	<p>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	No	<p>There is no focus on fluency or directing students to reread. The materials do provide a section on using context clues in Chapter 2. There were a few strategies given and one practice passage for the students to use. There does not appear to be sufficient instruction or practice. There also are no directions or prompts given to the students to reread to acquire accurate meaning.</p>	
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate</p>	No	<p>There are no built-in opportunities for students to achieve reading fluency in oral or silent reading. There are no directions or guidance provided to assess students' fluency orally or silently. The materials resemble a test-prep packet with little teacher directions.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	appropriate to the text, and expression.			
	4f)*Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	N/A		
	4g) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	No	Materials lack direction for educators and are not easily implemented without clear, concise directions for use. Although each chapter has multiple texts, there are no materials for instructional purposes, making the materials for supporting struggling readers neither easy to implement nor abundant.	
III. Questions and Tasks				
Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text- dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	Yes	Questions are text-dependent and student’s ideas are expressed through both written and spoken responses. An entire chapter focuses on speaking and listening and discussing with peers. In the student workbook, Chapter 13 focuses on Speaking and Listening. The students will learn how to actively participate in discussions with peers and give oral reports. For example, "According to the text, what is the same about the American flag and the flag of Chile?"	
	REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts.	No	Texts are used to teach a particular skill or strategy. The focus is on specific reading strategies taught in passages and texts. There is not a focus on students building knowledge of concepts, themes, or ideas presented in the texts.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	<p>REQUIRED 5c) Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i></p>	No	<p>Although the majority of the questions are text-dependent, they do not assess at the depth of the standards to advance and deepen student learning. The questions and tasks do not include the language of the standards and do not assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. A sample question is 'What is the greatest difference between the fables "The Shepherd Boy" and "The Crow and the Pitcher"?' while the standard asks students to compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters .</p>	
	<p>REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) prevalent in complex texts to determine meaning from texts; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	No	<p>Questions and tasks are broken into sections and do not work together for students to have understanding of the complete text. There are some examples of questions and tasks that ask students to examine the vocabulary, sentences, and structure to determine meaning of the texts, but there are few examples of texts that are related or connected. As the students move through the chapters they are exposed to many texts that teach isolated skills and strategies.</p>	
	<p>REQUIRED 5e) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).</p>	No	<p>Vocabulary study does not emphasize advancing the depth of word knowledge. There is one chapter that is dedicated to vocabulary development. Chapter 2 in the student practice book focuses on vocabulary, but it moves quickly from one skill to the next without thorough instruction. With each skill the texts and focus words change. Vocabulary study is too limited to adequately advance the students' depth of word knowledge. Vocabulary study is not integrated throughout the texts.</p>	
<p>6. ASSESSMENT: Materials offer assessment</p>	<p>REQUIRED 6a) Materials use varied modes of assessment, including a</p>	Not Evaluated	<p>The section was not evaluated because the non-negotiable criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<p>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>range of diagnostic, formative, summative and self-assessment measures for placement of students into and out of small groups and to monitor progress along the way.</p>			
	<p>REQUIRED 6b) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 6c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
IV. Scaffolding and Support				
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 7b) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 7c) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	REQUIRED 7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	7e) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 7. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	No	The majority of the texts analyzed are not in the appropriate range for grade 3 students. There is no evidence of increasing text complexity as students move and progress throughout the program.	
	2. Quality of Texts (Non-Negotiable)	No	The majority of texts are not authentic and are by the publisher. Texts are not used for multiple readings and purposes.	
	3. Range and Volume of Texts	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills (Non-Negotiable)	No	There is a lack of foundational skills in this program. The only foundational skill found in the program is one section on context clues.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Although the majority of the questions are text-dependent, they do not assess the depth and complexity of the standards to advance and deepen student learning.	
	6. Assessment	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>				

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



Title: **Common Core in ELA**

Grade: **4**

Publisher: **American Book Company**

Copyright: **2014**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1– 7.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
I. Text Selection				
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10³.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that vary in complexity levels. The provided levels are appropriate for the reading level of the identified group. Measures for determining complexity include quantitative and qualitative analysis.⁴ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	No	The texts provided vary in complexity levels. The texts within the practice book are used to teach strategies and skills and are shorter in length. Some fall within the appropriate Lexile band, and others are below it. The texts used for the end of chapter tests and within the pre- and post-tests are longer in length. The majority of the texts analyzed are not in the appropriate band for grade 4 students. Two of the three texts that were analyzed were not within the grade level band.	
	<p>REQUIRED 1b) Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	No	There is no evidence of increasing text complexity as students move and progress throughout the program. The Lexiles are not provided with the program. The only change that appears throughout the program is the strategy and skills.	
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to practice skills that will help them master the ELA standards in the particular grade; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	No	The majority of the texts are not authentic and were written by the publisher. Many of the stories are short in length and do not represent the quality necessary for small group instruction. The strategies and skills are taught in isolation as each chapter covers a different area of the ELA curriculum. For example, Chapter 5: Literary Genres and Chapter 10: Research.	
	<p>REQUIRED 2b) Materials provide opportunities for students to build vocabulary knowledge and knowledge about concepts,</p>	No	The materials do not provide opportunities for students to build vocabulary knowledge about concepts, themes, and topics through reading, writing, listening and speaking.	

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

⁴ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<p>quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>themes, and topics through reading, writing, listening and speaking.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text.</p>		<p>The texts are not used for multiple readings and purposes. Each text stands alone as the skills and strategies are taught in isolation. The materials provide a series of questions and answers. No lesson directions are given for teachers to use when working with small groups. The materials are in the form of texts and then questions and tasks related to those texts.</p>	
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 3a) In grades K-12, ELA materials include both literary and informational texts to support students in developing independent reading ability that is at or above grade level.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.).</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and build their ability to apply skills learned in small-group instruction to new texts.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
II. Foundational Skills (grades K-5 only)				
<p>Tier 1 and 2 Non- Negotiable 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development,</p>	<p>REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<p>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 checked="" type="checkbox"/> No</p>	<p>REQUIRED 4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	No	The materials do not demand knowledge of grade-level phonics patterns and word analysis skills. The tasks correlated with each lesson do not directly address phonics patterns or word analysis skills. The articles and texts used to teach comprehension strategies are in isolation and are not directly connected to the phonics, fluency or word analysis skills.	
	<p>REQUIRED 4c) 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.</p> <p>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.</p>	No	Despite a brief mention of reading foundational skills, the materials do not provide instruction or practice in word study. The materials lack practice in word study, spelling patterns, as well as decoding grade-level words. Students must be provided instruction and practice in systematic examination of grade level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. Although there is text for students to read, there is no support for foundational reading instructional strategies.	
	<p>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	No	There is no focus on fluency or directing students to reread. The materials do provide a section on using context clues in Chapter 4. There were a few strategies given and one practice passage for the students to use. There does not appear to be sufficient instruction or practice. There also are no directions or prompts given to the students to reread to acquire accurate meaning.	
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students’ reading level with accuracy, rate appropriate to the text, and expression.</p>	No	There are no built-in opportunities for students to achieve reading fluency in oral or silent reading. There are no directions or guidance provided to assess students’ fluency orally or silently. The materials resemble a test-prep packet with little teacher directions.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	4f)*Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	N/A		
	4g) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	No	Materials lack direction for educators and are not easily implemented without clear, concise directions for use. Although each chapter has multiple texts, there are no materials for instructional purposes, making the materials for supporting struggling readers neither easy to implement nor abundant.	
III. Questions and Tasks				
Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text- dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	Yes	Questions are text-dependent and student’s ideas are expressed in both written and spoken responses. An entire chapter focuses on speaking and listening and discussing with peers. In the student workbook Chapter 11 focuses on Speaking and Listening. The students will learn how to actively participate in discussions with peers and give oral reports. An example of a text-dependent question would be "Based on the passage, how would you best describe what Narcissus is like?"	
	REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts.	No	Texts are used to teach a particular skill or strategy. The focus is on specific reading strategies taught in passages and texts. There is not a focus on students building knowledge of concepts, themes, or ideas presented in the texts.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	<p>REQUIRED 5c) Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i></p>	No	<p>Although the majority of the questions are text-dependent, they do not assess at the depth of the standards to advance and deepen student learning. The questions and tasks do not include the language of the standards and do not assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. In chapter 7 graphs and charts are clearly explained to students, and students are not required to deepen their learning or understanding of them. A sample question is “This text is an example of what type of poem?” when the standard asks students to compare different types of poems based on structure.</p>	
	<p>REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) prevalent in complex texts to determine meaning from texts; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	No	<p>Questions and tasks are broken into sections and do not work together for students to have understanding of the complete text. There are some examples of questions and tasks that ask students to examine the vocabulary, sentences, and structure to determine meaning of the texts, but there are few examples of texts that are related or connected. As the students move through the chapters, they are exposed to many texts that teach isolated skills and strategies.</p>	
	<p>REQUIRED 5e) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).</p>	No	<p>Vocabulary study does not emphasize advancing the depth of word knowledge. There is one chapter that is dedicated to vocabulary development. Chapter 4 in the student practice book focuses on vocabulary, but it moves quickly from one skill to the next without thorough instruction. With each skill the texts and focus words change. Vocabulary study is too limited to adequately advance the students’ depth of word knowledge. Vocabulary study is not integrated throughout the texts.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Materials use varied modes of assessment, including a range of diagnostic, formative, summative and self-assessment measures for placement of students into and out of small groups and to monitor progress along the way.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 6b) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 6c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
IV. Scaffolding and Support				
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade- level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 7b) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 7c) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading</p>	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	selections are centrally located within the materials and obviously the center of focus.			
	REQUIRED 7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	7e) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION				
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 7.				
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.				
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	No	The majority of the texts analyzed are not in the appropriate range for grade 4 students. There is no evidence of increasing text complexity as students move and progress throughout the program.	
	2. Quality of Texts (Non-Negotiable)	No	The majority of texts are not authentic and are by the publisher. Texts are not used for multiple readings and purposes.	
	3. Range and Volume of Texts	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills (Non-Negotiable)	No	There is a lack of foundational skills in this program. The only foundational skill found in the program is one section	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
			on context clues.	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Although the majority of the questions are text-dependent, they do not assess the depth and complexity of the standards to advance and deepen student learning.	
	6. Assessment	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality				

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



Title: **Common Core in ELA**

Grade: **5**

Publisher: **American Book Company**

Copyright: **2014**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
	1. Complexity of Texts (Non-Negotiable)
	2. Quality of Texts (Non-Negotiable)
	4. Foundational Skills (Non-Negotiable*)
	5. Text-Dependent Questions (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
I. Text Selection				
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10⁵.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that vary in complexity levels. The provided levels are appropriate for the reading level of the identified group. Measures for determining complexity include quantitative and qualitative analysis.⁶ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	No	The texts provided vary in complexity levels. The texts used within the practice book to teach strategies and skills are shorter in length. Some fall within the appropriate Lexile band and others are below it. The texts used for the end of chapter tests and within the pre- and post-tests are longer in length.	
	<p>REQUIRED 1b) Texts increase in complexity as materials progress. They place an emphasis on increasing student reading ability toward or beyond their grade level.</p>	No	There is no evidence of increasing text complexity as students move and progress throughout the program. The Lexiles are not provided with the program. The only change that appears throughout the program is the strategy and skills.	
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to practice skills that will help them master the ELA standards in the particular grade; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	No	The majority of the texts are not authentic and were written by the publisher. Many of the stories of very short in length and do not represent the quality necessary for small group instruction. The strategies and skills are taught in isolation as each chapter covers a different area of the ELA curriculum. For example, Chapter 5: Literary Genres and Chapter 11: Research.	
	<p>REQUIRED 2b) Materials provide opportunities for students to build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p>	No	The materials do not provide opportunities for students to build vocabulary knowledge about concepts, themes, and topics through reading, writing, listening and speaking. The texts are not used for multiple readings and purposes. Each text stands alone as the skills and strategies are taught in isolation. The materials provide a series of	

⁵ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

⁶ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5> or the [Supplemental Information for Appendix A](#).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
exceptional craft and thought and/or provide useful information. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text.		questions and answers. No lesson directions are given for teachers to use when working with small groups. The materials are in the form of texts and then questions and tasks related to those texts.	
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9). <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 3a) In grades K-12, ELA materials include both literary and informational texts to support students in developing independent reading ability that is at or above grade level.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.).	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction (e.g. speeches, biographies, essays).	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and build their ability to apply skills learned in small-group instruction to new texts.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
II. Foundational Skills (grades K-5 only)				
Tier 1 and 2 Non- Negotiable 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development,	REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A , while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<p>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 checked="" type="checkbox"/> No</p>	<p>REQUIRED 4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	No	The materials do not demand knowledge of grade-level phonics patterns and word analysis skills. The tasks correlated with each lesson do not directly address phonics patterns or word analysis skills. The articles and texts used to teach comprehension strategies are in isolation and are not directly connected to the phonics, fluency or word analysis skills.	
	<p>REQUIRED 4c) 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.</p> <p>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.</p>	No	Despite a brief mention of reading foundational skills, the materials do not provide instruction or practice in word study. The materials lack practice in word study, spelling patterns, as well as decoding grade-level words. Students must be provided instruction and practice in systematic examination of grade level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. Although, there is text for students to read, there is no support for foundational reading instructional strategies.	
	<p>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	No	There is no focus on fluency or directing students to reread. The materials do provide a section on using context clues in Chapter 4. There were a few strategies given and one practice passage for the students to use. There is not sufficient instruction or practice. There also are no directions or prompts given to the students to reread to acquire accurate meaning.	
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.</p>	No	There are no built-in opportunities for students to achieve reading fluency in oral or silent reading. There are no directions or guidance provided to assess students' fluency orally or silently. The materials resemble a test-prep packet with little teacher directions.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	4f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	N/A		
	4g) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	No	Materials lack direction for educators and are not easily implemented without clear, concise directions for use. Although each chapter has multiple texts, there are no materials for instructional purposes, making the materials for supporting struggling readers neither easy to implement nor abundant.	
III. Questions and Tasks				
Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text- dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	Yes	Questions are text-dependent and students' ideas are expressed through both written and spoken responses. An entire chapter focuses on speaking and listening and discussing with peers. In the student workbook Chapter 12 focuses on Speaking and Listening. The students will learn how to actively participate in discussions with peers and give oral reports. For example, "What theme appears in both texts?"	
	REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts.	No	Texts are used to teach a particular skill or strategy. The focus is on specific reading strategies taught in passages and texts. There is not a focus on students building knowledge of concepts, themes, or ideas presented in the texts.	
	REQUIRED 5c) Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i>	No	Although the majority of the questions are text-dependent, they do not assess at the depth of the standards to advance and deepen student learning. The questions and tasks do not include the language of the standards and do not assess the depth and complexity required by the standards at each grade-level over time to	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
			advance and deepen student learning. In chapter 8 graphs and charts are clearly explained to students and students are not required to deepen their learning or understanding of them.	
	REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) prevalent in complex texts to determine meaning from texts; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	No	Questions and tasks are broken into sections and do not work together for students to have understanding of the complete text. There are some examples of questions and tasks that ask students to examine the vocabulary, sentences, and structure to determine meaning of the texts, but there are few examples of texts that are related or connected. As the students move through the chapters, they are exposed to many texts that teach isolated skills and strategies.	
	REQUIRED 5e) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).	No	Vocabulary study does not emphasize advancing the depth of word knowledge. There is one chapter that is dedicated to vocabulary development. Chapter 4 in the student practice book focuses on vocabulary, but it moves quickly from one skill to the next without thorough instruction. With each skill the texts and focus words change. Vocabulary study is too limited to adequately advance the students' depth of word knowledge. Vocabulary study is not integrated throughout the texts.	
6. ASSESSMENT: 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).	REQUIRED 6a) Materials use varied modes of assessment, including a range of diagnostic, formative, summative and self-assessment measures for placement of students into and out of small groups and to monitor progress along the way.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 6b) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 6c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<input type="checkbox"/> Yes <input type="checkbox"/> No	provide sufficient guidance for interpreting student performance.			
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
IV. Scaffolding and Support				
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade- level complex text as required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7a) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7b) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7c) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	

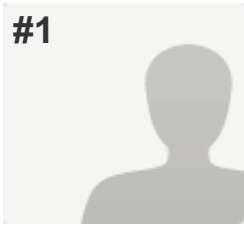
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	7e) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 7. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills, Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	No	The majority of the texts analyzed are not in the appropriate range for grade 5 students. There is no evidence of increasing text complexity as students move and progress throughout the program.	
	2. Quality of Texts (Non-Negotiable)	No	The majority of texts are not authentic and are by the publisher. Texts are not used for multiple readings and purposes.	
	3. Range and Volume of Texts	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills	4. Foundational Skills (Non-Negotiable)	No	There is a lack of foundational skills in this program. The only foundational skill found in the program is one section on context clues.	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Although the majority of the questions are text dependent, they do not assess the depth and complexity of the standards to advance and deepen student learning.	
	6. Assessment	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	7. Scaffolding and Support	Not Evaluated	The section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>				

Appendix II.

Public Comments

#1



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, December 18, 2014 7:58:09 PM
Last Modified: Thursday, December 18, 2014 7:58:48 PM
Time Spent: 00:00:39
IP Address: 173.216.180.26

PAGE 1: Public Review - Louisiana Informal Instructional Content Review

Q1: What is your first name?	jeremiah
Q2: What is your last name?	purvis
Q3: In what Louisiana parish do you live?	Calcasieu

PAGE 2: Please respond to the following set of questions and leave comments below:

Q4: Are you affiliated with any instructional content provider?	No
Q5: Did you personally review the title selected?	Yes
Q6: Were the materials inviting and appealing?	Yes
Q7: Were the materials user-friendly and easy to navigate?	No
Q8: Were the materials age and grade appropriate?	Yes
Q9: My comments are based upon:	Personal review
Q10: My comments pertain to:	<i>Respondent skipped this question</i>
Q11: Comments:(Disclaimer: I understand that the Department will not verify the accuracy or validity of public comments and that these comment do not reflect the opinions or policies of the State Board of Elementary and Secondary Education or the State Superintendent of Education.)	<i>Respondent skipped this question</i>