

On June 21, 2022, Louisiana lawmakers signed [Act 517](#) into law to ensure that all textbooks and instructional materials used to teach students to read are high-quality, fully aligned to state content standards, and based on literacy strategies that are scientifically researched with proven results in teaching phonological awareness, letter formation, phonics, decoding, fluency, vocabulary, and comprehension. As part of the Louisiana Department of Education's support for a seamless transition to textbooks and instructional materials that are based on scientifically-researched literacy strategies, the LDOE identified the criterion and indicators used to review instructional materials that were impacted as a result of this legislation.

Title: **Core Knowledge Language Arts (CKLA) 2nd Edition**

Grade: **K-2**

Publisher: **Amplify Education**

Copyright: **2017**

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

This [English Language Arts](#) review has been examined for the following changes in alignment resulting from [Act 517](#):

- Instructional materials and embedded assessments do not require or encourage the three-cueing system model of reading (students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues) in reading instruction;
- Instructional materials and embedded assessments do not require or encourage visual memory as the primary basis for word recognition; and/or
- Instructional materials and embedded assessments do not require or encourage MSV (Meaning, Structure and Visual) cues in reading instruction.

This review **remains a Tier 1 rating.** ▾ As a result of these changes, the following chart identifies the potential impact of Act 517 on specific elements of the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when selecting and using instructional materials.

Non-negotiable

CRITERION 4. FOUNDATIONAL SKILLS:

Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central 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.

INDICATOR	What does the current review say?	Do the materials align with expectations of Act 517?	What is the impact on this review?
Required *Indicator for grades K-5 only	The materials follow a sequence of appropriate foundational skills instruction as indicated by the standards	<input checked="" type="checkbox"/> Does not use three-cueing ▾	Materials meet the requirements of Act 517 and remain a Tier I rating.



<p>3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills</p>	<p>while providing abundant opportunities for all students to acquire proficiency in foundational skills. The unit lessons are systematically designed to gradually increase complexity and rigor of skills being introduced. Students have ample practice in Phonics and Reading, Language and Grammar, Spelling, and Writing foundational skills. For example, in Skills Unit 1 Lesson 1, students begin with learning Awareness of Noises and Left/Right Discrimination, Using Common Prepositions, and Pre-Writing Skills of Writing on a Vertical Surface. By Lesson 10, students are learning Awareness of Words and Tracking. In Skills Unit 2, students are learning letters while building other core foundational skills from Unit 1. By Unit 3, students are blending and learning sounds while using learned letters to spell and write. In Skills Unit 5, students are introduced to rhyming words using "Minimal Pairs" where students began applying their understanding of foundational skills to decode decodable readers.</p>	<p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	
<p>Required *Indicator for grades K-5 only</p> <p>3b) In grades K-2, materials include engaging, content-rich, and phonetically</p>	<p>Materials include engaging, content-rich, and phonetically controlled texts that allow for systematic, explicit, and frequent practice of foundational skills. These are primarily relegated to big books initially as the students are not</p>	<p>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier I rating.</p>



<p>controlled student texts that allow for systematic, explicit, 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>developmentally able to read from the start. However, by Unit 4, students have the opportunity to read from decodable readers that practice skills learned in the Skills Unit Lessons. The decodable readers include skills learned while also expanding knowledge through illustrations.</p>		
<p>Required *Indicator for grades K-5 only</p> <p>3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>Materials encourage students to self monitor and to use context to confirm or self-correct word recognition. In the teacher guide, there are references and support for self-monitoring and using context. However, a more conscious effort to have students intentionally self-monitoring, self-correcting, and using context through instruction of and use of those skills should be more apparent across the entire curriculum. The students most likely use these skills authentically during independent reading times as well.</p>	<p>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier I rating.</p>
<p>Required *Indicator for grades K-5 only</p> <p>3e) Opportunities are frequently built into the materials that allow for students to achieve reading</p>	<p>Materials allow for frequent, built-in opportunities for students to achieve reading fluency in oral and silent reading with various text types that are appropriate for the grade level. Students have opportunities to read orally and silently using decodable books while also</p>	<p>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier I rating.</p>



<p>fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	<p>listening to read aloud texts. The students also engage in partner reading throughout the grade level, allowing for multiple reads throughout and the ability to monitor and provide feedback on accuracy, rate, and expression. In Skills Unit 4 and 5, students read the same decodable text for multiple lessons to give them multiple opportunities to practice and achieve fluency.</p>		
<p>Required *Indicator for grades K-2 only</p> <p>3g) Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	<p>Materials provide opportunities for teachers to assess student mastery of foundational skills. Each unit consists of a student performance assessment to assess student mastery of the skills taught during that unit. These formative assessments are ongoing and are completed during intervals as evident in each unit. For example, in Skills Unit 1 Lesson 10, students take an assessment that reviews Awareness of Words and Phrases and Tracking. In Skills Unit 4 Lesson 11, materials assess student mastery orally representing the sounds of letters "m, n, p, t, d, f, v, c, g, s, z, h, i, a, and o." Students also write the letters they've learned thus far and decode</p>	<ul style="list-style-type: none"> ✓ Does not use three-cueing ▾ ✓ Does not use visual memory ▾ ✓ Does not use MSV ▾ 	<p>Materials meet the requirements of Act 517 and remain a Tier I rating.</p>



	consonant vowel consonant words. In the majority of latter units an increase in reading assessments occurs.		
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Title: **Core Knowledge Language Arts (CKLA) 2nd Edition**

Grade: **3-5**

Publisher: **Amplify Education**

Copyright: **2017**

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

This [English Language Arts](#) review has been examined for the following changes in alignment resulting from [Act 517](#):

- Instructional materials and embedded assessments do not require or encourage the three-cueing system model of reading (students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues) in reading instruction;
- Instructional materials and embedded assessments do not require or encourage visual memory as the primary basis for word recognition; and/or
- Instructional materials and embedded assessments do not require or encourage MSV (Meaning, Structure and Visual) cues in reading instruction.

This review **remains a Tier 1 rating.** ▾ As a result of these changes, the following chart identifies the potential impact of Act 517 on specific elements of the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when selecting and using instructional materials.

Non-negotiable

CRITERION 4. FOUNDATIONAL SKILLS:

Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central 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.

INDICATOR	What does the current review say?	Do the materials align with expectations of Act 517?	What is the impact on this review?
Required *Indicator for grades K-5 only		<input checked="" type="checkbox"/> Does not use three-cueing ▾	Materials meet the requirements of Act 517 and remain a Tier I rating.



<p>3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills</p>		<p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	
<p>Required *Indicator for grades K-5 only</p> <p>3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, 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>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier I rating.</p>
<p>Required *Indicator for grades K-5 only</p> <p>3d) Materials encourage students to self-monitor and</p>		<p>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier I rating.</p>



<p>to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>		<p>✓ Does not use MSV ▾</p>	
<p>Required *Indicator for grades K-5 only</p> <p>3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>		<p>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier I rating.</p>
<p>Required *Indicator for grades K-2 only</p>	<p>N/A</p>	<p>Not applicable to grade level ▾</p>	<p>N/A</p>



<p>3g) Materials provide opportunities for teachers to assess students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>			
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The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.¹ In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts² independently. Thus, a strong ELA classroom is structured with the below components.



Title: Core Knowledge Language Arts 2nd Edition

Grade: K-5

Publisher: Amplify Education, Inc.

Copyright: 2017

Overall Rating: Tier I, Exemplifies quality

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

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

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

Tier 1 ratings received a “Yes” for all Criteria 1-8.

Tier 2 ratings received a “Yes” for all non-negotiable criteria, but at least one “No” for the remaining criteria.

Tier 3 ratings received a “No” for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

[Grade K \(Tier 1\)](#) [Grade 1 \(Tier 1\)](#) [Grade 2 \(Tier 1\)](#) [Grade 3 \(Tier 1\)](#) [Grade 4 \(Tier 1\)](#) [Grade 5 \(Tier 1\)](#)

¹ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

² A range of texts are texts written at different reading levels.

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.³ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts⁴ independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Core Knowledge Language Arts 2nd Edition**

Grade: **K**

Publisher: **Amplify Education, Inc.**

Copyright: **2017**

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

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

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

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. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, 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.

³ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

⁴ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,⁵ as well as reader and task considerations. 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>	Yes	<p>Materials provide texts that are appropriately complex for Kindergarten. The Lexile range for the grade level is 330L to 450L for student readers and 760L to 990L for read aloud texts. Qualitatively, these materials meet the criteria for the grade level and explore many complex concepts. Texts include "Rain, Rain Go Away" (Knowledge Unit 1), "Goldilocks and the Three Bears" (Knowledge Unit 3), "The Little Red Hen" (Knowledge Unit 5), "Old King Cole" (Knowledge Unit 7), "Ferdinand and Isabella" (Knowledge Unit 9), and "Reduce, Reuse, Recycle" (Knowledge Unit 11). Each unit also contains flip books that are visual images and posters of vocabulary to support each lesson and the core text.</p>
	<p>REQUIRED</p> <p>1b) At least 90% of texts are authentic⁶ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>At least 90% of texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. A majority of texts are authentic, even though some were created by the publisher to create the lesson and unit themes.</p>
	<p>REQUIRED</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas</p>	Yes	<p>Materials provide a coherent sequence or collection of connected texts with each Knowledge section having a different</p>

⁵ 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>. More information may be found in the Louisiana Believes Documents: "[Guide for Determining Text Complexity](#)" and "[Creating Text Sets for Whole-Class Instruction](#)"

⁶ Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>		<p>theme/topic. For example, in Knowledge 2, the texts focus on The Five Senses. In Lesson 1, students describe the senses as all working together to help us understand the world around us (Speaking and Listening), identify the five senses and associated body parts while describing how the five senses help people (Reading), demonstrate understanding of the Tier 2 word "harm" (Language), and create drawings that demonstrate knowledge of the five senses and associated parts of the body (Writing). At the end of the Knowledge 2 unit, students have the opportunity to have knowledge assessed through Domain Assessments that assess various parts of the learning such as vocabulary, comprehension, and concept based-assessment. There are also review activities and a formative assessment that encompasses the Reading, Language, Writing, and Speaking and Listening component of each lesson. Texts in the unit include "The Sense of Sight," "The Sense of Smell," "The Sense of Taste," "The Sense of Touch," and "The Sense of Hearing." There are also "Pausing Point" texts that further enhance lessons including "Ray Charles" and "Helen Keller."</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>1d) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	Texts increase in complexity as materials progress throughout the grade level and increase in complexity across the grade bands.
<p>2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Yes	The materials reflect the distribution of text types and genres required by the standards. There is a relatively equal distribution of text types within this series for Kindergarten, but there is a larger distribution of informational texts addressing science and social studies topics. The program balances that by using fictional characters to present the information and/or literary texts to demonstrate the information being presented. For example, in Domain 6 students hear the story about the Lakota Sioux and a young boy named Little Bear. The content is informational, but the storyline is fictional.
	<p>REQUIRED 2b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	Materials include texts of different formats. For example, in Knowledge Unit 1 (Nursery Rhymes and Fables) students listen to a read-aloud of the texts while viewing flip book images (flip book images and image cards are used throughout the grade level). Also in Knowledge Unit 1, the students have the opportunity to use guided listening support, and teachers are encouraged to use audio versions of the popular nursery rhymes within the lessons. This is also evidenced in Knowledge Unit 5. In

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Knowledge Unit 11, students are exposed to charts that show students about recycling and recycling symbols in Lesson 4.
	<p>2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Yes	<p>Materials include many informational texts with an informational text structure rather than a narrative structure. For example, in Knowledge Unit 5, the materials are introduced with a paragraph where Old MacDonald introduces each story which makes it appear to be narrative non-fiction. However, the texts, the rest of the way, have an informational text structure. The remainder of informational texts in the grade level are appropriate informational text structures for Kindergarten, utilizing captions, bolded vocabulary, charts, maps, and images. Texts representing an informational text structure include "All Kinds of Crops" (Knowledge Unit 5), "The Royal Family" (Knowledge Unit 7), "Colonies in Native American Lands"(Knowledge Unit 9), and "Reduce, Reuse, Recycle!" (Knowledge Unit 11).</p>
	<p>2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	Yes	<p>Students engage in independent reading by reading decodables, for example, while the teacher is working with a small group. Additionally, the program incorporates "a flexible amount of additional independent reading time" (e.g., 20 minutes a few times a week.). Much in-class independent reading at this level engages students to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			independently read short passages. There are also some independent reading activities that are assigned as a take-home.
Section II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>3. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED *Indicator for grades K-2 only</p> <p>3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	Yes	<p>The materials follow a sequence of appropriate foundational skills instruction as indicated by the standards while providing abundant opportunities for all students to acquire proficiency in foundational skills. The unit lessons are systematically designed to gradually increase complexity and rigor of skills being introduced. Students have ample practice in Phonics and Reading, Language and Grammar, Spelling, and Writing foundational skills. For example, in Skills Unit 1 Lesson 1, students begin with learning Awareness of Noises and Left/Right Discrimination, Using Common Prepositions, and Pre-Writing Skills of Writing on a Vertical Surface. By Lesson 10, students are learning Awareness of Words and Tracking. In Skills Unit 2, students are learning letters while building other core foundational skills from Unit 1. By Unit 3, students are blending and learning sounds while using learned letters to spell and write. In Skills Unit 5, students are introduced to rhyming words using "Minimal Pairs" where students began applying their understanding of foundational skills to decode decodable readers.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED 3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, 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>	Yes	<p>Materials include engaging, content-rich, and phonetically controlled texts that allow for systematic, explicit, and frequent practice of foundational skills. These are primarily relegated to big books initially as the students are not developmentally able to read from the start. However, by Unit 4, students have the opportunity to read from decodable readers that practice skills learned in the Skills Unit Lessons. The decodable readers include skills learned while also expanding knowledge through illustrations.</p>
	<p>REQUIRED 3c) 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, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></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>	Yes	<p>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. The students receive practice in learning and utilizing high frequency words consistently, including explicit instruction in "tricky words" that do not follow the rules of standard English such as the word "blue" in Unit 5 Lesson 5. In Skills Unit 3, the focus is on seven tricky words from the Fry and Dolch words lists including "one," "two," "three," "am," "at," "did," and "it." Materials refer to "Tricky Words" as words that do not play by the rules. The teacher models how to pronounce the words and draws attention to the irregular parts of the words that don't sound the way they are spelled. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students also have an extensive amount of practice in sound-symbol knowledge as letters are introduced beginning in Unit 3 Lesson 1 with the sound /m/ spelled "m." Syllabication is also utilized in multiple lessons, beginning with one syllable short vowel sounds in the beginning and ending with both one syllable short and long sounds, including incorporating in writing.</p>
	<p>REQUIRED 3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>Yes</p>	<p>Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition. In the teacher guide, there are references and support for self-monitoring and using context. However, a more conscious effort to have students intentionally self-monitoring, self-correcting, and using context through instruction of and use of those skills should be more apparent across the entire curriculum. The students most likely use these skills authentically during independent reading times as well.</p>
	<p>REQUIRED 3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	<p>Yes</p>	<p>Materials allow for frequent, built-in opportunities for students to achieve reading fluency in oral and silent reading with various text types that are appropriate for the grade level. Students have opportunities to read orally and silently using decodable books while also listening to read aloud texts. The students also engage in partner reading throughout the grade level, allowing for multiple reads throughout and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the ability to monitor and provide feedback on accuracy, rate, and expression. In Skills Unit 4 and 5, students read the same decodable text for multiple lessons to give them multiple opportunities to practice and achieve fluency.
	<p>REQUIRED</p> <p>3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	Yes	The materials guide students to read grade-level text to make connections between acquisition of foundation skills and making meaning from reading. The big books and decodable readers within the lessons include questions to assess comprehension skills as students practice foundational skills. For example, in Unit 3 Lesson 2, the students read "The Three Little Pigs" and are asked literal, inferential, and evaluative questions such as "Who are the characters in this story?" "Which houses could the wolf blow down? Why?" and "Which one of the three pigs do you think is the smartest? Why?"
	<p>3g) *Indicator for grades K-2 only</p> <p>Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	Yes	Materials provide opportunities for teachers to assess student mastery of foundational skills. Each unit consists of a student performance assessment to assess student mastery of the skills taught during that unit. These formative assessments are ongoing and are completed during intervals as evident in each unit. For example, in Skills Unit 1 Lesson 10, students take an assessment that reviews Awareness of Words and Phrases and Tracking. In Skills

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Unit 4 Lesson 11, materials assess student mastery orally representing the sounds of letters "m, n, p, t, d, f, v, c, g, s, z, h, i, a, and o." Students also write the letters they've learned thus far and decode consonant vowel consonant words. In the majority of latter units an increase in reading assessments occurs.</p>
	<p>3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	<p>Yes</p>	<p>Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention, and practice for those students who need it. The materials include opportunities for intervention for emerging and struggling learners. There is also an array of materials that utilize the different modalities of learning.</p>
<p>Section III. Questions and Tasks</p>			
<p>Tier 1 and 2 Non-Negotiable 4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary,</p>	<p>REQUIRED 4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the texts and their illustrations, making connections among the texts in the collection, and expressing understanding of the topics. The texts are connected through topic or themes. Knowledge is gradually built through each lesson in relation to the theme/topic. At the beginning of each lesson, students and teacher review core knowledge learned in the prior knowledge to help connect to the day's lesson. Tasks focus</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>students on understanding the text and illustrations, along with questions. For example, in Knowledge Unit 4, the students are learning about plants, specifically as living things in Lesson 1. In Lesson 1, the students use images to engage in understanding living vs. nonliving before the read aloud. During the read aloud students use more images and examine them to determine living qualities. There are questions asked throughout such as "Why do you think that not all plants can grow in all the same places on Earth?" There are also checks for understanding throughout. The students then answer text-dependent and specific questions on the read aloud, such as "What did you learn in this read-aloud that makes you think plants are living things?" and complete work on vocabulary acquired, also text-dependent and specific. Finally, each lesson has an application portion at the end. In Lesson 1, the activity works on multiple meaning words that extends student knowledge of plants as living things. In the next lesson, students begin by discussing living and nonliving things, keying on plants as living things to gauge prior learned knowledge. Each lesson continues to build knowledge into different areas of plants. At the end of the unit, students have culminating activities for remediation and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			enrichment based on the domain assessments that encompass learned knowledge over the course of the unit.
	<p>REQUIRED 4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	Yes	Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through grade-level texts.
	<p>REQUIRED 4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	Yes	Questions and tasks support students in examining language. Knowledge Unit 5 includes an understanding of tier 2 words. For example, in Unit 5 teacher teaches the students meaning of words "farm" and "shelter." The materials also include Language Studio units that support students with examining word relationships and sentence constructing. For example, Language Studio Volume 2, Lesson 7 includes an analysis of the words "ate" and "eat." Students are exposed to the words while reading about Native American Tribes and what they ate long ago. The teacher introduces them to the meaning of verbs and asks students questions such as "What did the Lakota Sioux eat long ago?" Students repeat the sentences to a partner, then later create their own using a past tense verb. In Lesson 8 students continue this study by

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			adding "ed" to verbs to change their meaning.
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	Yes	<p>A majority of questions in the materials are text dependent and text specific. Examples include: "Which parts of your eyes hold your eyeballs and keep them from getting poked?" (Knowledge 2 Lesson 2), "Why do your pupils change in size?" (Knowledge 2 Lesson 2), "Describe how the princess looks when she arrived at the prince's castle." (Knowledge 7 Lesson 6), "In the beginning of the fairy tale, what trouble does the prince have as he travels from one kingdom to another?" (Knowledge 7 Lesson 6), and "Describe the steps taken to recycle glass" (Knowledge 11 Lesson 5). Student ideas are expressed through both written and spoken responses.</p>
	<p>REQUIRED</p> <p>5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (<i>Note: not every standard must be addressed with every text.</i>)</p>	Yes	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards.</p>
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</p> <p>The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college</p>	<p>REQUIRED</p> <p>6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres,</p>	Yes	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. The students are granted appropriate opportunities based on the developmental level and grade. For example, the students are exposed to a read aloud of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>		<p>all texts in the grade level using varying text formats. There are also opportunities to show understanding of texts through various types of checks for understanding. For example, in Knowledge Unit 1 Lesson 1B, students answer comprehension questions (speaking) of literal, "What does the nursery rhyme describe the children as doing?" and "Where does the nursery rhyme say the posies are?" inferential, "What are posies?" and evaluative, "What do "Roses Are Red" and "Ring Around the Rosie" have in common?" types. The students apply understanding of the text at the end of the lesson by drawing a picture to answer comparative question, "How are 'Roses Are Red' and 'Ring Around the Rosie' similar?" This is appropriate for the grade level. In Knowledge Unit 2, Lesson 5 students share whole group what they already know about the sense of taste and the parts of the body we use to taste things. Students then begin listening to a read aloud to understand more about the sense of taste and what we use to taste things. After hearing, students turn and talk with peers to discuss why the sense of taste is important. In Knowledge Unit 7 Lesson 5, students answer comprehension questions (speaking) of literal, "Who are the three characters in this rhyme?" and "What kind of special pie is described in the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>rhyme?" inferential, "Why would someone give a special pie to the king?" and evaluative, "How are the actions of the king and queen different from the actions of the maid?" The students apply understanding of the text at the end of the lesson by continuing to write and revise their narrative stories (based on skills and context of texts in unit). In Knowledge Unit 10, Lesson 7, students listen to a read aloud about home builders such as bricklayers, masons, and carpenters. After the read aloud students answer questions about the text to ensure their comprehension. In Knowledge 11 Lesson 6, students answer comprehension questions (speaking) of literal "What is composting?" inferential, "What are some things that you can compost?" "What are some things that you should not compost?" "What is the difference?" and evaluative, "Describe the process of composting" and "How does composting leftovers help take care of the earth?" The students apply understanding of the text at the end of the lesson by writing their own story about the composting process.</p>
	<p>REQUIRED *Indicator for grades 3-12 only 6b) A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level</p>	<p>N/A</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>language and conventions and drawing on textual evidence to support valid inferences from text.</p> <p>REQUIRED *Indicator for grades K-2 only</p> <p>6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<p>Yes</p>	<p>Materials address grade level foundation standards as required for Kindergarten in the areas of phonics, sentence structures, and spelling. For example, in Skills Unit 1 Lesson 5, the students are just beginning to segment spoken sentences into words by counting fingers and moving cubes for each word spoken. Students also work on prerequisite writing skills by using modeling clay and tracking left to right to practice directionality. They also are focusing on gripping writing utensils. In Skills Unit 4 Lesson 3 students are taught how to identify the letter “s” and its sound. Students also orally segment words with two to three phonemes. In Unit 5 Lesson 2, the students provide corresponding sounds for lowercase letters (a, o, i, e, m, n, t, d, c, g, f, v, s, z, p, b, h), identify spoken words with initial /l/ sounds, and read and copy similarly spelled CVC words with initial /l/ (lick, laugh, lice, less, etc.) and those words that differ by single sound/spelling. In Skills Unit 6 Lesson 11 students practice spelling one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC). In Unit 9 Lesson 7, the students focus on tricky words (what, so) and uppercase letter identification (N, O, P, Q, R). There are also</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED 6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	<p>supplemental grammar lessons provided in the Planning documents.</p> <p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. The writing tasks include a variety of tasks centered around informational and literary texts that require students to use skills such as retell, key details, sequencing, and comparing/contrasting. The grade level is well-balanced in writing modalities between the Skills and knowledge Units. For example, in Knowledge Unit 1 Lesson 11, the students sequence the images illustrating the beginning, middle, and end of the literary text "The Dog and His Reflection" in order to retell the plot of the fable (Narrative). In Knowledge Unit 4, Lesson 3 students practice informative writing by drawing the life cycle of plants. In Knowledge Unit 9 Lesson 9, the students draw and write a thank-you letter to Squanto from the perspective of a pilgrim, demonstrating an understanding of how the Wampanoag tribe helped the pilgrims (Informative/Explanatory). In Knowledge Unit 10 Lesson 1 students will compare and contrast colonial life with present day life. In Knowledge Unit 11 Lesson 4, the students write an opinion piece about a natural resource, create illustrations, and discuss</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>6e) Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p>Yes</p>	<p>ways to conserve.</p> <p>Materials provide models for writing and student exemplars to support writing development in English Language Arts. The curriculum includes rubrics and exemplars located within the Additional Resources: Assessment and Remediation Guides. These rubrics cover narrative, informative/explanatory, and opinion writing. They provide evidence and indicators of basic, proficient, and advanced criteria focused around ideas, organization, and conventions. The publishers site also states that more writing examples are in progress.</p>
	<p>6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p>Yes</p>	<p>Materials address the grammar and language conventions specified by the language standards at each grade level and build on these from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, in all lessons, students are engaged in demonstrating understanding of Tier II and III vocabulary such as “reflection” in Knowledge Unit 1 Lesson 11. In Skills Unit 1 Lesson 5, the students are just beginning to segment spoken sentences into words by counting fingers and moving cubes for each word spoken. In Skills Unit 9 Lesson 8, the students spell single-syllable, short vowel</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			words with double consonant spellings and the digraph “ck.” They also use large card chaining to form words for spelling.
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Yes</p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. There are traditional means of assessment such as End of Unit assessments, informal checks for understanding, writing assessment, and assessment of fluency, grammar, spelling, and language. The curriculum features technology enhanced opportunities through mClass: DIBELS Next (designed to assess critical early literacy skills and link student results to activities from the Skills strand of CKLA) and mCLASS: READING 3D (designed to combine efficient indicators of early literacy and a comprehension measure with a running record to provide a full picture of reading skills in grades K-6). The curriculum also offers pre- and post-assessments such as, for example, in Knowledge Unit 1, where students are given multiple assessments in Reading Comprehension, Word Isolation, Grammar, Morphology, and Fluency. In Knowledge Unit 2 Lesson 2, students read about The Five Senses, write with assistance to describe the fable then the Exit Pass requires students to provide an oral sentence describing the sense of sight. In each lesson, there are tips for assisting different learners in assessing</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>knowledge at the entering/emerging, transitioning/extending, and bridging levels such as in Knowledge Unit 3 Lesson 1. Students also are able to use pictures to respond as skills are not fully developed in reading and writing. There are supports for English Language Learners in the Language Studio.</p>
	<p>REQUIRED 7b) 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>Yes</p>	<p>Aligned rubrics and assessment guidelines are included with sufficient guidance for interpreting student performance. Materials include daily checks for understanding, daily formative assessments, content assessments, mid-unit and unit assessments, and placement and benchmark tests. The curriculum includes a writing rubric for opinion, narrative, and informative/explanatory writing. At this grade level, much assistance is built in to provide access to use of these materials and making assignments appropriate for the grade level, such as drawing instead of writing until skills are acquired. There are also rubrics for presenting and discussion. Portfolios and journals also allow for feedback.</p>
	<p>REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Yes</p>	<p>Materials include varied modes of assessment, including a range of formative and summative assessments. The assessments include assessments in Reading Comprehension, Fluency, Word Isolation,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Grammar, and Language. Students have the opportunity to be assessed formatively using checks for understanding (drawn and spoken), activity books with assignments, unit (domain) assessments, and culminating activities. In Knowledge Unit 12 Lesson 7 there is a formative assessment requiring students to use a sequencing activity to describe events in Teddy Roosevelt’s life. The summative assessment is titled the Domain Assessment at the completion of each unit. In Knowledge Unit 4 Lesson 7 there is an Exit Pass that requires students draw four different events from the story Johnny Appleseed in order. Unit 10 Domain Assessment assesses vocabulary including country, trade, tradesmen, iron, customers, and garments. Students then draw a line matching the tradesperson or towns person from long ago to the worker who does a similar job today to show their understanding of the two.</p>
	<p>7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. Pre-assessments and post-assessments have components such as fluency, word isolation, and morphology that can be administered one on one and other assessments such as reading comprehension, grammar, and writing than can be assessed using appropriate</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>accommodations and modifications. Suggestions for learners being assessed formatively during lessons are provided for entering/emerging, transitioning/extending, and bridging levels. The post assessments function much like the pre-assessments. The students also have various types of assessments through the year such as projects, diagrams, charting and exit tickets. For example, in Knowledge Unit 4 Lesson 4 there is support for emergent, transitioning, and bridging readers. Emergent readers are provided with a sentence stem, transitioning readers are provided with expanded sentence stems, and bridging readers are allowed to provide open responses with little support. In Knowledge Unit 6 Lesson 8 support is provided to students struggling to answer comprehension questions. The teacher is instructed to reread pertinent lines that correspond to each question.</p>
Section IV. Scaffolding and Support			
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p>	<p>REQUIRED 8a) 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.</p>	<p>Yes</p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused on understanding the text. The units include an introduction section that gives a list of instructional materials, recommended resources, explanation for why the texts are important, core vocabulary for stories, and writing activities. This is separate from the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>pre-reading activities in each lesson which focus on supporting understanding without giving away understanding of texts. For example, in Knowledge Unit 3 Lesson 1, prior to reading “Chicken Little” the teacher does a Domain Introduction where they pass around the books for the domain and students discuss observations of author, title, and illustrator. Students discuss their favorite stories and characters as a motivation. Then, they develop Core Connections by defining and describing words that are commonly used when talking about stories, explaining that stories are often created from people’s imaginations, referred to as fiction. Students are also introduced (just with a statement) to character, setting, and plot without isolating the skill. The expectation is for students to use the text to make meaning of the elements through understanding of the text. In Knowledge Unit 4 Lesson 8 students will learn about deciduous trees. The materials ask students to look at a picture of a forest and answer questions about the time of year, the living things pictured, and the difference between the trees. The teacher defines the word deciduous and has students point out trees that are deciduous or evergreen. In Knowledge Unit 10 Lesson 4 the teacher reviews the previous read-aloud</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and introduces the text by saying they will learn about tradespeople who help make clothes. Students complete a KWL chart as they discuss what they've learned about clothes in the past and today. In Knowledge Unit 12 Lesson 3 students are reminded what they've learned in the previous read aloud.
	<p>REQUIRED 8b) 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 skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Materials have the goal of students gaining full comprehension of complex text. Skills are not taught in isolation and have a sharp focus of using the core text to gain understanding of the text while integrating core skills that are supported by quality text. For example, in Knowledge Unit 5 Lesson 5 students will be able to identify the main idea and details of the text. Students are able to identify the main idea through instructional strategies that support their comprehension of the text. In Knowledge Unit 10 Lesson 1 students are expected to learn the different chores done during colonial times. Students use a timeline to help conceptualize the time periods discussed in the text.
	<p>REQUIRED 8c) 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>	Yes	Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the information in the text. Teachers read back specific parts of the text to support students in answering questions and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			to guide them back to specific parts of the text. Students utilize images and illustrations to discuss and write (learn to write).
	<p>REQUIRED 8d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	The materials are easy to use and well-organized. The reading selections are centrally located within the materials. The materials, both digital and non-digital, are well-organized into Units (Skill and Knowledge) and Lessons. The Planning Documents allow for ease of navigation and resources to assist in planning and with resources for lessons. The Quests, ELL, and Resources are easy to manipulate and at the top of the digital site. The Teacher’s Guide is very easy to use with ample guidance.
	<p>8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	Yes	Appropriate suggestions and materials are provided for supporting varying student needs. In the majority of lessons, there are scaffolded levels for questions and activities at levels such as emerging/entering, transitioning/expanding, and bridging. The lessons also provide support suggestions for activities and key learning areas as well as ideas for “Universal Access” to all learning. There are also digital formats of some items, such as the Quest, extra Resources in the “Resources” tab, and guides/documents for English Language Learners.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The content can be reasonably completed within a regular school year.
FINAL EVALUATION			
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8.			
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, 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. Quality of Texts (Non-Negotiable)	Yes	The materials are of sufficient scope and sequence to provide text-centered and integrated learning that is scaffolded to advance students toward independent reading of grade level texts and to build content knowledge. The texts increase in complexity across the grade bands.
	2. Range and Volume of Texts	Yes	The materials reflect the distribution of text types and genres required by the standards. There is a relatively equal distribution of text types within this series for Kindergarten, but there is a larger distribution of informational texts addressing science and social studies topics.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	Yes	The materials provide instruction and diagnostic support in appropriate foundational skill areas for the grade level that lends to developing proficient readers with the capacity to comprehend texts across a range of types and disciplines.
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	Yes	The materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			understand, and express understanding of complex texts.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	The materials provide a majority of text dependent and text-specific questions and tasks that reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade-specific standards.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	The majority of tasks are text dependent or text specific, reflecting the writing standards named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.
	7. Assessments	Yes	The 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 in appropriately complex texts.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	The 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.
FINAL DECISION FOR THIS MATERIAL: Tier I, Exemplifies quality			

*As applicable

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.⁷ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts⁸ independently. Thus, a strong ELA classroom is structured with the below components.



Title: Core Knowledge Language Arts 2nd Edition

Grade: 1

Publisher: Amplify Education, Inc.

Copyright: 2017

Overall Rating: Tier I, Exemplifies quality

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

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

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. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, 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.

⁷ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

⁸ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,⁹ as well as reader and task considerations. 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>	Yes	<p>Materials provide texts that are appropriately complex for Grade 1. The Lexile range for the grade level is 400L to 630L for student readers and 770L to 1020L for read aloud texts. Qualitatively, these materials meet the criteria for the grade level and explore many complex concepts. Texts include "The Body's Framework" (Knowledge Unit 2), "The Hanging Gardens of Babylon" (Knowledge Unit 4), "Stargazing and Constellations" (Knowledge Unit 6), "Animals of the Arctic Habitat" (Knowledge Unit 8), and "A Young Nation is Born" (Knowledge Unit 10). Each unit also contains flip books that are visual images and posters of vocabulary to support each lesson and the core text.</p>
	<p>REQUIRED</p> <p>1b) At least 90% of texts are authentic¹⁰ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>At least 90% of texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. A majority of texts are authentic, even though some were created by the publisher to create the lesson and unit themes.</p>
	<p>REQUIRED</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas</p>	Yes	<p>Materials provide a coherent sequence or collection of connected texts with each Knowledge section having a different</p>

⁹ 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>. More information may be found in the Louisiana Believes Documents: "[Guide for Determining Text Complexity](#)" and "[Creating Text Sets for Whole-Class Instruction](#)"

¹⁰ Authentic texts are previously published rather than "commissioned."

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	<p>through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>		<p>theme/topic. For example, in Knowledge 4, the texts focus on Early Civilizations. In Lesson 3, students review features of the ancient Mesopotamian civilization (Speaking and Listening), explain the religious beliefs and practices of people in Mesopotamia (Reading), demonstrate understanding of the Tier 2 word "religion" (Language) and identify the religion of people in Mesopotamia, and in collaboration with peers, write about it and illustrate it. At the end of the Knowledge 4 unit, students have opportunity to have knowledge in each component assessed through Domain Assessments that assess various parts of the learning such as vocabulary, comprehension, and concept based-assessment. There are also review activities and a formative assessment that encompasses the Reading, Language, Writing, and Speaking and Listening component of each lesson. Texts in the unit include "A Father and His Son in Mesopotamia" "Writing in Mesopotamia" "The Religion of Babylon" "The Hanging Gardens of Babylon" "People of the Nile" "Writing in Ancient Egypt" "Amon-Ra and the Gods of Ancient Egypt" "Approaching the Great Pyramid" "The Sphinx" "The Story of Hatshepsut" "Tutankhamun, The Golden Pharaoh" "Three World Religions" "Judaism" "Christianity" and "Islam."</p>

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	<p>1d) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	Texts increase in complexity as materials progress throughout the grade level and increase in complexity across the grade bands.
<p>2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Yes	The materials reviewed for Grade 1 meet the expectations for texts that reflect the distribution of text types and genres required by the standards. There are a variety of text types and genres in the curriculum for Grade 1 including fables, fairytales, informational texts, poems, and rhymes, but the distribution between literature and informational texts is weighted more toward informational texts. These texts focus on either a science topic or a social studies topic; however, in many cases a fictional character is used to present the information, or a literary nonfiction story is used to present the content.
	<p>REQUIRED 2b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	Materials include texts of different formats such as flip books, image cards, and various digital resources. For example, in Knowledge Unit 1 Lesson 4 (Fables and Stories), students listen to a read-aloud of the text "The Dog in the Manger" while viewing flip book images (flip book images and image cards are used throughout the grade level). In Knowledge Unit 4, digital resources include World Religion images and an Egypt Game. In Knowledge 5 Lesson 1, students are exposed

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			to world maps and charts to locate previously learned geographic areas in relation to Mayan culture and the text they are reading. In Knowledge Unit 9, the pausing point lesson includes opportunities for students to view domain-related trade books that tie back to texts being read in the unit (in digital resources).
	<p>2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Yes	Materials include many informational texts with an informational text structure rather than a narrative structure. The majority of informational texts in the grade level are appropriate informational text structures for Grade 1, utilizing captions, bolded vocabulary, charts, maps, and images. Texts representing an informational text structure include "The Aztec: The Floating Gardens of Xochimilco" (Knowledge Unit 5), "Dinosaurs"(Knowledge Unit 7), "Daniel Boone and the Opening of the West"(Knowledge Unit 11), and "Discovery and Danger on the Prairie"(Knowledge Unit 11).
	<p>2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	Yes	Students engage in a volume of independent reading both in and outside of class. In-class independent reading encourages students to read short passages or stories. In addition, the program builds in a flexible amount of additional independent reading time (e.g., 20 minutes a day or multiple times a week).

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Section II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>3. FOUNDATIONAL SKILLS:</p> <p>Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED *Indicator for grades K-2 only</p> <p>3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	Yes	<p>The materials follow a sequence of appropriate foundational skills instruction as indicated by the standards while providing abundant opportunities for all students to acquire proficiency in foundational skills. The unit lessons are systematically designed to gradually increase complexity and rigor of skills being introduced. Students have ample practice in Phonics and Reading, Language and Grammar, Spelling, and Writing foundational skills. For example, in Skills Unit 1 Lesson 1, students begin with the sounds /p/, /k/, /g/, /n/, /a/ spelled ‘p’—‘P’, ‘c’—‘C’, ‘g’—‘G’, ‘n’—‘N’, ‘a’—‘A’ Chaining: One-Syllable Short Vowel Words and Handwriting ‘a’ ‘A’ ‘p’ ‘P’ ‘n’ ‘N’ ‘c’ ‘C’ ‘g’ ‘G’: Letters and Words. Students continue to work on sounds while also including grammar skills, primarily work with nouns. In Skills Unit 2, students are continuing letter sounds and patterns, examining vowel digraphs and working with more reading comprehension. The students have many lessons to learn and master these skills while acquiring new skills gradually. Skills build through every unit.</p>
	<p>REQUIRED</p> <p>3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p>	Yes	<p>Materials include engaging, content-rich, and phonetically controlled texts that allow for systematic, explicit, and frequent practice of foundational skills. Skills Units</p>

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	<p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>		<p>include Big Books, which are an exact replica of Student Readers and demonstration stories. Readers are made up of decodable words that have been previously learned. The decodable readers include skills learned while also expanding knowledge through illustrations. In Skills Unit 2 Lesson 12, the big book is titled "Sweet Shop" with simple sentences corresponding to an illustration.</p>
	<p>REQUIRED 3c) 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, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></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>Yes</p>	<p>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. The students receive practice in learning and utilizing high frequency words consistently, including explicit instruction in "tricky words" that do not follow the rules of standard English such as the word "their" in Skills Unit 2 Lesson 1. The students also have an extensive amount of practice in sound-symbol knowledge as letter sounds are introduced gradually. Syllabication is also utilized in multiple lessons and grows in complexity from unit to unit, starting with one syllable long vowel words in Skills Unit 1 to two-syllable words in Skills Unit 7.</p>
	<p>REQUIRED 3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>Yes</p>	<p>Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition. In the teacher guide, there are references and support for self-monitoring and using context. However,</p>

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			<p>a more conscious effort to have students intentionally self-monitoring, self-correcting, and using context through instruction of and use of those skills should be more apparent across the entire curriculum. The students most likely use these skills authentically during independent reading times as well.</p>
	<p>REQUIRED 3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	<p>Yes</p>	<p>Materials allow for frequent, built-in opportunities for students to achieve reading fluency in oral and silent reading with various text types that are appropriate for the grade level. Students have opportunities to read orally and silently using decodable books while also listening to read aloud texts. The students also engage in partner reading throughout the grade level, allowing for multiple reads throughout and the ability to monitor and provide feedback on accuracy, rate, and expression.</p>
	<p>REQUIRED 3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p>Yes</p>	<p>The materials guide students to read grade-level text to make connections between acquisition of foundation skills and making meaning from reading. The big books and decodable readers within the lessons include questions to assess comprehension skills as students practice foundational skills. For example, in Unit 5 Lesson 22, students read “Big Scoop” and answer literal and inferential questions. Students are asked: “What was the big scoop? What does the word muttered mean? How do you know?”</p>

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			<p>What did Kate decide to name the T. rex?" In Skills Unit 6 Lesson 7, students read "The Picnic by the River" and answer literal, inferential, and evaluative questions about key details.</p>
	<p>3g) *Indicator for grades K-2 only Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	<p>Yes</p>	<p>Materials provide opportunities for teachers to assess student mastery of foundational skills. Each unit consists of a student performance assessment to assess student mastery of the skills taught during that unit. These formative assessments are ongoing and are completed during intervals, usually at the end of a unit. Assessments are in spelling, fluency, words in isolation and reading comprehension. Assessments become more comprehension based at this grade level. For example, Unit 2 Lesson 19 assesses students on identifying a noun in word phrases. Students also reread previously read decodable reader titled "Gran" with accuracy, rate, and expression.</p>
	<p>3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	<p>Yes</p>	<p>Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention, and practice for those students who need it. The materials include opportunities for intervention for emerging and struggling learners. There is also an array of materials that utilize the different modalities of learning.</p>

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Section III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable 4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the texts and their illustrations, making connections among the texts in the collection, and expressing understanding of the topics. The texts are connected through topic or themes. Knowledge is gradually built through each lesson in relation to the theme/topic. At the beginning of each lesson, students and teacher review core knowledge learned in the prior knowledge to help connect to the day's lesson. Tasks focus students on understanding the text and illustrations, along with questions. For example, in Knowledge Unit 5, the students are learning about early American civilizations, specifically the Mayans, Aztecs, and Incas. In Lesson 1, the students identify how the ancient Mayans lived and the importance of farming to the Mayans. Before the read aloud, students view a map and an image and begin filling out a graphic organizer mapping where the Mayans lived and what they farmed, leaders, and religion. During the read aloud students use more images and examine them to build knowledge and answer such as "What crop was very important to the Mayans?" There are also checks for understanding</p>

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			<p>throughout. The students then answer text-dependent and specific questions on the read aloud, such as "Why was Pik worried about his family's maize, or corn?" and complete work on vocabulary acquired, also text-dependent and specific. Finally, each lesson has an application portion at the end with various options to show mastery of the objective which, in this case, is to determine the importance of farming for the Mayans. In the next lesson, students begin by reviewing what they learned in the prior lesson and text before building on that knowledge in Lesson 2. Each lesson continues to build knowledge into different early American civilizations. At the end of the unit, students have culminating activities for remediation and enrichment based on the domain assessments that encompass learned knowledge over the course of the unit.</p>
	<p>REQUIRED 4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p>Yes</p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through grade-level texts.</p>

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	<p>REQUIRED</p> <p>4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	Yes	<p>Questions and tasks support students in examining language. Knowledge Unit 5 includes an understanding of tier 2 words. For example, Core Vocabulary for Early American Civilizations includes teaching the meaning of "harvest," "awe," "possessions," "thrilled," "stationary," and "forbidden." The materials also include Language Studio units that support students with examining word relationships and sentence constructing. For example, in Lesson 3 on Marvelous Moving Muscles, students learn the names of muscles through an interactive read aloud and chant, then use adjectives to expand noun phrases containing the words.</p>
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	Yes	<p>A majority of questions in the materials are text dependent and text specific. Examples include: "How does Cortes describe the markets in Tenochtitlan?" (Knowledge 5 Lesson 8), "How do the aqueducts supply the people in Tenochtitlan with water?" (Knowledge 5 Lesson 8), "What are some plants that live in freshwater habitats?" (Knowledge 8 Lesson 7), "How are dragonflies adapted to live in freshwater habitats?" (Knowledge 8 Lesson 7), and "Why is Roanoke called the 'lost colony'?" (Knowledge 10 Lesson 1) Student ideas are expressed through both written and spoken responses.</p>
	REQUIRED	Yes	Questions and tasks include the language of

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	<p>5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>		<p>the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards.</p>
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	<p>Yes</p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. The students are granted appropriate opportunities based on the developmental level and grade. For example, the students are exposed to a read aloud of core texts in the grade level using varying text formats. There are also opportunities to show understanding of texts through various types of checks for understanding. For example, in Knowledge Unit 1 Lesson 29, students answer comprehension questions (speaking) of literal (“Where are Nat, Beth, and their moms in this story?” and “What does Dot say to Nat? Use her exact words. ”), inferential (“How does Dot feel? How do you know?”), and evaluative (“Why might the bus have a top deck?”) type. The students apply understanding of the text at the end of the lesson by sequencing cards in order of the events that occurred in the text. This is appropriate for the grade level. In Unit 2 Lesson 3 students listen to how the muscular system works with skeletal system. Students answer the following questions orally: “What</p>

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			<p>do the muscles that make up your muscular system help your body do?" and "How do the muscles in your face help you communicate with others?" Students add learned information to their KWL chart. In Knowledge Unit 3 Lesson 5, students answer comprehension questions (speaking) of literal ("Who gives the magic seed to the woman in the beginning of the story?" and "This story has many settings because it takes place in different places. What are some of the settings in this story?"), inferential ("How does the swallow help Thumbelina escape the mole at the end of the story?"), and evaluative ("Folktales sometimes teach lessons just like fables do. Is there a lesson, or something we can learn and use in our own lives, in this folktale?"). The students apply understanding of the text at the end of the lesson by having students complete a Venn Diagram comparing and contrasting across two texts (Thumbelina and Tom Thumb) using words, phrases, and pictures. In Knowledge 5 Lesson 7, students answer comprehension questions (speaking) of literal ("Who was the emperor of the Aztec in the story?"), inferential ("Why does Moctezuma want to send the strangers gifts?"), and evaluative ("Do you think the strangers will leave once they receive the gifts from Moctezuma? Why or why not?").</p>

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			The students apply understanding of the text at the end of the lesson by illustrating key information about the Aztec and identifying important aspects of Aztec cities and leaders.
	<p>REQUIRED *Indicator for grades 3-12 only</p> <p>6b) A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	N/A	
	<p>REQUIRED *Indicator for grades K-2 only</p> <p>6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Yes	Materials address grade level foundation standards as required for Grade 1 in the areas of phonics and reading, grammar, writing, and spelling. For example, in Skills Unit 1 Lesson 3, the students learn to orally blend and segment single-syllable words with up to three phonemes such as “at” “bee” and “sip.” Students work on prerequisite writing skills by writing upper- and lowercase letters for the letters Aa, Cc, Gg, Nn, and Pp. Students also decode CVC words using /a/ such as “nap” “gap” and “pan.” In Unit 2 Lesson 6 students practice the long vowel /ie/ sound by repeating the sound and reciting words with the /ie/ sound such as "ice," "item," "idea," and "island." In Unit 4 Lesson 4 students practice saying and spelling /ar/ words. In Unit 5 Lesson 2, the students segment two-syllable words with

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			up to six phonemes such as “mailman” “weekday” and “pancake.” They learn the tricky word “how.” The students also read and write plural nouns by adding ‘s’>/z/ and ‘es’>/e/ /z/ to the end of singular nouns such as “marker” “dress” and “fox.” In Unit 7 Lesson 2, the students decode words with /ae/<’ai’ and ‘ay’ such as “pray” “chain” and “drain.”
	<p>REQUIRED</p> <p>6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. The writing tasks include a variety of tasks centered around informational and literary texts that require students to use skills such as retell, key details, sequencing, and comparing/contrasting. For example, in Knowledge Unit 1 Lesson 9, the students use a graphic organizer to retell a folktale in their own words (Narrative). In Knowledge Unit 5 Lesson 2, the students identify and explain important aspects of the religion of the ancient Maya and write a summary (Informative/Explanatory). In Knowledge Unit 6 Lesson 5 students are taught how to write an opinion paragraph about “What is being the best part of the astronaut?”
	<p>6e) Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	Yes	Materials provide models for writing and student exemplars to support writing development in English Language Arts. The curriculum includes rubrics and exemplars

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>located within the Additional Resources: Assessment and Remediation Guides. These rubrics cover narrative, informative/explanatory, and opinion writing. They provide evidence and indicators of basic, proficient, and advanced criteria focused around ideas, organization, and conventions. The publishers site also states that more writing examples are in progress.</p>
	<p>6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p>Yes</p>	<p>Materials address the grammar and language conventions specified by the language standards at each grade level and build on these from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, in all lessons, students are engaged in demonstrating understanding of Tier II vocabulary such as “commotion” in Knowledge Unit 3 Lesson 4. In Skills Unit 7 Lesson 18, the students revise and expand oral sentences using decodable conjunctions (and, but, so, or), punctate sentences, and decode multisyllable words with /ae/ > ‘ai’ and ‘ay.’ In Knowledge Unit 11 Lesson 7, the students demonstrate understanding of Tier II vocabulary such as “honored.”</p>
<p>7. ASSESSMENTS: Materials offer assessment</p>	<p>REQUIRED 7a) Measurement of progress via assessments should include</p>	<p>Yes</p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>gradual release of supporting scaffolds for students to measure their independent abilities.</p>		<p>all students. There are traditional means of assessment such as End of Unit assessments, informal checks for understanding, writing assessment, and assessment of fluency, grammar, spelling, and language. The curriculum features technology enhanced opportunities through mClass: DIBELS Next (designed to assess critical early literacy skills and link student results to activities from the Skills strand of CKLA) and mCLASS: READING 3D (designed to combine efficient indicators of early literacy and a comprehension measure with a running record to provide a full picture of reading skills in grades K-6). The curriculum also offers pre- and post-assessments such as, for example, in Knowledge Unit 1, where students are given multiple assessments in Reading Comprehension, Word Isolation, Grammar, Morphology, and Fluency. In each lesson, there are tips for assisting different learners in assessing knowledge at the entering/emerging, transitioning/extending, and bridging levels such as in Knowledge Unit 5 Lesson 3. Students also are able to use pictures to respond as skills are not fully developed in reading and writing. There are supports for English Language Learners in the Language Studio.</p>
	<p>REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring</p>	<p>Yes</p>	<p>Aligned rubrics and assessment guidelines are included with sufficient guidance for</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.		interpreting student performance. Materials include daily checks for understanding, daily formative assessments, content assessments, mid-unit and unit assessments, and placement and benchmark tests. The curriculum includes a writing rubric for opinion, narrative, and informative/explanatory writing. At this grade level, assistance is built in to provide access to use of these materials and making assignments appropriate for the grade level. There are also rubrics for presenting and discussion. Portfolios and journals also allow for feedback.
	REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	Materials include varied modes of assessment, including a range of formative and summative assessments. The assessments include assessments in Reading Comprehension, Fluency, Word Isolation, Grammar, and Language. Students have the opportunity to be assessed formatively using checks for understanding (drawn, written, and spoken), activity books with assignments, unit (domain) assessments, and culminating activities.
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Materials assess student proficiency using methods that are unbiased and accessible to all students. Pre-assessments and post-assessments have components such as fluency, word isolation, and morphology that can be administered one on one and other

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>assessments such as reading comprehension, grammar, and writing than can be assessed using appropriate accommodations and modifications. Suggestions for learners being assessed formatively during lessons are provided for entering/emerging, transitioning/extending, and bridging levels. The post assessments function much like the pre-assessments. The students also have various types of assessments through the year such as projects, diagrams, charting, and exit tickets. For example, Knowledge Unit 2 Lesson 3 students need to understand the connection between muscular and skeletal system. Students who are Entering/Emerging answer yes or no questions such as "Do tendons join muscles and bones?" Students who are Transitioning/Expanding answer questions using a sentence frame, and students who are Bridging answer in complete sentences using details from the text. In Knowledge Unit 6 Lesson 4 students learn why the sun appears to be moving. They learn how the sun and stars are bigger than they appear; for support the teacher uses images. In Knowledge Unit 8 Lesson 4 students draw first to assist them in dictating a sentence.</p>
Section IV. Scaffolding and Support			
8. SCAFFOLDING AND SUPPORT:	REQUIRED	Yes	Pre-reading activities and suggested

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>8a) 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.</p>		<p>approaches to teacher scaffolding are focused on understanding the text. The units include an introduction section that gives a list of instructional materials, recommended resources, explanation for why the texts are important, core vocabulary for stories, and writing activities. This is separate from the pre-reading activities in each lesson which focus on supporting understanding without giving away understanding of texts. For example, in Unit 1 Lesson 1, prior to reading “The Boy Who Cried Wolf,” the teacher does a Domain Introduction where they pass around the books for the domain and students discuss character, setting, plot, title, and moral. The class also develops context around Aesop and fables. For example, in Knowledge Unit 8, Lesson 4 the teacher reviews how to use a Venn Diagram. Students explain how a desert and arctic habitat are similar. In Knowledge Unit 8, Lesson 5 the teacher asks students what they know about forests, if they’ve seen a forest, and what things are in a forest. Students will have prior knowledge because they’ve learned about deciduous forest in kindergarten. In Unit 4, Lesson 6 students locate Egypt on a World Map and discuss what they have previously learned. The expectation is for students to use the text to make meaning of the elements through</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			understanding of the text.
	<p>REQUIRED 8b) 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 skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	<p>Materials have the goal of students gaining full comprehension of complex text. Skills are not taught in isolation and have a sharp focus of using the core text to gain understanding of the text while integrating core skills that are supported by quality text. The skills taught within the lesson are embedded in meaning making of the text. In Knowledge Unit 8 students learn about various habitats. In Lesson 4 students learn how to identify East African Savannah habitat; to better understand this habitat students use the skill of comparing and contrasting to identify the differences between desert and arctic habitats. In Knowledge Unit 10 Lesson 2 students understand the events leading to the Boston Tea Party and apply their knowledge using the skill of sequencing events.</p>
	<p>REQUIRED 8c) 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>	Yes	<p>Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the information in the text. Teachers read back specific parts of the text to support students in answering questions and to guide them back to specific parts of the text. Students utilize images and illustrations to discuss and write (learn to write).</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED</p> <p>8d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	<p>The materials are easy to use and well-organized. The reading selections are centrally located within the materials. The materials, both digital and non-digital, are well-organized into Units (Skill and Knowledge) and Lessons. The Planning Documents allow for ease of navigation and resources to assist in planning and with resources for lessons. The Quests, ELL, and Resources are easy to manipulate and at the top of the digital site. The Teacher’s Guide is very easy to use with ample guidance.</p>
	<p>8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	Yes	<p>Appropriate suggestions and materials are provided for supporting varying student needs. In the majority of lessons, there are scaffolded levels for questions and activities at levels such as emerging/entering, transitioning/expanding, and bridging. The lessons also provide support suggestions for activities and key learning areas as well as ideas for “Universal Access” to all learning. There are also digital formats of some items, such as the Quest, extra Resources in the “Resources” tab, and guides/documents for English Language Learners.</p>
	<p>8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Yes	<p>The content can be reasonably completed within a regular school year.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, 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. Quality of Texts (Non-Negotiable)	Yes	The materials are of sufficient scope and sequence to provide text-centered and integrated learning that is scaffolded to advance students toward independent reading of grade level texts and to build content knowledge. The texts increase in complexity across the grade bands.
	2. Range and Volume of Texts	Yes	The materials reviewed for Grade 1 meet the expectations for texts that reflect the distribution of text types and genres required by the standards. There are a variety of text types and genres in the curriculum for Grade 1 including fables, fairytales, informational texts, poems, and rhymes, but the distribution between literature and informational texts is weighted more toward informational texts. These texts focus on either a science topic or a social studies topic; however, in many cases a fictional character is used to present the information, or a literary nonfiction story is used to present the content.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	Yes	The materials provide instruction and diagnostic support in appropriate foundational skill areas for the grade level that lends to developing proficient readers with the capacity to comprehend texts

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			across a range of types and disciplines.
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	Yes	The materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	The materials provide a majority of text-dependent and text-specific questions and tasks that reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade-specific standards.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	The majority of tasks are text dependent or text specific, reflecting the writing standards named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.
	7. Assessments	Yes	The 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 in appropriately complex texts.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	The 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.
FINAL DECISION FOR THIS MATERIAL: Tier I, Exemplifies quality			

*As applicable

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.¹¹ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts¹² independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Core Knowledge Language Arts 2nd Edition**

Grade: **2**

Publisher: **Amplify Education, Inc.**

Copyright: **2017**

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

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

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

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. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, 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.

¹¹ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

¹² A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,¹³ as well as reader and task considerations. 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>	Yes	<p>Materials provide texts that are appropriately complex for Grade 2. The Lexile range for the grade level is 430L to 660L for student readers and 780L to 1060L for read aloud texts. Qualitatively, these materials meet the criteria for the grade level and explore many complex concepts. Texts include "The Emperor's New Clothes" (Knowledge Unit 1), "Athens and the Olive Tree" (Knowledge Unit 3), "Broad Stripes and Bright Stars" (Knowledge Unit 5), "The Trail of Tears" (Knowledge Unit 7), "The Emancipation Proclamation" (Knowledge Unit 9), and "Immigration and Citizenship." Each unit also contains flip books that are visual images and posters of vocabulary to support each lesson and the core text.</p>
	<p>REQUIRED</p> <p>1b) At least 90% of texts are authentic¹⁴ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>At least 90% of texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. A majority of texts are authentic, even though some were created by the publisher to create the lesson and unit themes.</p>
	<p>REQUIRED</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas</p>	Yes	<p>Materials provide a coherent sequence or collection of connected texts with each Knowledge section having a different</p>

¹³ 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>. More information may be found in the Louisiana Believes Documents: "[Guide for Determining Text Complexity](#)" and "[Creating Text Sets for Whole-Class Instruction](#)"

¹⁴ Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>		<p>theme/topic. For example, in Knowledge 7, the texts focus on Westward Expansion. In Lesson 3, students will complete a T-chart of the advantages and disadvantages of steamboat travel and identify the main topic of the story "The Story of Sequoyah" (Reading), demonstrate understanding of the Tier 2 word "create" (Language), and write a short informational text in which they explain why Sequoyah thought it was important to invent a writing system for the Cherokee language (Writing). At the end of the Knowledge 7 unit, students have opportunity to have knowledge in each component assessed through Domain Assessments that assess various parts of the learning such as vocabulary, comprehension, and concept based-assessment. There are also review activities and a formative assessment that encompasses the Reading, Language, Writing, and Speaking and Listening component of each lesson. Texts in the unit include "Going West," "Mr. Fulton's Journey," "The Journal of a Twelve-Year-Old on the Erie Canal," "The Story of Sequoyah," "The Trail of Tears," "Westward on the Oregon Trail," "The Pony Express," "Working on the Transcontinental Railroad," and "The Buffalo Hunters."</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>1d) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	Texts increase in complexity as materials progress throughout the grade level and increase in complexity across the grade bands.
<p>2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Yes	The instructional materials for Grade 2 meet the expectations that texts reflect the distribution of text types and genres required by the standards. There are a variety of text types and genres including literature, literary nonfiction, informational texts, folktales, and poems. Each domain is organized around a topic, and the read-aloud texts within the domains include literature and informational texts; most of them contain informational texts.
	<p>REQUIRED 2b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	Materials include texts of different formats such as flip books, image cards, and various digital resources. For example, in Knowledge Unit 1 Lessons 3 and 4, students listen to a read-aloud of the text “Beauty and the Beast” while viewing flip book images (flip book images and image cards are used throughout the grade level). In Knowledge 5 Lesson 1, students are exposed to U.S. maps and timelines to recall previous information learned about events prior to the Revolutionary War and to extend understanding of the text they are reading aloud, “America in 1812.” In Knowledge Unit 9 Lesson 2, the students read “Harriet

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Tubman, Part II" while listening to an audio recording, "From the Drinking Gourd" to support context of read aloud text.
	<p>2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Yes	Materials include many informational texts with an informational text structure rather than a narrative structure. The majority of informational texts in the grade level are appropriate informational text structures for Grade 2, utilizing captions, bolded vocabulary, charts, maps, timelines, and images. Texts representing an informational text structure include "America in 1812" (Knowledge Unit 5), "The Story of Sequoyah" (Knowledge Unit 7), "The Controversy Over Slavery"(Knowledge Unit 9), and "E Pluribus Unum"(Knowledge Unit 11).
	<p>2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	Yes	The program builds in independent reading supports to grow reading beyond structured in-class activities based on student choice and interest to build stamina, confidence, and motivation. Texts are organized around a topic or topics to build student knowledge and vocabulary and help grow students' ability to read complex texts independently and proficiently. In addition, the program builds in a flexible amount of additional independent reading time (e.g., 20 minutes a day or multiple times a week).

Section II. Foundational Skills (grades K-5 only)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Tier 1 and 2 Non-Negotiable*</p> <p>3. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED *Indicator for grades K-2 only</p> <p>3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	Yes	<p>The materials follow a sequence of appropriate foundational skills instruction as indicated by the standards while providing abundant opportunities for all students to acquire proficiency in foundational skills. The unit lessons are systematically designed to gradually increase complexity and rigor of skills being introduced. Students have ample practice in Phonics and Reading, Language and Grammar, Spelling, and Writing foundational skills. For example, in Skills Unit 1 Lesson 1, students begin with the basic code spellings for /a/, /i/, /p/, /b/, /t/, /d/ and chaining/writing of one-syllable short vowel words. By Skills Unit 2, students are reviewing and learning basic code spellings, engaging in more grammar and language work with skills such as antonyms, and learning to write sentences using one and two syllable words. The students have many lessons to learn and master these skills while acquiring new skills gradually. Skills build through every unit.</p>
	<p>REQUIRED</p> <p>3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, 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>	Yes	<p>Materials include engaging and phonetically controlled student texts that allow practice of foundational skills. Skills Units include decodable readers titled Excel Readers. Readers are made up of decodable words that students have learned in previous learned. For example, in Skills Unit 3 Lesson 2, students read “The Spelling Bee” which</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			includes grade level words and illustrations to help students decode. The text also includes vowel sounds and spelling patterns that students practice including "stake, cake, pain, and train." In Lesson 3, students preview tricky words with "ae" and "ee" spelling patterns before reading the text.
	<p>REQUIRED 3c) 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, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></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>	Yes	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. The students receive practice in learning and utilizing high frequency words consistently, including explicit instruction in "tricky words" that do not follow the rules of standard English such as the word "imagine," "soldier," and "Washington" in Skills Unit 6 Lesson 11. Syllabication is also utilized in multiple lessons and grows in complexity from unit to unit, starting with one syllable short and long vowel words in Skills Unit 1 to three syllable words and sentence writing with multiple syllables and parts of speech in Skills Unit 6.
	<p>REQUIRED 3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	Yes	Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition. In the teacher guide, there are references and support for self-monitoring and using context. However, a more conscious effort to have students intentionally self-monitoring, self-correcting,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and using context through instruction of and use of those skills should be more apparent across the entire curriculum. The students most likely use these skills authentically during independent reading times as well.
	<p>REQUIRED 3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	Yes	Materials allow for frequent, built-in opportunities for students to achieve reading fluency in oral and silent reading with various text types that are appropriate for the grade level. Students have opportunities to read orally and silently using decodable books while also listening to read aloud texts. The students also engage in partner reading throughout the grade level, allowing for multiple reads throughout and the ability to monitor and provide feedback on accuracy, rate, and expression. The students also have a fluency packet with texts for each unit of different varieties such as informational, literary, and poetry. There are guidelines in the family letter that give rules for how to work with the packet and how families can help in monitoring.
	<p>REQUIRED 3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	Yes	The materials guide students to read grade-level text to make connections between acquisition of foundation skills and making meaning from reading. The big books and decodable readers within the lessons include questions to assess comprehension skills as students practice foundational skills. For example, in Skills Unit 3 Lesson 1, students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			read "A Letter from the Publisher" and answer literal, inferential, and evaluative questions about key details. In Skills Unit 5 Lesson 3, students read "The Thief" in their decodable reader and answer evaluative, inferential, and literal questions to make meaning while reading. Questions include: What questions did you ask yourself while reading? What is stolen at the beginning of the story? What does it mean to be in agony?"
	<p>3g) *Indicator for grades K-2 only Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	Yes	Materials provide opportunities for teachers to assess student mastery of foundational skills. Each unit consists of a student performance assessment to assess student mastery of the skills taught during that unit. These formative assessments are ongoing and are completed during intervals, usually at the end of a unit. Assessments are in spelling, fluency, words in isolation and reading comprehension. Assessments become more comprehension based at this grade level.
	<p>3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	Yes	Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention, and practice for those students who need it. The materials include opportunities for intervention for emerging and struggling learners. There is also an array of materials that utilize the different modalities of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			learning.
Section III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the texts and their illustrations, making connections among the texts in the collection, and expressing understanding of the topics. The texts are connected through topic or themes. Knowledge is gradually built through each lesson in relation to the theme/topic. At the beginning of each lesson, students and teacher review core knowledge learned in the prior knowledge to help connect to the day's lesson. Tasks focus students on understanding the text and illustrations, along with questions. For example, in Knowledge Unit 7, the students are learning about Westward Expansion. In Lesson 1, the students review history and geography of the United States prior to the 19th century, describe sights people saw in the 1800's while traveling west on the Oregon Trail, and write a short informational text which they explain the main idea of "Go West." During the read aloud, students use more images and examine them to build knowledge. There are also checks for understanding throughout. The students then answer text-dependent and specific questions on the read aloud, such as "Why</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>did the family in the story want to move to the West?" and complete work on vocabulary acquired, also text-dependent and specific. Finally, each lesson has an application portion at the end with various options to show mastery of the objective which, in this case, is to describe the sights people saw in the 1800's when traveling west. In the next lesson, students begin by reviewing what they learned in the prior lesson and text before building on that knowledge in Lesson 2. Each lesson continues to build knowledge into the evolution of Westward Expansion. At the end of the unit, students have culminating activities for remediation and enrichment based on the domain assessments that encompass learned knowledge over the course of the unit.</p>
	<p>REQUIRED 4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p>Yes</p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through grade-level texts.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED 4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	Yes	<p>Questions and tasks support students in examining language critical to the meaning of texts. Knowledge Unit 3, Lesson 5 includes Tier 2 words which are considered Core Vocabulary for the lesson such as "dedicate," "grove," "spectacle," and "mission." Many lessons also have context specific words which are analyzed both externally and in context. The materials also include Language Studio units that support students with examining word relationships and sentence constructing.</p>
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	Yes	<p>A majority of questions in the materials are text dependent and text specific. Examples include: "Where did Lysander live and what happened to him when he turned seven?" (Knowledge 3 Lesson 5), "Why did Sparta have two kings?" (Knowledge 3 Lesson 5), "How did pioneer families travel on the Oregon Trail?" (Knowledge 7 Lesson 6), "What difficulties did families face as they traveled on the Oregon Trail?" (Knowledge 7 Lesson 6), and "What are the famous words written by Thomas Jefferson that appear in the Declaration of Independence?" (Knowledge 12 Lesson 1) Student ideas are expressed through both written and spoken responses.</p>
	<p>REQUIRED 5b) Questions and tasks include the language of the standards and require students to engage in thinking at the</p>	Yes	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i>		complexity required by the grade-level standards.
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	Yes	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. The students are granted appropriate opportunities based on the developmental level and grade. For example, the students are exposed to a read aloud of core texts in the grade level using varying text formats. There are also opportunities to show understanding of texts through various types of checks for understanding. For example, in Knowledge Unit 3 Lesson 8, students answer comprehension questions of inferential (“Why did King Darius of Persia purposely send an army of soldiers to Marathon, about twenty-six miles from Athens?” and “Why did the Athenian generals send Pheidippides to Sparta?”) and evaluative (“How did the Greek leaders decide whether they would fight or surrender Athens to the Persians?”) type. The students apply understanding of the text at the end of the lesson by using a graphic organizer to plan a short paragraph summarizing events. In Unit 6 Lesson 4 students are reading to understand how the earth’s revolution and tilt cause the four seasons. Students turn and talk with peers

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>answering the question: "What are the characteristics of the four seasons?" Then students listen to a read aloud of the cycle of a flowering. Plant. Students use Image Cards 5–9 to guide them as they describe the stages in the life cycle of a flowering plant. Students will write a sequence of events of the cycle of the flowering plant. In Knowledge Unit 7 Lesson 6, students answer comprehension questions of literal ("What difficulties did families face as they traveled on the Oregon Trail?"), inferential ("Why do you think families traveled in wagon trains with a scout riding ahead of them rather than by themselves?"), and evaluative ("How was the Oregon Trail different from the roads and highways we have today?"). The students reenact scenes from "Westward on the Oregon Trail" and discuss characters, setting, and plot. In Unit 8 Lesson 1 students read to describe insects and their habitats. Students answer oral questions to summarize their understanding of the read aloud. Students turn and talk with a peer about an insect and the habitat they live. Then students write about their experiences with an insect. In Knowledge 11 Lesson 7, students answer comprehension questions of literal ("What pull factor brought Lars and Karin and other immigrants from Northern Europe to the American Midwest?") and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>evaluative (“Did this story take place long ago or is it a modern story? How do you know?”). The students apply understanding of the text at the end of the lesson by recording information about immigration to the Midwest.</p>
	<p>REQUIRED *Indicator for grades 3-12 only 6b) A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<p>N/A</p>	
	<p>REQUIRED *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<p>Yes</p>	<p>Materials address grade level foundation standards as required for Grade 2 in the areas of phonics and reading, grammar, writing, and spelling. For example, In Skills Unit 1 Lesson 4, students review the sound/spellings /th/ > ‘th’, /th/ > ‘th’, /ng/ > ‘ng’, /sh/ > ‘sh’, and /ch/ > ‘ch’ in one-syllable words with short vowel. Students segment, blend, and spell one-syllable words with /th/ > ‘th’, /th/ > th’, /ng/ > ‘ng’, /sh/ > ‘sh’, and /ch/ > ‘ch’ and short vowel sounds. Students spell dictated words with /e/ > ‘e’.</p> <p>In Unit 3 Lesson 19, students discriminate the /a/, /ae/, and /aw/ sounds in spoken words and read one- and two-syllable words with /aw/ > ‘aw’ and ‘au’, and will complete a crossword puzzle using words with these features. In Skills Unit 4, Lesson 5 students</p>

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			learn to decode words with /ie/ and /igh/sounds. In Unit 7 Lesson 5, students spell dictated words featuring the suffixes –y and –ly, and the Tricky Word alphabet and read words in sorted columns with /u/ > ‘o_e,’ ‘ou’, and ‘o’, and will answer questions using words from the columns.
	<p>REQUIRED</p> <p>6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	No	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. The writing tasks include a variety of tasks centered around informational and literary texts that require students to use skills such as retell, key details, sequencing, and comparing/contrasting. For example, in Knowledge Unit 3 Lesson 7, the students draft an opinion piece about which city-state they would rather live in, Athens or Sparta, citing evidence from the text and peer discussion (Opinion). In Knowledge Unit 4 students practice fictional narrative writing. In Knowledge Unit 5 Lesson, the students describe how the war between France and Great Britain affected the United States in the early 1800s along with creating a portrait and writing information about themselves (Informative/Explanatory). In Knowledge 9 Lesson 1, students write an entry in a Civil War journal describing the early part of Harriet Tubman’s life (Narrative).
	6e) Materials provide models for writing and student	Yes	Materials provide models for writing and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>exemplars to support writing development in English language arts.</p>		<p>student exemplars to support writing development in English Language Arts. The curriculum includes rubrics and exemplars located within the Additional Resources: Assessment and Remediation Guides. These rubrics cover narrative, informative/explanatory, and opinion writing. They provide evidence and indicators of basic, proficient, and advanced criteria focused around ideas, organization, and conventions. The publishers site also states that more writing examples are in progress.</p>
	<p>6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p>Yes</p>	<p>Materials address the grammar and language conventions specified by the language standards at each grade level and build on these from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, in all lessons, students are engaged in demonstrating understanding of Tier 2 vocabulary such as “fortune” in Knowledge Unit 1 Lesson 3 from “Beauty and the Beast: Part I.” In Knowledge Unit 5 Lesson 3, the students will demonstrate an understanding of the Tier 2 word “magnificent” and generate words using the suffixes –ful and –less. In Knowledge Unit 11 Lesson 4, the students demonstrate understanding of Tier 2 vocabulary such as “expand” from the text</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			"Abraham Lincoln" and demonstrate an understanding of the multiple meaning word land.
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Yes</p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. There are traditional means of assessment such as End of Unit assessments, informal checks for understanding, writing assessment, and assessment of fluency, grammar, spelling, and language. The curriculum features technology enhanced opportunities through mClass: DIBELS Next (designed to assess critical early literacy skills and link student results to activities from the Skills strand of CKLA) and mCLASS: READING 3D (designed to combine efficient indicators of early literacy and a comprehension measure with a running record to provide a full picture of reading skills in grades K-6). The curriculum also offers pre- and post-assessments such as, for example, in Knowledge Unit 1, where students are given multiple assessments in Reading Comprehension, Word Isolation, Grammar, Morphology, and Fluency. In each lesson, there are tips for assisting different learners in assessing knowledge at the entering/emerging, transitioning/extending, and bridging levels such as in Knowledge Unit 7 Lesson 6. There are supports for English Language Learners in the Language</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Studio.
	<p>REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	<p>Aligned rubrics or assessment guidelines are included with sufficient guidance for interpreting student performance. At this grade level, much assistance is built in to provide access to use of these materials and making assignments appropriate for the grade level, such as drawing instead of writing until skills are acquired. The curriculum includes a writing rubric for opinion, narrative, and informative/explanatory writing. Evidence for basic, proficient, and advanced descriptions are stated for criteria including ideas, organization, and conventions and can be found in the Planning Documents for the grade level. There are also rubrics for presenting and discussion.</p>
	<p>REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	<p>Materials include varied modes of assessment, including a range of formative and summative assessments. The assessments include assessments in Reading Comprehension, Fluency, Word Isolation, Grammar, and Language. Students have the opportunity to be assessed formatively using checks for understanding (drawn, written, and spoken), activity books with assignments, unit (domain) assessments, and culminating activities. For example, at the end of Knowledge Unit 6 Lesson 8 students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			complete a formative assessment requiring them to sequence and write the stages of the life cycle of a butterfly. Then, in lesson 9, students will complete a formative assessment requiring them to summarize the water cycle.
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Materials assess student proficiency using methods that are unbiased and accessible to all students. Pre-assessments and post-assessments have components such as fluency, word isolation, and morphology that can be administered one on one and other assessments such as reading comprehension, grammar, and writing than can be assessed using appropriate accommodations and modifications. Suggestions for learners being assessed formatively during lessons are provided for entering/emerging, transitioning/expanding, and bridging levels. The post assessments function much like the pre-assessments. The students also have various types of assessments through the year such as projects, diagrams, charting, and exit tickets.
Section IV. Scaffolding and Support			
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to	REQUIRED 8a) 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.	Yes	Pre-reading activities and suggested approaches to teacher scaffolding are focused on understanding the text. The units include an introduction section that gives a list of instructional materials, recommended

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>resources, explanation for why the texts are important, core vocabulary for stories, and writing activities. This is separate from the pre-reading activities in each lesson which focus on supporting understanding without giving away understanding of texts. For example, in Unit 5 Lesson 4, prior to reading “Mr. and Mrs. Madison,” the teacher is provided "Advanced Preparation" tips such as the Lesson-at-a-Glance and key vocabulary. Then, students review what they have already learned about the War of 1812 and Constitution to engage prior knowledge. Students then identify the six events that led to the war and the points of view of various groups learned about prior. Then, the class reviews essential background information on terms and what they are going to learn (not in detail but just introducing). Last, before the read-aloud, there is a purpose statement for how the text should guide learning of a specific objective. Supports and suggestions for scaffolding can be found to the left or right of activities and reading within each lesson. In Unit 10 Lesson 2 students will read about the connection of tissue and organs. The pre-reading activities require students to view images of human cells and discuss what they see. Students answer questions about the image cards including: “What is shown in this image?” and “What are groups of cells</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			that perform the same job called?" In Unit 12 Lesson 5 students read about important people who have fought for a cause such as Mary McLeod Bethune. Students view the Fighting for a Cause Timeline and answer questions including: "Who is depicted in the images on the timeline? What are civil rights?"
	<p>REQUIRED 8b) 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 skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Materials have the goal of students gaining full comprehension of complex text. Skills are not taught in isolation and have a sharp focus of using the core text to gain understanding of the text while integrating core skills that are supported by quality text. In Knowledge Unit 4 Lesson 6 students summarize the Greek Mythology Daedalus and Icarus to better understand these characters. In Knowledge Unit 2 Lesson 5 students use similes to describe the characters and understand the plot of the poem "The Blind Men and the Elephant."
	<p>REQUIRED 8c) 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>	Yes	Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the information in the text. Teachers read back specific parts of the text to support students in answering questions and to guide them back to specific parts of the text. Students would need to go back to the text to cite evidence for writing assignments and discussion.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED</p> <p>8d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	<p>The materials are easy to use and well-organized. The reading selections are centrally located within the materials. The materials, both digital and non-digital, are well-organized into Units (Skill and Knowledge) and Lessons. The Planning Documents allow for ease of navigation and resources to assist in planning and with resources for lessons. The Quests, ELL, and Resources are easy to manipulate and at the top of the digital site. The Teacher’s Guide is very easy to use with ample guidance.</p>
	<p>8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	Yes	<p>Appropriate suggestions and materials are provided for supporting varying student needs. In the majority of lessons, there are scaffolded levels for questions and activities at levels such as emerging/entering, transitioning/expanding, and bridging. The lessons also provide support suggestions for activities and key learning areas as well as ideas for “Universal Access” to all learning. There are also digital formats of some items, such as the Quest, extra Resources in the “Resources” tab, and guides/documents for English Language Learners.</p>
	<p>8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Yes	<p>The content can be reasonably completed within a regular school year.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, 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. Quality of Texts (Non-Negotiable)	Yes	The materials are of sufficient scope and sequence to provide text-centered and integrated learning that is scaffolded to advance students toward independent reading of grade level texts and to build content knowledge. The texts increase in complexity across the grade bands.
	2. Range and Volume of Texts	Yes	The instructional materials for Grade 2 meet the expectations that texts reflect the distribution of text types and genres required by the standards. There are a variety of text types and genres including literature, literary nonfiction, informational texts, folktales, and poems. Each domain is organized around a topic, and the read-aloud texts within the domains include literature and informational texts; most of them contain informational texts.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	Yes	The materials provide instruction and diagnostic support in appropriate foundational skill areas for the grade level that lends to developing proficient readers with the capacity to comprehend texts across a range of types and disciplines.
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	Yes	The materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			understand, and express understanding of complex texts.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	The materials provide a majority of text-dependent and text-specific questions and tasks that reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade-specific standards.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	The majority of tasks are text dependent or text specific, reflecting the writing standards named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.
	7. Assessments	Yes	The 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 in appropriately complex texts.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	The 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.
FINAL DECISION FOR THIS MATERIAL: Tier I, Exemplifies quality			

*As applicable

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.¹⁵ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts¹⁶ independently. Thus, a strong ELA classroom is structured with the below components.



Title: Core Knowledge Language Arts 2nd Edition

Grade: 3

Publisher: Amplify Education, Inc.

Copyright: 2017

Overall Rating: Tier I, Exemplifies quality

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

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

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. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, 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.

¹⁵ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

¹⁶ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,¹⁷ as well as reader and task considerations. 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>	Yes	<p>Materials provide texts that are appropriately complex for Grade 3. The Lexile of texts in this curriculum range from 540L to 860L. The majority of texts fall within the Lexile band for grade 3. Qualitatively, these materials meet the criteria for grade 3 and explore many complex concepts in order to build knowledge and deliver useful information to students. For example in Unit 4: The Ancient Roman Civilization, students read “Stories of Ancient Rome” in order to understand the lasting impacts of Ancient Roman Civilization on life today. The knowledge demands and language features of the text makes it appropriate for grade 3. Other texts included in this grade level are "Fins and Gills" (Unit 2), "Stolen Thunder" (Unit 6), "Alameda, the Basket Weaver" (Unit 8), and "The First English Colony" (Unit 10). Each unit also contains items such as posters of vocabulary to support each lesson and the core text.</p>
	<p>REQUIRED 1b) At least 90% of texts are authentic¹⁸ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts</p>	Yes	<p>At least 90% of texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. A majority of texts are authentic, even though some were</p>

¹⁷ 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>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

¹⁸ Authentic texts are previously published rather than “commissioned.”

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	<p>in various disciplines.</p>		<p>created by the publisher to create the lesson and unit themes. These texts authored by the publisher are still well-crafted texts worthy of careful reading that build knowledge and develop vocabulary over the course of the unit.</p>
	<p>REQUIRED 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p>Yes</p>	<p>Materials provide a coherent sequence or collection of connected texts within each thematic based unit. For example, in Unit 9, the texts focus on Early Explorations of North America in order to examine the different motivations of early European explorers of North America. In Lesson 5, students compare and contrast the voyages of two explorers that are studied in this unit. In Lesson 6, students will listen to "Francisco Vaquez de Coronado" and summarize facts about his explorations (Speaking and Listening), identify areas Francisco Vasquez de Coronado explored (Reading), write words using spelling patterns and rules for words with the /oo/ sound (Language), and categorize and organize facts about the Spanish explorers based on reading and notes (Writing). Over the course of the unit, students capture learning in an expedition log after reading each text. At the end of the Unit 9, students have opportunity to have knowledge in each component assessed through a Unit Assessment that assesses various parts of the learning such as</p>

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			<p>vocabulary, comprehension, and concept based-assessment. There are also review activities and a formative assessment that encompass the Reading, Language, Writing, and Speaking and Listening component of each lesson. The Writing Studio is an optional component that connects the unit to the writing. Texts in the unit include "Introductions to Early Explorations of North America," "1492: A Year That Changed the World," "Columbus and the Conquistadors" "Juan Ponce de Leon" "Hernando de Soto" "Frances Vasquez de Coronado" "Spanish Settlements" "John Cabot" "Henry Hudson" "Samuel de Champlain" "The Fur Trade and Explorers Review" "A History of People in North America" and the unit assessment text.</p>
	<p>1d) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p>Yes</p>	<p>Texts increase in complexity as materials progress throughout the grade level and increase in complexity across the grade bands. In Unit 2, the fictional character of Rattenborough narrates factual information in the nonfiction student reader about how to classify animals and what the characteristics of living things are. An example from the student reader follows: "First, I'm going to ask you two very important questions. How do you know if something is living or nonliving? What important characteristics do all living things</p>

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			<p>have?” (10). The nonfiction text has a narrative form in order to make the information more accessible to the students. But in Unit 11, students are exposed to nonfiction text that have an informational text structure: “Ecology is about nature and life. It is about the relationships between living things and their environment. Someone who studies ecology is an ecologist. An ecologist studies living things and the way they relate to their surroundings” (Student Reader 2).</p>
<p>2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p>Yes</p>	<p>Materials seek a balance in instructional time between literature and informational texts. The texts reflect the distribution of text types and genres required by the standards. There are a variety of text types and genres in the curriculum for Grade 3 including folktales, informational texts, poems, biographies, and myths, but while the distribution across grade levels varies greatly, there is less variety within each unit. The distribution between literature and informational texts is weighted more toward informational texts, but these texts focus on either a science or social studies topic. The breakout for the units is as follows: Unit 1-literary, Unit 2-informational, Unit 3-informational, Unit 4-literary/informational, Unit 5-literary/informational, Unit 6-literary/informational, Unit 7-Informational,</p>

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			Unit 8-literary/informational, Unit 9-informational, Unit 10-literary/informational, and Unit 11-informational.
	<p>REQUIRED</p> <p>2b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	Materials include texts of different formats such as flip books, image cards, student readers and various digital components. For example, in Unit 1 Lesson 12, students listen to a read-aloud of the text, "The Return of the Toad," while viewing flip book images (flip book images and image cards are used throughout the grade level). In Unit 3 Lesson 2, students are exposed to diagrams of bones and charts in order to supplement information being read in "The Skeletal System: Axial Bones." In Unit 7 Lesson 1, the students read "Our Planet Earth" while viewing digital components to support context of read aloud text.
	<p>2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Yes	Materials include many informational texts with an informational text structure rather than a narrative structure. While some units (2, 3, and 4) use a narrative text structure with fictional narrators that convey factual information, most units are developed without this support. The majority of informational texts in the grade level are appropriate informational text structures for grade 3, utilizing captions, bolded vocabulary, charts, headings/subheadings,

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			<p>maps, timelines, diagrams, and images. Texts representing an informational text structure include "Rattenborough's Guide to Animals (Unit 4),"The Skeletal System Appendicular Bones" (Unit 3), "Stories of Ancient Rome" (Unit 4), "What is Sound?" (Unit 5), "Our Solar System" (Unit 7), and "Producers, Consumers, and Decomposers" (Unit 11).</p>
	<p>2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p>No</p>	<p>Additional materials do not increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests and connect to classroom concepts or topics to develop knowledge. While independent reading is suggested in each unit, the curriculum fails to establish a list of suggested titles. For example, in the Teacher's Guide for Unit 1, it states, "You may have them participate in other independent activities you have planned for them, such as reading trade books, working at listening centers, or independent writing" (150). Also, in the Teacher's Guide for Unit 5, it states, "Have students read additional trade books about light in your classroom or from the library" (175). While some lessons have independent reading practice built in, such as Unit 10 Lesson 5, the students are not allowed any choice in these readings and must complete activity pages for the assigned reading. The Program Guide for grades 3-5 explains the importance of</p>

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			independent reading and explains a plan to hold students accountable by using reading logs, setting SMART goals, and partnering with parents. A list of recommended titles for grade 3 was not established.
Section II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>3. FOUNDATIONAL SKILLS:</p> <p>Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED *Indicator for grades K-2 only</p> <p>3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p>REQUIRED</p> <p>3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, 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>	Yes	Materials include engaging, content-rich, and phonetically controlled texts that allow for systematic, explicit, and frequent practice of foundational skills and demand knowledge of grade-level phonics patterns and word analysis skills. In third grade, students should identify the meaning of common prefixes and suffixes and decode multisyllabic words. In Unit 4 Lesson 3, students learn the meaning of suffixes and are introduced to the suffixes "-er" and "-or." The teacher uses the word "sail" and adds the suffix "-or" and asks students to identify the word and its meaning. Students learn that suffixes change the meaning of the word.
	<p>REQUIRED</p> <p>3c) 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-</p>	Yes	Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well as decoding of grade-level

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	<p>level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></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>words. The students receive practice in learning and utilizing vocabulary prior to reading a text and also authentically in context. The students learn and practice grade level word study consistently. For example, in Unit 3 Lesson 4, students are instructed in morphology using the prefixes 'dis-' and 'mis-'. The students practice and review this skill for many lessons throughout the unit, utilizing words that use the prefixes. In Unit 5 Lesson 11, the materials guide students to review words with the "ae" sound. Students list the words according to the "a_e" and "ae" spelling patterns. The Assessment and Remediation Guide can be used to provide support for struggling students.</p>
	<p>REQUIRED</p> <p>3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>Yes</p>	<p>Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition. In the teacher guide, there are references and support for self-monitoring and using context. For example, in the Teacher’s Guide for Unit 8 Lesson 6 the teacher guides students through determining the proper meaning of the word “brothers” using context clues (135). The Teaching Guide also has students self-assessing fluency as follows: “After students record their Read-Alouds and self-assess using Activity Page 9.4, ask how they improved their intonation or pacing.” While</p>

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			there are opportunities for self-monitoring, they could be more consistently built into the program. Many of the fluency checks are in take-home activities.
	<p>REQUIRED 3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	Yes	Materials allow for frequent, built-in opportunities for students to achieve reading fluency in oral and silent reading with various text types that are appropriate for the grade level. Students have opportunities to read orally and silently using decodable books while also listening to read aloud texts. The students also engage in partner reading throughout the grade level, allowing for multiple reads throughout and the ability to monitor and provide feedback on accuracy, rate, and expression. The students also have a fluency packet with texts for each unit of different varieties such as informational, literary, and poetry. There are guidelines in the family letter that give rules for how to work with the packet and how families can help in monitoring.
	<p>REQUIRED 3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	Yes	The materials guide students to read grade-level text to make connections between acquisition of foundation skills and making meaning from reading. Materials within the lessons include questions to assess comprehension skills as students practice foundational skills. For example, in Unit 3 Lesson 2, students read "The Skeletal System: Axial Bones" and answer literal,

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			inferential, and evaluative questions about key details.
	3g) *Indicator for grades K-2 only Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	N/A	
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention, and practice for those students who need it. The materials include opportunities for intervention for emerging and struggling learners. There is also an array of materials that utilize the different modalities of learning.
Section III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable 4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary,	REQUIRED 4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	Yes	Coherent sequences of questions and tasks focus students on understanding the texts and their illustrations, making connections among the texts in the collection, and expressing understanding of the topics. The texts are connected through topics or themes. Knowledge is gradually built through each lesson in relation to the theme/topic. At the beginning of each lesson, students and teacher review core knowledge learned in the prior units to help connect to the day's lesson. Tasks focus

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<p>syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>students on understanding the text and illustrations, along with questions. For example, in Unit 5, the students are learning about Light and Sound. In Lesson 1, the students describe the concept of light, find key details, and take notes about concepts of light from text, along with writing in response to the text. During the read aloud, students use more images and examine them to build knowledge. There are also checks for understanding throughout. The students then complete work on vocabulary acquired. Finally, each lesson has an application portion at the end with various options to show mastery of the objective which, in this case, is to describe the concept of light. In the next lesson, students begin by reviewing what they learned in the prior lesson and text before building on that knowledge in Lesson 2. Each lesson continues to build knowledge into the concept of light. At the end of the unit, students have culminating activities for remediation and enrichment based on the unit assessments that encompass learned knowledge over the course of the unit.</p>
	<p>REQUIRED 4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work</p>	<p>Yes</p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through grade-level texts. Each lesson includes reading, writing, language,</p>

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	<p>collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>		<p>listening, and speaking objectives. Tasks are included in each lesson so students can apply each of these skills. The questions and tasks in each unit are designed so that students build knowledge about topics and texts and are able to express their understanding through short, and extended writing tasks throughout the unit and a culminating task at the end of unit. For example, according to the Teacher’s Guide in Unit 7, “The assessment for Astronomy is a two-day Performance Task that focuses on the Big Bang theory. Students will look for cause and effect in text and compare and contrast two texts on the same topic. Students will take notes in order to participate in class discussions and as evidence to be used in their extended writing response, which they will plan and write” (4). Throughout Unit 7, students read texts to build knowledge and develop vocabulary necessary for success on this performance task. The students read multiple texts, analyze each text, write a response, and share their writing with a peer who evaluates that writing using a checklist.</p>
	<p>REQUIRED 4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge</p>	<p>Yes</p>	<p>Questions and tasks support students in examining language. For example, in Unit 5, Core Vocabulary for Lesson 2, text, "What is Light," includes teaching the meaning of "illuminates," "energy," "light waves,"</p>

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	<p>through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>		<p>"particles," "rays," and "shadow." After the Read-Aloud, students engage in "Word Work" with the word "energy." During this segment of the lesson, students are exposed to the word in context, directed to say the word with the teacher, and informed of the meaning of the word. The students then discuss the word and practice using it in speech.</p>
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>A majority of questions in the materials are text dependent and text specific. Examples include: "How do scientists classify animals?" (Unit 2 Lesson 2), "What groups of animals are considered vertebrates?" (Unit 2 Lesson 3), "You heard Samuel explain to Jack that when rays of light waves hit an object, they can be transmitted, reflected, or absorbed. What do these terms mean?" (Unit 5 Lesson 4), and "Why does the author use the phrase "It's the force that keeps us firmly planted on planet Earth?" (Unit 7 Lesson 12). According to the Teacher's Guide, in Unit 5 Lesson 2, students are asked to respond to questions, such as "What causes light to reflect off water, glass, and other smooth and shiny objects?" in a discussion following the Read-Aloud (72). Later in Lesson 8, students complete the Exit Ticket in writing in the Student Activity Book: "Do you think you can hear a tuning fork under water? Why or why not? State your opinion and list the reasons</p>

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	<p>REQUIRED 5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	Yes	<p>why" (95).</p> <p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards. The question types presented are inferential, literal, and evaluative. For example, in Unit 2 Lesson 7, students compare and contrast two texts and write a short reflection about being a frog researcher (W 3.8). In Unit 5 Lesson 4, students compare and contrast ideas based on a hands-on investigation with convex and concave reflections (W 3.8). Some questions include: "How is the waterproof, scaly skin helpful to reptiles?" (RI 3.1), "What major characteristics represent major animals in the group called reptiles?" (RI 3.1), and "What causes light to reflect off water, glass, and other smooth and shiny objects?" (RI 3.3). In Unit 7, the Performance Task requires students to compare and contrast texts: "Compare and contrast the two texts we read about the Big Bang Theory. List the key ideas and details from the texts. You may use your notes to complete the graphic organizer. On the second page, list the biggest similarities and differences between the two texts."</p>
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND	<p>REQUIRED 6a) Materials include a variety of opportunities for students</p>	Yes	<p>Materials include a variety of opportunities for students to listen, speak, and write about</p>

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<p>LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>		<p>their understanding of texts measured by Criteria 1 and 2. The students are granted appropriate opportunities based on the developmental level and grade. For example, the students are exposed to a read aloud of core texts in the grade level using varying text formats. There are also opportunities to show understanding of texts through various types of checks for understanding. For example, in Unit 1 Lesson 11, students answer comprehension questions that are literal ("At the beginning of today's Read-Aloud, we find Mr. Toad riding away on a stolen horse. He's tired and keenly hungry. What does he do next?"), inferential ("As Toad is walking along the road, a motorcar passes by. Who is in the motorcar?"), and evaluative ("Were your predictions correct about what adventures Toad has? Why or why not?"). The students apply understanding of the text at the end of the lesson by writing an opinion paragraph about a theme that emerges from "The Wind in the Willows" and which character best demonstrates that theme. In Unit 6 students read to understand characters, setting, and the plot. Students work with a partner to read "Chapter 1: Sif's Golden Hair" and complete Activity page 2.2. The activity page asks students questions about main characters, setting, the meaning of words,</p>

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			<p>and to sequence events. In Unit 8 Lesson 5 students will ask and answer questions about “Alemeda, the Basket Weaver.” Students listen to a read aloud and work with a partner to explain cause and effect relationships. Students complete Activity page 5.2 by writing cause and effect relationships and page 5.3 by summarizing the story. In Unit 5 Lesson 8, students answer comprehension questions that are literal (“What is sound?”), inferential (“How do we sense the vibrations of sound waves?”), and evaluative (“What does the setting of this part of the story have to do with cacophony?”). The students identify the correct sequence of events to explain how sound is created and how it travels and then write an opinion statement after watching a supplemental video. In Unit 11 Lesson 4, students answer comprehension questions that are literal (“Describe one of the food chains in the Mara National Reserve. ") and inferential (“Did this story take place long ago or is it a modern story? How do you know?”). The students apply understanding of the text at the end of the lesson by summarizing "The Balance of Nature" while including factors that affect the balance of nature.</p>
	<p>REQUIRED *Indicator for grades 3-12 only 6b) A vast majority of oral and written tasks at all grade levels</p>	<p>Yes</p>	<p>A vast majority of oral and written tasks require students to demonstrate the</p>

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	<p>require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>		<p>knowledge they built through the analysis and synthesis of texts. The oral and written texts often require students to integrate information from several texts to speak about the topic or write a response, including a culminating piece of writing that expresses understanding of unit knowledge. For example, in all unit lessons, students are required to respond to literal, inferential, and evaluative questions that task students with responding orally and in writing to express understanding of not only the text, but also key concepts and standards of the grade level. At the end of units, there are unit assessments that assess skills learned across the unit in writing, oral fluency, reading comprehension, and grammar. For example, in Unit 5 Lessons 12 and 13, students read "Alexander Graham Bell" (informational text) and "Thomas Edison; The Wizard of Menlo Park" (information text). They create a Venn Diagram comparing and contrasting Bell and Edison. Then, the students become reporters and complete a news article research project using evidence from multiple resources to write about either the invention of the telephone or the light bulb. By Lesson 17, the students present their newspaper articles in a group setting, speaking clearly and at an appropriate pace and then answer</p>

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			questions from group members analyzing their findings.
	<p>REQUIRED *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	N/A	
	<p>REQUIRED 6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	<p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. The students have various opportunities to utilize these modes of writing within the lessons, in culminating writing tasks, and assessments. For example, in Unit 1 Lessons 10-13, students craft an opinion piece centered around the characters and themes from "The Wind in the Willows" that develop in the text. In Unit 3 Lesson 1, students will describe the ways various systems are working in one's own body after listening to the read aloud and also reading a small paragraph and discussing with peers. In Unit 5 Lesson 11, students use vocabulary and concepts from the reading to write a descriptive paragraph about a particular sound. In Unit 10, students will practice writing a narrative. Students will learn how to use the elements of a narrative from the Reader to assist in the development of their own plot and developing characters, using dialogue and creating an ending. Students also write a narrative using the writing process by</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			planning, drafting, revising, editing, and publishing.
	<p>6e) Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p>Yes</p>	<p>Materials provide models for writing and student exemplars to support writing development in English Language Arts. The curriculum includes rubrics and exemplars located within the Additional Resources: Assessment and Remediation Guides. These rubrics cover narrative, informative/explanatory, and opinion writing. They provide evidence and indicators of basic, proficient, and advanced criteria focused around ideas, organization, and conventions. The publishers site also states that more writing examples are in progress.</p>
	<p>6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p>Yes</p>	<p>Materials address the grammar and language conventions specified by the language standards at each grade level and build on these from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, in all lessons, students are engaged in demonstrating understanding of Tier II and III vocabulary such as "medium" and "vocal chords" in Unit 3 Lesson 9 from "What is Sound?" In Unit 9 Lesson 3, the students identify and use the meaning of prefixes “pro-“and “anti-“ and also use linking words in conclusion to connect reasons and to connect ideas with</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>categories of information. In Unit 11 Lesson 7, students practice comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and also demonstrate understand of Tier II and Tier III vocabulary "disaster" and "oil rig." The students use the comparative and superlative adjectives to enhance writing. In Unit 9 Lesson 4, students use the linking words "in the same way" and "in contrast" to develop responses to compare and contrast tasks.</p>
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Yes</p>	<p>Measurement of progress via assessments includes gradual release of supporting scaffolds for students to measure their independent abilities. There are traditional means of assessment such as End of Unit assessments, informal checks for understanding, writing assessment, and assessment of fluency, grammar, spelling, and language. The curriculum features technology enhanced opportunities through mClass: DIBELS Next (designed to assess critical early literacy skills and link student results to activities from the Skills strand of CKLA) and mCLASS: READING 3D (designed to combine efficient indicators of early literacy and a comprehension measure with a running record to provide a full picture of reading skills in grades K-6). The curriculum also offers pre- and post-assessments; for</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>example, in Unit 1, students are given multiple assessments in Reading Comprehension, Word Isolation, Grammar, Morphology, and Fluency. The Beginning-of-Year Assessment has leveled text and allows drawing to be a form of written expression; however, in the End-of-Year Assessment, students are exposed to complex grade-level texts and are expected to write written responses in sentence form. In each lesson, there are tips for assisting different learners in assessing knowledge at the “Entering/Emerging,” “Transitioning/Extending,” and “Bridging” levels such as in Unit 9 Lesson 7.</p>
	<p>REQUIRED 7b) 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>Yes</p>	<p>Aligned rubrics and assessment guidelines are included with sufficient guidance for interpreting student performance. The curriculum includes a writing rubric for opinion, narrative, and informative/explanatory writing. Evidence for basic, proficient, and advanced descriptions are stated for criteria including ideas, organization, and conventions and can be found in the Planning Documents for the grade level. There are also rubrics for presenting and discussion. The Teaching Guide also includes an “Assessment Analysis” section in Unit 1 Lesson 10 in order for teachers to group students for Skills placement.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Yes</p>	<p>Materials include varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. The assessments include pre-assessments in Reading Comprehension, Fluency, Word Isolation, Grammar, and Language. Students have the opportunity to be assessed formatively using checks for understanding (written and spoken), activity books with assignments, unit assessments, and end-of-year assessments. The students have rubrics that can be used for self-assessment along with opportunities to provide feedback on projects, writing, and oral responses.</p>
	<p>7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. Pre-assessments and post-assessments have components such as fluency, word isolation, and morphology that can be administered one on one and other assessments such as reading comprehension, grammar, and writing that can be assessed using appropriate accommodations and modifications. Suggestions for learners being assessed formatively during lessons are provided for “Entering/Emerging,” “Transitioning/Extending,” and “Bridging” levels. The post assessments function much like the pre-assessments. The students also</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			have various types of assessments through the year such as projects, diagrams, exit tickets, and performance tasks.
Section IV. Scaffolding and Support			
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) 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.</p>	<p>Yes</p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused on understanding the text. The units include an introduction section that gives a list of instructional materials, recommended resources, explanation for why the texts are important, core vocabulary for stories, and writing activities. This is separate from the pre-reading activities in each lesson which focus on supporting understanding without giving away understanding of texts. For example, in Unit 9 Lesson 6, prior to reading "Francisco Vasquez de Coronado" the teacher is provided "Advanced Preparation" tips such as the Lesson-at-a-Glance and key vocabulary. Teachers are also guided with "Universal Access" items to ensure access to the text for all learners. Then, students are introduced to the Read Aloud by tracing routes of other famous explorers, such as Hernando de Soto and answering questions to lead into the explorer they will learn about (de Coronado). In Unit 10 Lesson 3 students are given the opportunity to make text-to-self, text-to-world, text-to-media, and text-to-text connections. Students are</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			expected to share an example of each type of connection. Supports and suggestions for scaffolding can be found to the left or right of activities and reading within each lesson.
	<p>REQUIRED 8b) 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 skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Materials have the goal of students gaining full comprehension of complex text. Skills are not taught in isolation and have a sharp focus of using the core text to gain understanding of the text while integrating core skills that are supported by quality text. For example, in Unit 2 Lesson 3 students work to compare and contrast two texts about frogs. In Unit 6 Lesson 3 students use the skill of understanding main idea and details to understand the Norse myth.
	<p>REQUIRED 8c) 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>	Yes	Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the information in the text. During whole Group Reading such as in Unit 3 Lesson 3, teachers direct students to read a small excerpt of the text with a guiding question; students need to go into to the text to provide the correct answer.
	<p>REQUIRED 8d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	The materials are easy to use and well-organized. The reading selections are centrally located within the materials. The materials, both digital and non-digital, are well-organized into Units and Lessons. The Planning Documents allow for ease of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			navigation through resources and assist in planning lessons. The Quests, ELL, and Resources are easy to manipulate and at the top of the digital site. The Teacher’s Guide is also very easy to use and provides ample guidance.
	<p>8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	Yes	Appropriate suggestions and materials are provided for supporting varying student needs. In the majority of lessons, there are scaffolded levels for questions and activities at levels such as “Emerging/Entering,” “Transitioning/Expanding,” and “Bridging.” The lessons also provide support suggestions for activities and key learning areas as well as ideas for "Universal Access" to all learning. There are also digital formats of some items, such as the Quest, extra Resources in the "Resources" tab, and guides/documents for English Language Learners.
	<p>8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Yes	The content can be reasonably completed within a regular school year.

FINAL EVALUATION

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, 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
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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
I. Text Selection	1. Quality of Texts (Non-Negotiable)	Yes	The materials are of sufficient scope and sequence to provide text-centered and integrated learning that is scaffolded to advance students toward independent reading of grade level texts and to build content knowledge. The texts increase in complexity across the grade bands.
	2. Range and Volume of Texts	Yes	Materials seek a balance in instructional time between literature and informational texts. The texts reflect the distribution of text types and genres required by the standards. There are a variety of text types and genres in the curriculum for Grade 3 including folktales, informational texts, poems, biographies, and myths, but while the distribution across grade levels varies greatly, there is less variety within each unit. The distribution between literature and informational texts is weighted more toward informational texts, but these texts focus on either a science or social studies topic.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	Yes	The materials provide instruction and diagnostic support in appropriate foundational skill areas for the grade level that lends to developing proficient readers with the capacity to comprehend texts across a range of types and disciplines.
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	Yes	The materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	The materials provide a majority of text-dependent and text-specific questions and tasks that reflect the requirements of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade-specific standards.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	The majority of tasks are text dependent or text specific, reflecting the writing standards named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.
	7. Assessments	Yes	The 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 in appropriately complex texts.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	The 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.
FINAL DECISION FOR THIS MATERIAL: Tier I, Exemplifies quality			

*As applicable

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.¹⁹ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts²⁰ independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Core Knowledge Language Arts 2nd Edition**

Grade: **4**

Publisher: **Amplify Education, Inc.**

Copyright: **2017**

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

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

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

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. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, 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.

¹⁹ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

²⁰ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,²¹ as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for Grade 4. The Lexile of texts in this curriculum range from 610L to 1100L. The majority of texts fall within the Lexile band for grade 4. Unit 3 contains poetry, so no quantitative measure of readability is available; however, the features of the poetry make it complex and appropriate for grade 4. Qualitatively, these materials meet the criteria for grade 4 and explore many complex concepts in order to build knowledge and deliver useful information to students. For example, in Unit 8, students read "Treasure Island," in order to trace plot and characters over the course of the text. The knowledge demands of this text make it very complex, but supports are given to make the text appropriate for grade 4. Other texts included in this grade level are "Welcome to the Middle Ages" (Unit 2),"Earth's Changing Surfaces" (Unit 5), and "From Valley Forge to Yorktown" (Unit 7). Each unit also contains items such as character cards and visual supports for each lesson and the core text. There are also digital components of core texts.</p>

²¹ 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>. More information may be found in the Louisiana Believes Documents: "Guide for Determining Text Complexity" and "Creating Text Sets for Whole-Class Instruction"

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED 1b) At least 90% of texts are authentic²² and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p>Yes</p>	<p>At least 90% of texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. A majority of texts are authentic, even though some were created by the publisher to create the lesson and unit themes. These texts authored by the publisher are still well-crafted texts worthy of careful reading that build knowledge and develop vocabulary over the course of the unit.</p>
	<p>REQUIRED 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p>Yes</p>	<p>Materials provide a coherent sequence or collection of connected texts within each thematic based unit. For example, in Unit 7, the text, "Treasure Island" focuses on plot and character development in order to examine narrative elements. In Lesson 9, students will listen to "Treasure Island" and make inferences about relationships between characters using evidence from the text (Reading), participate in a class discussion to answer evaluative questions that follow the reading (Speaking and Listening), accurately use the relative pronouns "who," "whom," "that," "which," and "whose" in sentences (Grammar), accurately use words with the prefixes "im-" and "in-" and words with the roots "port" and "bio" in sentences (Language), and summarize significant events that transpire during the chapter (Writing). Over the course of the unit, students build knowledge about character development, plot, and dialogue in order to use that knowledge to</p>

²² Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>write their own adventure story narratives. At the end of Unit 8, students have opportunity to have knowledge in each component assessed through a Unit Assessment that assesses various parts of the learning such as vocabulary, comprehension, and concept based-assessment. There are also review activities and a formative assessment that encompass the Reading, Language, Writing, and Speaking and Listening component of each lesson. The Writing Studio is an optional component that connects the unit to the writing. Texts in the unit include “Treasure Island,” “The Voyage” (original text version), and “Blackbeard,” and the unit assessment texts.</p>
	<p>1d) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p>Yes</p>	<p>Texts increase in complexity as materials progress throughout the grade level and increase in complexity across the grade bands. In Unit 4, the famous inventors that are the subjects of the informational texts are fictional judges in a reality TV game show. The material is presented in narrative form to fit this framework, similar to a headline and press release. An example from the Reader is as follows: “Producers are pleased to announce that well-known inventor, professor, and all-around good guy George Washington Carver has joined the cast of Eureka! Carver brings to the judging panel a love of research, a deep knowledge of plant life and agricultural inventions, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>a much-needed friendly and optimistic perspective” (15). But in Unit 7, students are exposed to nonfiction texts that have an informational text structure: “One man who may have done more than anyone else to convince people to declare independence was Thomas Paine. Paine was an Englishman who had moved to Philadelphia only a few months earlier at the suggestion of Benjamin Franklin. Franklin thought Paine could help the patriot movement. Thomas Paine wrote a pamphlet called Common Sense. It was published in January 1776, while the Second Continental Congress was meeting” (Student Reader 34).</p>
<p>2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p>Yes</p>	<p>Materials seek a balance in instructional time between literature and informational texts. The texts reflect the distribution of text types and genres required by the standards. There are a variety of text types and genres in the curriculum for Grade 4 including essays, informational texts, poems, plays, biographies, myths, and fables, but while the distribution across grade levels varies greatly, there is less variety within each unit. The distribution between literature and informational texts is weighted more toward informational texts, but these texts focus on either a science or social studies topic. The breakout for the units is as follows: Unit 1-literary, Unit 2-literary/informational, Unit 3-literary, Unit 4-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			literary/informational, Unit 5-informational, Unit 6-literary, Unit 7-literary/Informational, and Unit 8-literary.
	<p>REQUIRED</p> <p>2b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	Materials include texts of different formats such as image projections, student readers, and various digital components. The students are also engaged in an entire unit of poetry. For example, in Unit 3 Lessons 5, students listen to a read-aloud of the poem "Harlem" while viewing a video on the Harlem Renaissance to assist with the context. In Unit 5 Lesson 4, students are exposed to photo images of fault lines, diagrams of the Earth's crust, and table comparing the Mercalli scale and the Richter scale to supplement information being read in Chapter 3 from "The Changing Earth."
	<p>2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Yes	Materials include many informational texts with an informational text structure rather than a narrative structure. While some units (2 and 4) use a narrative text structure to convey factual information, most units are developed without this support. The majority of informational texts in the grade level are appropriate informational text structures for Grade 4, utilizing captions, bolded vocabulary, charts, headings/subheadings, maps, timelines, diagrams, and images. Texts representing an informational text structure include "Empires in the Middle Ages (Unit 2),

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p>No</p>	<p>"Earth's Changing Surface" (Unit 5), "Earth's Undersea World" (Unit 5), and "Shots and Speeches" (Unit 7).</p> <p>Additional materials do not increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests and connect to classroom concepts or topics to develop knowledge. Examples of independent reading suggestions for books that appeal to students' interest were not consistently found in the grade 4 materials. While some lessons have independent reading practice built in, such as Unit 5 Lesson 13, the students are not allowed any choice in these readings and must complete activity pages for the assigned reading. The Program Guide for grades 3-5 explains the importance of independent reading and explains a plan to hold students accountable by using reading logs, setting SMART goals, and partnering with parents. A list of recommended titles for grade 4 was not established.</p>
<p>Section II. Foundational Skills (grades K-5 only)</p>			
<p>Tier 1 and 2 Non-Negotiable* 3. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent</p>	<p>REQUIRED *Indicator for grades K-2 only 3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p>N/A</p>	
	<p>REQUIRED 3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for</p>	<p>Yes</p>	<p>Materials include engaging, content-rich, and phonetically controlled texts that allow</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>systematic, explicit, 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>for systematic, explicit, and frequent practice of foundational skills and demand knowledge of grade-level phonics patterns and word analysis skills. In fourth grade, students should identify the meaning of common prefixes and suffixes and decode multisyllabic words. In Unit 2 Lesson 4, students are introduced to the prefixes “un-” and “non-.” The teacher uses the words “familiar” and “unfamiliar” and asks students to explain their meaning. Students learn that these prefixes change the meaning of the word, but not the part of speech. In other lessons, students also learn spelling patterns that help them decode texts.</p>
	<p>REQUIRED</p> <p>3c) 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, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></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>Yes</p>	<p>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. The students receive practice in learning and utilizing vocabulary prior to reading a text and also authentically in context. The students learn and practice grade level word study consistently. For example, in Unit 5 Lesson 2, students are introduced to morphology using the suffix ‘-ly.’ The students practice and review this skill for many lessons throughout the unit, utilizing words that use that suffix. In Unit 5 Lesson 6, the materials guide students to review words with the “k” sound that can be spelled with a “ch” such as “hierarchy,”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			“matriarch,” and “anarchy.” The Decoding and Encoding Remediation Supplement can be used to support struggling students.
	<p>REQUIRED 3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	Yes	Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition. In the teacher guide, there are references and support for self-monitoring and using context. In Unit 7 Lesson 3, students create a T-chart to self-assess vocabulary and skills from the lesson.
	<p>REQUIRED 3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	Yes	Materials allow for frequent, built-in opportunities for students to achieve reading fluency in oral and silent reading with various text types that are appropriate for the grade level. Students have opportunities to read orally and silently using readers and listening to read aloud texts. The students also engage in partner reading throughout the grade level, allowing for multiple reads throughout and the ability to monitor and provide feedback on accuracy, rate, and expression. Reading fluency practice is embedded in the decoding and encoding remediation guides. The students also have a fluency packet with texts for each unit of different varieties such as informational, literary, and poetry. There are guidelines in the family letter that give rules for how to work with the packet and how families can help in monitoring.
	<p>REQUIRED 3f) Materials guide students to read grade-level text with</p>	Yes	The materials guide students to read grade-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.		level text to make connections between acquisition of foundation skills and making meaning from reading. Materials within the lessons include questions to assess comprehension skills as students practice foundational skills. For example, in Unit 5 Lesson 11, students read Chapter 7 of "The Earth's Powerful Forces of Change" and answer literal, inferential, and evaluative questions about key details.
	3g) *Indicator for grades K-2 only Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	N/A	
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention, and practice for those students who need it. The materials include opportunities for intervention for emerging and struggling learners. There is also an array of materials that utilize the different modalities of learning.
Section III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable 4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to	REQUIRED 4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and	Yes	Coherent sequences of questions and tasks focus students on understanding the texts and their illustrations, making connections among the texts in the collection, and expressing understanding of the topics. The

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>tasks are developed so that students build knowledge and skill over the course of the unit.</p>		<p>texts are connected through topics or themes. Knowledge is gradually built through each lesson in relation to the theme/topic. At the beginning of each lesson, students and teacher review core knowledge learned in the prior units to help connect to the day's lesson. Tasks focus students on understanding the text and illustrations, along with questions. For example, in Unit 7, the students are learning about the American Revolution. In Lesson 1, the students describe the events connecting the French and Indian War to the American Revolution based on information in texts and justify the colonists' growing discontent and anger toward Britain. During the read aloud, students use more images and examine them to build knowledge. Then, students answer questions to gauge understanding and to build knowledge, such as "What was the turning point in the French and Indian War? Why?" There are also checks for understanding throughout. The students then complete work on vocabulary acquired. Finally, each lesson has an application portion at the end with various options to show mastery of the objective which, in this case, is to describe the events that led to the American Revolution and the anger held by colonists. In the next lesson, students begin by reviewing what they learned in the prior lesson and text before building on that</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>knowledge in Lesson 2. Each lesson continues to build knowledge into the evolution of the American Revolution. At the end of the unit, students have culminating activities for remediation and enrichment based on the unit assessments that encompass learned knowledge over the course of the unit.</p>
	<p>REQUIRED 4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p>Yes</p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through grade-level texts. Each lesson includes a combination of reading, writing, language, listening and speaking objectives. Tasks are included in each lesson so students can apply each of these skills. The questions and tasks in each unit are designed so that students build knowledge about topics and texts and are able to express their understanding through short, and extended writing tasks throughout the unit and a culminating task at the end of the unit. For example, according to the Teacher’s Guide in Unit 3, the culminating writing task states, “Write your own poem describing one of your memories. Make sure your poem includes a title and anaphora. You should also try to include figurative language or at least one example of alliteration. When you have completed your poem, check the checklist table below” (189). Throughout Unit 3, students read poetry to build</p>

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			<p>knowledge and develop vocabulary and skills necessary for success on this culminating writing task. The students read multiple poems, analyze each poem, write a response, evaluate their own responses, and perform a piece of poetry for their peers who evaluate their performance.</p>
	<p>REQUIRED 4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>Yes</p>	<p>Questions and tasks support students in examining language and focusing on the depth of word knowledge. Each unit includes academic vocabulary words relevant to the chapter being read. Many lessons include a word work section where one word is selected in each lesson to analyze meaning and its relationships to other words. For example, Unit 2 Lesson 6 students are given the meaning of "fuel," "merchant," "thrive," and "hustle and bustle." After the Read-Aloud, students engage in "Word Work" with the word "emerge." During this segment of the lesson, students are exposed to the word in context, directed to say the word with the teacher, and informed of the meaning of the word. The students then discuss the word and practice using it in speech. Unit 2 Lesson 2, students use sentences from the text to label nouns and adjectives. Students analyze these sentences to understand that authors use adjectives to make their writing more interesting.</p>

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<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>A majority of questions in the materials are text dependent and text specific. Examples include: "How does the theory of plate tectonics provide an explanation for how continents can move?" (Unit 5 Lesson 2), "What evidence did scientists use to figure out the theory of plate tectonics? Why did scientists have to rely on this evidence?" (Unit 5 Lesson 2), "How did the British Parliament punish the colonists for the Boston Tea Party?" (Unit 7 Lesson 4), "How did the other colonies respond when they heard about the new laws Britain imposed on Massachusetts?" (Unit 7 Lesson 4), and "Why does the squire ask Captain Smollett, "Perhaps you do not like your employer, either?" (Unit 8 Lesson 5). According to the Teacher's Guide, in Unit 5 Lesson 2, students are asked to respond to questions, such as, "According to the text, what effect do surface waves have?" after silent reading. Students are then asked to share their responses with a partner indicating where in the text they found the evidence to support their answer. Students then record their answers in writing in their Activity Books for Activity 5.1.</p>
	<p>REQUIRED</p> <p>5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note:</i></p>	<p>Yes</p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards. The question types present are</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<i>not every standard must be addressed with every text.)</i>		inferential, literal, and evaluative. For example, in Unit 5 Lesson 5, questions include "How are a seismograph and a Richter scale similar?" (RI 4.1), "How is a seismograph different from a Richter scale?" (RI 4.1), and "Is a tsunami a positive or negative result of an earthquake?" (RI 4.1). Tasks include, in Unit 8 Lesson 2, students using descriptive details to create a character for their adventure stories (W 4.3a). In Unit 7 Lesson 7, the writing task that students revisit in later lessons throughout the unit is to construct an expository response to the prompt: "Why are people from all of the colonies concerned about the laws imposed in Massachusetts (the Intolerable acts)? Be sure to include what the Intolerable Acts were and how the colonists responded to them." (Activity Book 7.3). Students use expository writing skills to develop paragraphs describing attitudes toward the Intolerable Acts and the significance of the first shot fired in Lexington (RI 4.9; W 4.2, W 4.2b, W 4.2c, W 4.2d).
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college	REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres,	Yes	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. The students are granted appropriate opportunities based on the developmental level and grade. For example, the students are exposed to a read aloud of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>		<p>core texts in the grade level using varying text formats. There are also opportunities to show understanding of texts through various types of checks for understanding. For example, in Unit 2 Lesson 1, students listen to a read aloud of chapter 1. Students listen to the read aloud to be able to paraphrase key details. In Lesson 2 students read pages silently and respond to questions to ensure comprehension by summarizing the text. Students complete Activity pages requiring them to compare and contrast the life of lords and serfs, identify nouns and adjectives in a sentence, and use suffixes to interpret unknown words. In Unit 3 Lesson 9, students answer comprehension questions of literal (“What phrases were repeated in this poem?”), inferential (“Based on the differences you notice between listening to the poem and reading it aloud in unison with the class, think about how the different experiences of the poem affect the tone of the poem. How does the poem change when everyone reads it aloud together?”), and evaluative (“What are some tips to keep in mind for how to read poetry aloud?”) type. The students apply understanding of the poem, “She Had Some Horses” at the end of the lesson by defining anaphora and metaphor, identify them in the poem, and explain the meaning of examples of figurative language in the poem and how the</p>

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			<p>elements of poetry impact the poem, along with the newly acquired skills. In Unit 5 Lesson 4, students answer comprehension questions of literal ("What happens beneath Earth's surface to cause earthquakes?"), inferential ("How are earthquakes and tsunamis connected?"), and evaluative ("On Activity Page 3.1, Sam asked the question, "Hmmm... I wonder if earthquakes have anything to do with moving tectonic plates?" How would you respond to Sam's question?"). The students apply understanding of the text at the end of the lesson by creating an informational pamphlet using evidence from the text, "The Changing Earth." In Unit 7 Lesson 8, students answer comprehension questions of literal, ("Why were the British confident they could defeat the colonists at the beginning of the war?" inferential, ("Why was the Battle of Saratoga important?"), and evaluative ("Look at the image "Washington Crossing the Delaware" on pages 42 and 43. What does Washington's posture and placement in the boat tell you about his position in the army?") type. The students apply understanding of the text by using paragraph writing skills to reflect on the role the first shot fired in Lexington played in igniting the American Revolutionary War referencing lesson text, additional sources, and a graphic organizer.</p>

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	<p>REQUIRED *Indicator for grades 3-12 only</p> <p>6b) A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<p>Yes</p>	<p>A vast majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts. The oral and written texts often require students to integrate information from several texts to speak about the topic or write a response, including a culminating piece of writing that expresses understanding of unit knowledge. For example, in all unit lessons, students are required to respond to literal, inferential, and evaluative questions that task students with responding orally and in writing to express understanding of not only the text, but also key concepts and standards of the grade level. At the end of units, there are unit assessments that assess skills learned across the unit in writing, oral fluency, reading comprehension, and grammar. For example, according to the Teacher’s Guide, “In the writing lessons, students will review the stages of the writing process and engage in several short writing projects. In this unit, students will examine and explain similes; draft an informational pamphlet about tsunamis; write a wiki entry about a specific volcano; and create a descriptive paragraph about a type of rock or item in the rock cycle, incorporating literary devices they have encountered in previous Grade 4 units, such as alliteration, personification, and simile” (3). These writings are done</p>

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			throughout the course of the unit and are revisited often for revision.
	<p>REQUIRED *Indicator for grades K-2 only</p> <p>6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	N/A	
	<p>REQUIRED</p> <p>6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	<p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. The students have various opportunities to utilize these modes of writing within the lessons, in culminating writing tasks, and assessments. For example, in Unit 3 Lesson 7, students compose original "I Hear My School Singing" poems, using a number of different episodes throughout the school day to present a varied portrait of their academic environment (Opinion-- perspective of environment or Narrative). In Unit 4 students practice informational and persuasive writing as they take notes and research different inventors and their inventions. Students also have the opportunity to create an invention and write a response explaining the invention. In Unit 5 Lesson 12 and 13, students plan for writing a descriptive paragraph about a rock or other item in the rock cycle and write the paragraph in Lesson 13 (Informational/Explanatory). In Unit 8 students practice narrative writing by using their understanding of "Treasure Island" to create their own narrative adventure.</p>

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	<p>6e) Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p>Yes</p>	<p>Materials provide models for writing and student exemplars to support writing development in English Language Arts. The curriculum includes rubrics and exemplars located within the Additional Resources: Assessment and Remediation Guides. These rubrics cover narrative, informative/explanatory, and opinion writing. They provide evidence and indicators of basic, proficient, and advanced criteria focused around ideas, organization, and conventions. The publishers site also states that more writing examples are in progress.</p>
	<p>6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p>Yes</p>	<p>Materials address the grammar and language conventions specified by the language standards at each grade level and build on these from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, in Unit 3, students will define the terms "repetition" and "alliteration" and create original work using alliteration. In Unit 5 Lesson 2, the students will identify the correct location of commas in dates, addresses, city and state, and items in a series. In Unit 7 Lesson 11, students will demonstrate understanding of subject-to be verb agreement in the present tense to be used in writing throughout the unit.</p>

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<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Yes</p>	<p>Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. There are traditional means of assessment such as End of Unit assessments, informal checks for understanding, writing assessment, and assessment of fluency, grammar, spelling, and language. The curriculum features technology enhanced opportunities through mClass: DIBELS Next (designed to assess critical early literacy skills and link student results to activities from the Skills strand of CKLA) and mCLASS: READING 3D (designed to combine efficient indicators of early literacy and a comprehension measure with a running record to provide a full picture of reading skills in grades K-6). The curriculum also offers pre- and post-assessments such as, for example, in Unit 1, where students are given multiple assessments in Reading Comprehension, Word Isolation, Grammar, Morphology, and Fluency.</p> <p>By the End-of-Year Assessment, students are exposed to complex-grade level texts and are expected to write written responses in sentence and paragraph form.</p> <p>In each lesson, there are tips for assisting different learners in assessing knowledge at the “Entering/Emerging”, “Transitioning/Extending,” and “Bridging” levels such as in Unit 5 Lesson 2.</p>

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	<p>REQUIRED 7b) 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>Yes</p>	<p>Aligned rubrics or assessment guidelines are included with sufficient guidance for interpreting student performance. The curriculum includes a writing rubric for opinion, narrative, and informative/explanatory writing. Evidence for basic, proficient, and advanced descriptions are stated for criteria including ideas, organization, and conventions and can be found in the Planning Documents for the grade level. There are also rubrics for presenting and discussion. The Teaching Guide also includes an “Assessment Analysis” section in Unit 8 Lesson 15 in order for teachers to determine a student’s readiness for Grade 5.</p>
	<p>REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Yes</p>	<p>Materials include varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. The assessments include pre-assessments in Reading Comprehension, Fluency, Word Isolation, Grammar, and Language. Students have the opportunity to be assessed formatively using checks for understanding (written and spoken), activity books with assignments, unit assessments, and end of year assessments. The students have rubrics that can be used for self-assessment along with opportunities to provide feedback on projects, writing, and oral responses.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. Pre-assessments and post-assessments have components such as fluency, word isolation, and morphology that can be administered one on one and other assessments such as reading comprehension, grammar, and writing that can be assessed using appropriate accommodations and modifications. Suggestions for learners being assessed formatively during lessons are provided for “Entering/Emerging,” “Transitioning/Extending,” and “Bridging” levels. The post assessments function much like the pre-assessments. The students also have various types of assessments through the year such as projects, diagrams, exit tickets, and performance tasks.</p>
Section IV. Scaffolding and Support			
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) 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.</p>	<p>Yes</p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused on understanding the text. The units include an introduction section that gives a list of instructional materials, recommended resources, explanation for why the texts are important, core vocabulary for stories, and writing activities. This is separate from the pre-reading activities in each lesson which focus on supporting understanding without giving away understanding of texts. For</p>

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			<p>example, in Unit 2 Lesson 19 students are reminded about their reading of the Battle of Yarmouk, a turning point in history. Then they are told they will learn in depth about that battle in this lesson. Students are also given a vocabulary word they will encounter, "ploy," and its definition and part of speech. In Unit 3 Lesson 1, prior to reading "Little Red Riding Hood" the teacher is provided "Advanced Preparation" tips such as the Lesson-at-a-Glance and key vocabulary. In Unit 8 Lesson 3 students reread Chapter 2 from "The Sea Chest and the Blind Man." The teacher can also review a list of vocabulary words before students read the chapter. Teachers are also guided with "Universal Access" items to ensure access to the text for all learners such as image cards, word banks for supporting activities, and supporting questions. Supports and suggestions for scaffolding can be found to the left or right of activities and reading within each lesson such as summarizing the text if students are unfamiliar to give them some prior knowledge to be able to meet the lesson's objective.</p>
	<p>REQUIRED 8b) 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 skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus</p>	<p>Yes</p>	<p>Materials have the goal of students gaining full comprehension of complex text. Skills are not taught in isolation and have a sharp focus of using the core text to gain understanding of the text while integrating core skills that are supported by quality text.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.		For example, in Unit 8 Lesson 4 students use the skill of summarizing to understand the voyage of Long John Silver. In Unit 6, Lesson 2 students use skills such as summarizing, referring to details, and drawing inferences from texts to close read vignettes in order to develop their own stories of aspiration.
	REQUIRED 8c) 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.	Yes	Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the information in the text. During whole group reading, such as in Unit 2 Part 2 Lesson 20, students are directed to reread a section of the text and complete a chart with details from the text.
	REQUIRED 8d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Yes	The materials are easy to use and well-organized. The reading selections are centrally located within the materials. The materials, both digital and non-digital, are well-organized into Units and Lessons. The Planning Documents allow for ease of navigation and resources to assist in planning and with resources for lessons. The Quests, ELL, and Resources are easy to manipulate and at the top of the digital site. The Teacher’s Guide is very easy to use with ample guidance.
	8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or	Yes	Appropriate suggestions and materials are provided for supporting varying student needs. In the majority of lessons, there are scaffolded levels for questions and activities

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	suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		at levels such as “Emerging/Entering,” “Transitioning/Expanding,” and “Bridging.” The lessons also provide support suggestions for activities and key learning areas as well as ideas for "Universal Access" to all learning. There are also digital formats of some items, such as the Quest, extra Resources in the "Resources" tab, and guides/documents for English Language Learners.
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The content can be reasonably completed within a regular school year.

FINAL EVALUATION

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, 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. Quality of Texts (Non-Negotiable)	Yes	The materials are of sufficient scope and sequence to provide text-centered and integrated learning that is scaffolded to advance students toward independent reading of grade level texts and to build content knowledge. The texts increase in complexity across the grade bands.
	2. Range and Volume of Texts	Yes	Materials seek a balance in instructional time between literature and informational texts. The texts reflect the distribution of text types and genres required by the standards. There are a variety of text types and genres in the curriculum for Grade 4

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			including essays, informational texts, poems, plays, biographies, myths, and fables, but while the distribution across grade levels varies greatly, there is less variety within each unit. The distribution between literature and informational texts is weighted more toward informational texts, but these texts focus on either a science or social studies topic.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	Yes	The materials provide instruction and diagnostic support in appropriate foundational skill areas for the grade level that lends to developing proficient readers with the capacity to comprehend texts across a range of types and disciplines.
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	Yes	The materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	The materials provide a majority of text-dependent and text-specific questions and tasks that reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade-specific standards.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	The majority of tasks are text dependent or text specific, reflecting the writing standards named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.
	7. Assessments	Yes	The materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			can independently demonstrate the assessed grade-specific standards in appropriately complex texts.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	The 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.
FINAL DECISION FOR THIS MATERIAL: Tier I, Exemplifies quality			

*As applicable

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.²³ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts²⁴ independently. Thus, a strong ELA classroom is structured with the below components.



Title: Core Knowledge Language Arts 2nd Edition

Grade: 5

Publisher: Amplify Education, Inc.

Copyright: 2017

Overall Rating: Tier I, Exemplifies quality

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

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

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. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, 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.

²³ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

²⁴ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,²⁵ as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for Grade 5. The Lexile of texts in this curriculum range from 740L to 1010L. The majority of texts fall within the Lexile band for grade 5. Unit 3 contains poetry and Unit 7 is anchored with Shakespeare’s "A Midsummer Night’s Dream," so no quantitative measure of readability is available; however, the features of the poetry make it complex and appropriate for grade 5. Qualitatively, these materials meet the criteria for grade 5 and explore many complex concepts in order to build knowledge and deliver useful information to students. For example, in Unit 7, students read "A Midsummer Night’s Dream," in order to become familiar with Shakespearean language and the genre of drama. Over the course of the unit, students develop narrative written responses adopting the persona of an advice columnist to analyze character motivations. Other texts included in this grade level are "The Rise of Early American Civilizations" (Unit 2), "The Northern Renaissance" (Unit 5), "The Power of Church" (Unit 6), "A Long and Winding Road" (Unit 8), and "The Badlands Sleuth"</p>

²⁵ 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>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			(Unit 9). Each unit also contains items such as character cards and visual supports for each lesson and the core text.
	<p>REQUIRED 1b) At least 90% of texts are authentic²⁶ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	At least 90% of texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. A majority of texts are authentic, even though some were created by the publisher to create the lesson and unit themes. These texts authored by the publisher are still well-crafted texts worthy of careful reading that build knowledge and develop vocabulary over the course of the unit.
	<p>REQUIRED 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing,</p>	Yes	Materials provide a coherent sequence or collection of connected texts within each thematic based unit. For example, in Unit 5, the texts focus on the Renaissance in order to build student’s knowledge about this time period, so they can conduct research and write a biography of a famous Renaissance artist. In Lesson 2, students express understanding of techniques and features of Renaissance art and architecture by quoting accurately from the text "The Early Renaissance" (Speaking and Listening/Reading), gather information about the techniques and features of Renaissance art and architecture by paraphrasing information in notes (Writing),

²⁶ Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	listening, speaking, and language.		use the past tense to convey various times, sequences, states, and conditions (Grammar), and accurately read multisyllabic words with prefixes “im-“ and “in-“ (Language). At the end of Unit 5, students have opportunity to have knowledge in each component assessed through a Unit Assessment that assesses various parts of the learning such as vocabulary, comprehension, and concept based-assessment. There are also review activities and a formative assessment that encompass the Reading, Language, Writing, and Speaking and Listening component of each lesson. The Writing Studio is an optional component that connects the unit to the writing. Texts in the unit include "The Early Renaissance" "An Italian Rebirth" "The Spirit of the Renaissance" "Michelangelo and Raphael" and "The Bankers Who Loved Art" among many others. There are multiple, careful readings of the text "A Midsummer Night's Dream."
	1d) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	Yes	Texts increase in complexity as materials progress throughout the grade level and increase in complexity across the grade bands. In Unit 1, students read many personal narratives that have a narrative text structure that makes them less complex structurally, although, many of the narratives contain dialect in the dialogue

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			that students need to be able to understand. But in unit 7, they are exposed to Shakespearean language in the form of a play which is a less familiar genre than the personal narrative.
<p>2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Yes	Materials seek a balance in instructional time between literature and informational texts. The texts reflect the distribution of text types and genres required by the standards. There are a variety of text types and genres in the curriculum for Grade 5 including essays, informational texts, poems, plays, biographies, and myths, but while the distribution across grade levels varies greatly, there is less variety within each unit. The distribution between literature and informational texts is weighted more toward informational texts, but these texts focus on either a science or social studies topic. The breakout for the units is as follows: Unit 1-literary, Unit 2-literary/informational, Unit 3-literary, Unit 4-literary, Unit 5-informational, Unit 6-literary/informational, Unit 7-literary, Unit 8-literary/informational, and Unit 9-informational.
	<p>REQUIRED 2b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	Materials include texts of different formats such as image projections, student readers, and various digital components. The students are also engaged in an entire unit of poetry. For example, in Unit 3 Lesson 3, students view projections and videos that

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>help readers understand elements of the poem, "When I Heard the Learn'd Astronomer" to assist with the context. In Unit 7, the students read "A Midsummer Night's Dream" while viewing digital components to support context of read aloud text. It also includes videos to support the reading of the text.</p>
	<p>2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p>Yes</p>	<p>Materials include many informational texts with an informational text structure rather than a narrative structure. While Unit 9, "Chemical Matter," is framed with a narrative text structure in which students try to solve a mystery on a fossil dig, they must engage with a number of complex informational texts in order to complete this grade 5 culminating unit. According to the Teacher's Guide, "This is a unit that combines literary and informational characteristics into a single text. It also asks students to look beyond the reader to additional sources to understand and explain the concepts introduced. This unit therefore asks students to integrate the skills they have learned in the rest of Grade 5: how to read and analyze informational and literary texts, how to use information to explain concepts and ideas, and how to write for different audiences and purposes. The unit is designed to be a culmination of the year, and a preparation for the kinds of skills</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>expected in Grade 6 and beyond. It is also, as a detective story, designed to be a fun end to the year!" (1). The majority of informational texts in the grade level are appropriate informational text structures for grade 5, utilizing captions, bolded vocabulary, charts, headings/subheadings, maps, timelines, diagrams, and images. Texts representing an informational text structure include "An Italian Rebirth" (Unit 5) , "Early American Civilizations: Maya, Aztec & Inca" (Unit 2), and "The Reformation: Shifts in Power" (Unit 6). Illustrations also include captions to further a reader's understanding of the text.</p>
	<p>2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p>No</p>	<p>Additional materials do not increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests and connect to classroom concepts or topics to develop knowledge. Examples of independent reading suggestions for books that appeal to students' interest were not consistently found in the grade 5 materials. While some lessons have independent reading practice built in, such as Unit 2 Lesson 3, the students are not allowed any choice in these readings and must complete activity pages for the assigned reading. The Program Guide for grades 3-5 explains the importance of independent reading and explains a plan to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			hold students accountable by using reading logs, setting SMART goals, and partnering with parents. A list of recommended titles for grade 5 was not established.
Section II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>3. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED *Indicator for grades K-2 only</p> <p>3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p> <p>REQUIRED</p> <p>3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, 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>N/A</p> <p>Yes</p>	<p>Materials demand knowledge of grade-level phonic patterns and word analysis skills. In fifth grade, students should identify the meaning of common prefixes and suffixes and decode multisyllabic words. Students also learn spelling patterns that help them decode texts. For example, in Unit 2 Lesson 6, students are introduced to the prefix “inter-.” The teacher uses the words “national” and “international” and “action” and “interaction” to show that adding the prefix to the root changes the meaning of the word, but not the part of speech. Students also learn to spell words such as “population,” “tropical,” “pyramid,” “peninsula,” “civilization,” “rainforest,” “indigenous,” “temple,” and “monument.” Students practice saying the word aloud and sounding out each syllable. A pronunciation and syllabication chart is used as a guide.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED 3c) 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, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></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>	Yes	<p>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. The students receive practice in learning and utilizing vocabulary prior to reading a text and also authentically in context. The students learn and practice grade level word study consistently. For example, in Unit 6 Lesson 2, students are instructed in morphology using the prefix "en-." The students practice and review this skill for many lessons throughout the unit, utilizing words that use that prefix. In Unit 6 Lesson 6, the materials introduce students to words that include a schwa sound in the last syllable of the word such as "immeasurable" and "impossible." The Decoding and Encoding Remediation Supplement can be used to support struggling students.</p>
	<p>REQUIRED 3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	Yes	<p>Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition. In the teacher guide, there are references and support for self-monitoring and using context. For example, in Unit 8 Lesson 1, students use "Fist to Five" to gauge their own understanding before moving on to independent practice</p>
	<p>REQUIRED 3e) Opportunities are frequently built into the materials that</p>	Yes	<p>Materials allow for frequent, built-in opportunities for students to achieve</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>		<p>reading fluency in oral and silent reading with various text types that are appropriate for the grade level. Students have opportunities to read orally and silently using readers and listening to read aloud texts. The students also engage in partner reading throughout the grade level, allowing for multiple reads throughout and the ability to monitor and provide feedback on accuracy, rate, and expression. Reading fluency practice is embedded in the decoding and encoding remediation guides. The students also have a fluency packet with texts for each unit of different varieties such as informational, literary, and poetry. There are guidelines in the family letter that give rules for how to work with the packet and how families can help in monitoring.</p>
	<p>REQUIRED 3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p>Yes</p>	<p>The materials guide students to read grade-level text to make connections between acquisition of foundation skills and making meaning from reading. Materials within the lessons include questions to assess comprehension skills as students practice foundational skills. For example, in Unit 6 Lesson 1, students read "The Power of the Printed Word" and answer literal, inferential, and evaluative questions about key details.</p>
	<p>3g) *Indicator for grades K-2 only Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the</p>	<p>N/A</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.		
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention, and practice for those students who need it. The materials include opportunities for intervention for emerging and struggling learners. There is also an array of materials that utilize the different modalities of learning.
Section III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	Yes	Coherent sequences of questions and tasks focus students on understanding the texts and their illustrations, making connections among the texts in the collection, and expressing understanding of the topics. The texts are connected through topics or themes. Knowledge is gradually built through each lesson in relation to the theme/topic. At the beginning of each lesson, students and teacher review core knowledge learned in the prior units to help connect to the day's lesson. Tasks focus students on understanding the text and illustrations, along with questions. For example, in Unit 8, the students are learning about Native Americans. In Lesson 1, the students determine the meaning of words

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and phrases from text to infer about the regions where Native Americans lived and to determine the impact European settlers had on the lives of Native Americans. During the read aloud, students use more images and examine them to build knowledge. Then they answer questions to gauge understanding and to build knowledge, such as "How did Native Americans of the Great Plains survive in the harsh climate?" There are also checks for understanding throughout. The students then complete work on vocabulary acquired. Finally, each lesson has an application portion at the end with various options to show mastery of the objective which, in this case, is to understand the setting of the Great Plains. In the next lesson, students begin by reviewing what they learned in the prior lesson and text before building on that knowledge in Lesson 2. Each lesson continues to build knowledge about relationships between Native Americans and European settlers. At the end of the unit, students have culminating activities for remediation and enrichment based on the domain assessments that encompass learned knowledge over the course of the unit.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED</p> <p>4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p>Yes</p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through grade-level texts. Each lesson includes a combination of reading, writing, language, listening and speaking objectives. Tasks are included in each lesson so students can apply each of these skills. The questions and tasks in each unit are designed so that students build knowledge about topics and texts and are able to express their understanding through short, and extended writing tasks throughout the unit and a culminating task at the end of the unit. For example, in Unit 4, the writing prompt for the unit assessment states: “Write a short answer comparing and contrasting the character traits of Don Quixote and Sancho Panza. Discuss how they are similar and how they are different, providing at least two examples from the text supporting each similarity and difference you identify. Include the use of transitional words that compare and contrast in your answer. You may refer to the Adventures of Don Quixote Reader” (Activity Book 204). Throughout Unit 4, students trace the development of plot and character over the course of the reading of the classic novel. During the unit, students engage in the writing process to create a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED 4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	Yes	<p>persuasive essay. During the writing process, students share their work with a peer who evaluates that writing using a checklist.</p> <p>Questions and tasks support students in examining language and focusing on the depth of word knowledge. Each unit includes academic vocabulary words relevant to the chapter being read. Many lessons include a word work section where one word is selected in each lesson to analyze meaning and its relationships to other words. For example, Unit 2 Lesson 5 students are given the meaning of "generation," "creation," "sacred," and "rigid." After the Read-Aloud, students engage in "Word Work" with the word "vast." During this segment of the lesson, students are exposed to the word in context, directed to say the word with the teacher, and informed of the meaning of the word. The students then discuss the word and practice using it in speech. In Unit 2 Lesson 6, students identify words and phrases in sentences that compare and contrast ideas. Students then develop their own sentences utilizing these words and phrases.</p>
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific</p>	<p>REQUIRED 5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	Yes	<p>A majority of questions in the materials are text dependent and text specific. Examples include: "What evidence is provided in this paragraph as to why this era was called the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>golden age of the Maya?" (Unit 2 Lesson 2), "Why were pyramid-temple complexes important structures in Maya city-states?" (Unit 2 Lesson 2), "What factors made painting the ceiling of the Sistine Chapel a difficult task?" (Unit 5 Lesson 5), "Why did many artists in the Middle Ages and the Renaissance want to paint the Madonna?" (Unit 5 Lesson 5), and "What was required of Native Americans if they chose to live at the missions?" (Unit 8 Lesson 5) Student ideas are expressed through both written and spoken responses. According to the Teacher's Guide, in Unit 6 Lesson 2, students are asked to discuss questions, such as, "If Henri was a real person living at the time of Gutenberg's printing press, would he have been correct about the impact the printing press would have on the world? Support your answer with evidence from the text." In Lesson 7, students listen to a Read-Aloud of "What Is at the Center of the Universe?" and record their answers in writing in their Activity Books for Activity 7.2.</p>
	<p>REQUIRED 5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p>Yes</p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards. The question types present are inferential, literal, and evaluative. For example, in Unit 2 Lesson 12, "What was the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>quarrel between the two royal brothers?" (RI 5.1). In Unit 5 Lesson 2, "What does embodiment mean?" (RI 5.4). In Unit 7 Lesson 8, "What do the following lines mean? 'Those that Hobgoblin call you, and sweet Puck, You do their work, and they shall have good luck.'" (RL 5.4). Tasks include, from Unit 7 Lesson 8, students making inferences to describe a character in modern-day life (W 5.3), and in Unit 5 Lesson 5, students draft an informational paragraph about Raphael's artistic achievements by identifying a topic and using related reasons and evidence. (W.5.2a, W.5.2b)</p>
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	<p>Yes</p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. The students are granted appropriate opportunities based on the developmental level and grade. For example, the students are exposed to a read aloud of core texts in the grade level using varying text formats. There are also opportunities to show understanding of texts through various types of checks for understanding. For example, in Unit 1 Lesson 14, students answer comprehension questions of literal ("How did the author's feeling about walking along the side of the space shuttle change?") and inferential ("After being back home for a few days, what did the author come to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>realize about the loneliness he felt during the spacewalk?") type. The students apply understanding of the text at the end of the lesson by summarizing the major events of a narrative and then describe how the author felt about each event and quote evidence from the text. In Unit 2 students are required to write informational or explanatory projects. Students use the information from their readers to take notes on and compare and contrast the Maya, Aztec, and Inca civilizations. Students use this information to create an explanatory project that discusses all three civilizations. In Unit 3 Lesson 6, students answer comprehension questions of literal ("How many stanzas does the poem have?" "How many lines are in each stanza?" and "What is the rhyme scheme of the poem's first two stanzas?") and evaluative ("Why would someone give a special pie to the king?"). The students apply understanding of the poem by summarizing the poem's overall message and analyzing how the use of figurative language affects a poem's meaning. In Unit 9 Lesson 11, students answer various comprehension questions that relate back to texts in prior lessons in order to create an evidence board to connect information among text and to prepare an accusation to present to the class.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED *Indicator for grades 3-12 only</p> <p>6b) A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<p>Yes</p>	<p>A vast majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts. The oral and written texts often require students to integrate information from several texts to speak about the topic or write a response, including a culminating piece of writing that expresses understanding of unit knowledge. For example, in all unit lessons, students are required to respond to literal, inferential, and evaluative questions that task students with responding orally and in writing to express understanding of not only the text, but also key concepts and standards of the grade level. At the end of units, there is a unit assessment that assesses skills learned across the unit in writing, oral fluency, reading comprehension, and grammar. For example, in Unit 5 Lesson 15, students read "Venice: Jewel of the Adriatic"(informational text) and "Venice, 6th January, 1506 CE"(literary text). They answer questions that relate to standards RI 5.1, 5.2, 5.4, and 5.8. They also respond to questions about RL 5.1, 5.3, 5.4, and 5.6. The students then engage in an oral reading fluency exercise with oral response questions also included. A rubric identifies the criteria for the written portion which centers around identifying key character traits from the texts read.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	N/A	
	<p>REQUIRED 6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	<p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. The students have various opportunities to utilize these modes of writing within the lessons, in culminating writing tasks, and assessments. For example, in Unit 1 Lesson 7, students are learning about comparing and contrasting points of view from narratives. In the lesson, they write a name narrative that is an on-going, evolving piece of writing using evidence and models learned from narrative texts. In Unit 5 Lesson 12, students begin to craft an informational/explanatory writing piece by drafting ideas for a biography using their text "The Life of Raphael" to guide them. In Unit 9 Lesson 13, students craft an opinion piece in regards to characters from a text referring to the resolution of their characters.</p>
	<p>6e) Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	Yes	<p>Materials provide models for writing and student exemplars to support writing development in English Language Arts. The curriculum includes rubrics and exemplars located within the Additional Resources: Assessment and Remediation Guides. These rubrics cover narrative, informative/explanatory, and opinion</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			writing. They provide evidence and indicators of basic, proficient, and advanced criteria focused around ideas, organization, and conventions. The publishers site also states that more writing examples are in progress.
	<p>6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	Yes	Materials address the grammar and language conventions specified by the language standards at each grade level and build on these from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, in most lessons, students are engaged in demonstrating understanding of Tier II and III vocabulary such as "prominent" in Unit 5 Lesson 10. In Unit 7 Lesson 1, the students are learning about adjectives and their role within a portion of the text "A Midsummer Night’s Dream.” In Unit 9 Lesson 2, students are learning to expand, reduce, and combine sentences, understand suffixes, and review previously learned parts of speech.
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex</p>	<p>REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. There are traditional means of assessment such as End of Unit assessments, informal checks for understanding, writing assessment, and assessment of fluency, grammar, spelling,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>and language. The curriculum features technology enhanced opportunities through mCLASS: DIBELS Next (designed to assess critical early literacy skills and link student results to activities from the Skills strand of CKLA) and mCLASS: READING 3D (designed to combine efficient indicators of early literacy and a comprehension measure with a running record to provide a full picture of reading skills in grades K-6). The curriculum also offers pre- and post-assessments such as, for example, in Unit 1, where students are given multiple assessments in Reading Comprehension, Word Isolation, Grammar, Morphology, and Fluency. By the End-of-Year Assessment, students are exposed to complex-grade level texts and are expected to write written responses in sentence and paragraph form. In each lesson, there are tips for assisting different learners in assessing knowledge at the “Entering/Emerging,” “Transitioning/Extending,” and “Bridging” levels such as in Unit 5 Lesson 9.</p>
	<p>REQUIRED 7b) 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>Yes</p>	<p>Aligned rubrics or assessment guidelines are included with sufficient guidance for interpreting student performance. The curriculum includes a writing rubric for opinion, narrative, and informative/explanatory writing. Evidence for basic, proficient, and advanced</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>descriptions are stated for criteria including ideas, organization, and conventions and can be found in the Planning Documents for the grade level. There are also rubrics for presenting and discussion. The Teaching Guide also includes an “Assessment Analysis” section in Unit 5 Lesson 15 in order for teachers to determine a student’s progress.</p>
	<p>REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Yes</p>	<p>Materials include varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. The assessments include pre-assessments in Reading Comprehension, Fluency, Word Isolation, Grammar, and Language. Students have the opportunity to be assessed formatively using checks for understanding (written and spoken), activity books with assignments, unit assessments, and end of year assessments. The students have rubrics that can be used for self-assessment along with opportunities to provide feedback on projects, writing, and oral responses.</p>
	<p>7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. Pre-assessments and post-assessments have components such as fluency, word isolation, and morphology that can be administered one on one and other assessments such as reading</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>comprehension, grammar, and writing that can be assessed using appropriate accommodations and modifications. Suggestions for learners being assessed formatively during lessons are provided for “Entering/Emerging,” “Transitioning/Extending,” and “Bridging” levels. The post assessments function much like the pre-assessments. The students also have various types of assessments through the year such as projects, diagrams, charting, exit tickets, and performance tasks.</p>
Section IV. Scaffolding and Support			
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) 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.</p>	<p>Yes</p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused on understanding the text. The units include an introduction section that gives a list of instructional materials, recommended resources, explanation for why the texts are important, core vocabulary for stories, and writing activities. This is separate from the pre-reading activities in each lesson which focus on supporting understanding without giving away understanding of texts. For example, in Unit 1 Lesson 3, prior to reading "The First Read San Giving Day" the teacher is provided "Advanced Preparation" tips such as the Lesson-at-a-Glance and key vocabulary. Teachers are also guided with "Universal Access" items to ensure access to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the text for all learners such as creating an expanded glossary. Students are then introduced to personification and read a text independently, pulling examples while quoting accurately from the text. These quotes eventually are used to make meaning of the text. Supports and suggestions for scaffolding can be found to the left or right of activities and reading.
	<p>REQUIRED 8b) 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 skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Materials have the goal of students gaining full comprehension of complex text. Skills are not taught in isolation and have a sharp focus of using the core text to gain understanding of the text while integrating core skills that are supported by quality text. For example, in Unit 2 Lesson 6, students learn words and phrases used to signify compare and contrast in order to show the relationship of ideas about three different ancient civilizations in a Codex Project they will work to complete over the course of the unit.
	<p>REQUIRED 8c) 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>	Yes	Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the information in the text. During whole group reading, such as in Unit 7 Lesson 4, students are directed to reread a scene from the play and add adjectives to the “Character Organizer” in the Activity Book for Activity 4.1.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED</p> <p>8d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	<p>The materials are easy to use and well-organized. The reading selections are centrally located within the materials. The materials, both digital and non-digital, are well-organized into Units and Lessons. The Planning Documents allow for ease of navigation and resources to assist in planning and with resources for lessons. The Quests, ELL, and Resources are easy to manipulate and at the top of the digital site. The Teacher’s Guide is very easy to use with ample guidance.</p>
	<p>8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	Yes	<p>Appropriate suggestions and materials are provided for supporting varying student needs. In the majority of lessons, there are scaffolded levels for questions and activities at levels such as “Emerging/Entering,” “Transitioning/Expanding,” and “Bridging.” The lessons also provide support suggestions for activities and key learning areas as well as ideas for "Universal Access" to all learning. There are also digital formats of some items, such as the Quest, extra Resources in the "Resources" tab, and guides/documents for English Language Learners.</p>
	<p>8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Yes	<p>The content can be reasonably completed within a regular school year.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, 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. Quality of Texts (Non-Negotiable)	Yes	The materials are of sufficient scope and sequence to provide text-centered and integrated learning that is scaffolded to advance students toward independent reading of grade level texts and to build content knowledge. The texts increase in complexity across the grade bands.
	2. Range and Volume of Texts	Yes	Materials seek a balance in instructional time between literature and informational texts. The texts reflect the distribution of text types and genres required by the standards. There are a variety of text types and genres in the curriculum for Grade 5 including essays, informational texts, poems, plays, biographies, and myths, but while the distribution across grade levels varies greatly, there is less variety within each unit. The distribution between literature and informational texts is weighted more toward informational texts, but these texts focus on either a science or social studies topic.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	Yes	The materials provide instruction and diagnostic support in appropriate foundational skill areas for the grade level that lends to developing proficient readers with the capacity to comprehend texts across a range of types and disciplines.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	Yes	The materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	The materials provide a majority of text-dependent and text-specific questions and tasks that reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade-specific standards.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	The majority of tasks are text dependent or text specific, reflecting the writing standards named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.
	7. Assessments	Yes	The 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 in appropriately complex texts.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	The 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.
FINAL DECISION FOR THIS MATERIAL: Tier I, Exemplifies quality			

*As applicable

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.