



Office of Teaching and Learning

ELA K-12 Louisiana Student Standards Review: 6-8 ELA

Louisiana educators engaged in a professional review of the state's academic standards for English language arts (ELA) to ensure they continue to maintain strong expectations for teaching and learning aligned with college and workplace demands. The new ELA standards will be effective beginning with the 2027-2028 school year. As part of the Louisiana Department of Education's support for a seamless transition to these new standards, the LDOE identified the major changes in the standards and their potential impact on criteria used to review instructional materials.

Title: Amplify ELA

Grade: 6-8

Publisher: Amplify Education, Inc

Copyright: 2019

Overall Rating: Tier 1, Exemplifies quality

This English Language Arts review has been examined for the following major shifts in alignment resulting from the 2026 Louisiana Student Standards Review:

- **Writing:** Multiparagraph Writing in Grades 3-12 (W.1, W.2, W.3) and Thesis Statements in Grades 5-12 (W.1)

The following criteria/indicators may be impacted:

- **Criterion 6:** Indicator 6a (3-12), Indicator 6b (3-12), and Indicator 6c (3-12)

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

Criterion 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.

Indicator	Currently in the Rubric	Alignment Review	Impact of Review
Indicator 6a - Review for Grades 3-12 only			
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. ¹	See EdReports for more information (linked in original review).	Aligns	Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.
Indicator 6b - Review for Grades 3-12 only			
Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information , using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	See EdReports for more information (linked in original review).	Aligns	Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.
Indicator 6c - Review for Grades 3-12 only			
Required	See EdReports for more	Aligns	Materials align with the

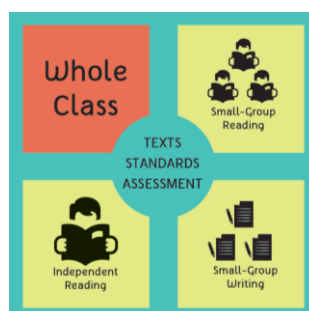
¹ Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

6c) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. - As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). - In grades 3-12, tasks may include blended modes (e.g., analytical writing)	information (linked in original review).		Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.
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Qualified for Abbreviated Review¹

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



Title: **Amplify ELA**

Grade: **6-8**

Publisher: **Amplify Education, Inc.**

Copyright: **2019**

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

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

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

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

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

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

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

Click below for complete grade-level reviews:

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

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

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

¹ Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://www.edreports.org/reports/overview/amplify-ela-2019>.

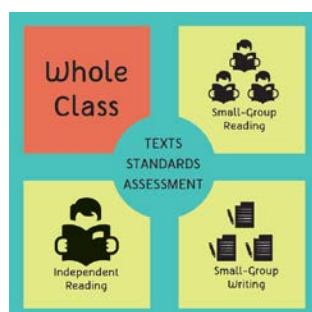
² A volume of texts is a collection of texts written about similar topics, themes, or ideas.

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



Qualified for Abbreviated Review¹

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



Title: **Amplify ELA**

Grade: **6**

Publisher: **Amplify Education, Inc.**

Copyright: **2019**

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

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

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

¹ Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://www.edreports.org/reports/overview/amplify-ela-2019>.

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

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



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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.			
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. <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> ☒ Yes ☐ No	Required 1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. A text analysis that includes complexity information is provided. This analysis covers each unit and includes quantitative and qualitative information as well as reader and task considerations. The publisher provides a “Path of text complexity” documenting the qualitative and quantitative measures and the complexity of the tasks associated with each text. In Unit 6A, Dahl & Narrative, the anchor text is the memoir “Boy: Tales of Childhood” by Roald Dahl (1020L). An excerpt from “The Adventures of Tom Sawyer” by Mark Twain is also incorporated. The quantitative rating for the unit as a whole is moderately complex, based on the Lexile scores of the range of texts within the unit, with an overall Lexile of 1090, which includes a memoir with vivid descriptions and 20th century British slang, enhancing the complexity of the text. The qualitative and task complexity ratings are both moderately accessible because the subject matter of the texts relies on little discipline knowledge or is fully explained

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			and language includes some complex words. However, the unit focuses on developing narrative writing that “clearly develops one moment, one topic, or one idea.” Students develop a unique perspective about a specific moment in the text to develop their narratives. In Unit 6B, Mysteries & Investigations, students “read like an investigator” and embark on a multi-genre study into the mesmerizing world of scientific and investigative sleuthing. Texts in this unit have a Lexile range between 750 - 1170 with a quantitative rating of complex. The subject matter requires “some discipline-specific knowledge” but references are largely explained. The anchor text “The Secret of the Yellow Death: A True Story of Medical Sleuthing” by Suzanne Jurmain includes complex words and sentences. As they read, students carefully identify, organize, and evaluate evidence from the book to gather evidence to support and prove a theory they will then develop into writing. Students also read, “Yellow Fever Circles Brazil’s Huge Cities” by Shasta Darlington (1170L) and Donald G. McNeil Jr. and “The Red-Headed League” by Sir Arthur Conan Doyle (1070L). In Unit 6F, The Titanic Collection, students read texts with Lexile measures between 800 - 1620, making the quantitative measure quite complex. The qualitative

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			rating for this unit is also considered complex because text structure is generally straightforward and contains features essential to comprehension. In this unit, students read informational texts to determine the difference between primary, secondary, and tertiary sources. Students conduct independent research and use knowledge gained through reading to better understand what really happened the night the Titanic sank. Tasks and activities contain nuance and complexity that require students to make high levels of inferences to build knowledge throughout the unit.
	Required 1b) At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	Yes	At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. Most texts are published independent of the materials. Texts include those considered literary classics, as well as notable contemporary titles. A wide range of genres is represented, including historical fiction, graphic novels, poetry, memoirs, narrative nonfiction, and primary source documents. In Unit 6B, Mysteries & Investigations, students read “The Secret of the Yellow Death: A True Story of Medical Sleuthing” by Suzanne Jurmain. The nonfiction text focused on the scientific investigation of Walter Reed into the yellow fever outbreak in Cuba in 1900 is engaging and includes relevant photographs appropriate to the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			time period. Students also read “Fever 1793” by Laurie Halse Anderson. This novel is authentic and of publishable quality. It centers around themes of mistrust, fear, and caring. The main character, Mattie, learns to cope with the loss of business, friends, and family. Mattie must persevere to overcome many hardships. In Unit 6D, The Greeks, students read classic myths such as “Prometheus” from “Heroes, Gods and Monsters of the Greek Myths” by Bernard Evslin, and “Arachne” from “Selected Tales from Ovid” by Ted Hughes. Both are engaging while being complex, grade-appropriate texts. In Unit 6E, Summer of Mariposas, students read “Summer of the Mariposas” by Guadalupe Garcia McCall. This novel is authentic and was published outside of the materials. It centers around themes of sisterhood and maternal love. It is a retelling of “The Odyssey” set in Mexico (which connects to Unit 6D: The Greeks) that contains elements of magical realism throughout, which is the blending of the magical or fantastical with the realistic, not limiting itself to either of the two genres.
	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.	Yes	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. The texts

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	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.		and tasks are intentionally sequenced to build strong student understanding of the focus theme and topic relative to the unit goals. Each unit focuses on a theme and topic supported by a multitude of texts that include a wide variety of genres. The texts and tasks are intentionally sequenced to build strong student understanding of the focus theme and topic relative to the unit goals. The sequence of units requires students to build analytical skills as they interact with texts of increasing qualitative and quantitative complexity. Students demonstrate their understanding through the culminating tasks at the end of each unit. These tasks require students to respond and reflect through writing, discussion, and/or multimedia presentations. Unit 6B, Mysteries & Investigations, focuses on teaching students how to “read like an investigator” using a collection of texts connected by “scientific and investigative sleuthing.” Each of the texts features a mystery to be solved through an investigation. Modern works such as “Fever 1793” by Laurie Halse Anderson are combined with classic works such as “The Speckled Band” and “The Red-Headed League” by Sir Arthur Conan Doyle. Students read like an investigator so they learn to “identify, organize, and evaluate

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			claims and supporting evidence” across the texts. Often students become the “investigator” as they read the texts closely to support their own claims regarding the evidence as it is uncovered and analyzed. Students are required to use key vocabulary words within their assigned writings. The culminating activity requires students to write an essay identifying and justifying the most useful trait to a problem-solving investigator. Unit 6C, The Chocolate Collection, focuses on the history of chocolate. The text collection is bound together by its focus on the history, impact, and future of chocolate. Texts include pieces written by the author of the materials, as well as historically-relevant images, magazine articles, primary source documents, book excerpts, government data, advertisements, and a variety of other chocolate-related texts. Students learn the vocabulary associated with a wide array of terms associated with chocolate; for example, students learn about the harvesting and production of chocolate and the advertising and cultural connections. Students complete a scavenger hunt, conduct internet research, and debate to deepen their understanding of the historical and modern context and significance of chocolate. Students then write either an informative essay examining the history of slavery in chocolate production or argumentative essay

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			analyzing whether or not chocolate equates to happiness. In Unit 6D, The Greeks, students read “The Odyssey” by Homer, translated by E.V. Rieu. In Unit 6E, “Summer of Mariposas,” students read “Summer of the Mariposas” by Guadalupe Garcia McCall, which is a Mexican American retelling of “The Odyssey,” and follows the same hero’s journey structure. Students read more excerpts of “The Odyssey” in Unit 6E to solidify the connections between the two stories. Students compare McCall’s retelling of “Summer of Mariposas” to episodes from Homer’s “The Odyssey” and contrast the sister’s fictional journey to the non-fiction account of a migrant boy’s journey.
	Required 1d) Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.	Yes	Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building. Throughout the units and lessons, students revisit texts often, reading for different purposes or paying attention to different details with each read. Each unit focuses on a common theme or concept. Within the unit, anchor texts are the focus of multiple, careful readings. Students complete repeated close readings to build content knowledge, deepen comprehension, analyze author’s craft, and hone their own writing skills. They are encouraged to go back and read key parts to find evidence to

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			support their observations and inferences. The repeated readings of quality texts of grade level complexity prepare students to connect and build upon the ideas and concepts being examined throughout the unit. In Unit 6A, Dahl & Narrative, students read “Boy: Tales of Childhood,” (1090L), by Roald Dahl. Students closely read and reread specific excerpts from Dahl’s memoir to better understand how he “develops one moment, one topic, or one idea” in his writing. In Sub-unit 3, Lesson 3, students closely read an excerpt from Chapter 3 that focuses on the character of Mrs. Pratchett. Students are instructed to pay attention to the way Dahl uses “precise details in his description” as they read and then reread the passage. As a class, the students continue to analyze the excerpt to determine whether the author is “telling or showing” and then reread once again to note specific details about the character of Mrs. Pratchett. Students reread the text closely again as they agree or disagree with Dahl’s assertion in the memoir that Mrs. Pratchett was “a horror.” In Unit 6D, The Greeks, Sub-unit 1, Lesson 1, students preread "Prometheus" by Bernard Evslin and answer questions designed to measure their comprehension of the text. Students then zoom into the text and read a passage from Evslin's "Prometheus" silently,

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			then respond to several short questions. After assembling evidence and rereading selections again, they analyze how the writer develops and contrasts the characters' points of view. Late in Unit 6D, The Greeks, students read excerpts from, "The Odyssey" by Homer, translated by E.V. Rieu (1140L), the myth "Prometheus" from "Heroes, Gods and Monsters of the Greek Myths" by Bernard Evslin, and the myth "Arachne" from "Selected Tales from Ovid" by Ted Hughes. As students closely read each of the texts they "focus on the rights and responsibilities of humans." The culminating writing task requires students to closely re-read the texts to answer the question "Are humans destroyed by their pride? Why or why not?" and to support their claim with evidence from each of the texts. In Unit 6E, Summer of Mariposas, Sub-unit 1, Lesson 1, students revisit the prologue multiple times, reading for different purposes each time. The first time they read is for their initial observations and understanding the setting, then in the second reading students compile additional observations and determine a theme of the novel and how it is conveyed through particular details. They again revisit this section to complete the Exit Ticket and identify key details that help develop a theme (change) that is presented in the Prologue.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Non-negotiable (only reviewed if Criterion 1 is met) 2. 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. ☒ Yes ☐ No	Required 2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.	Yes	A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses. Opportunities for student discussion and dialogue are embedded throughout the lessons and require students to refer back to the text to support their claims. Students are asked to employ strategies such as “Use the Text,” “Select the Text,” “Work Visually,” “Use the text as a Referee,” and “Work out Loud.” Unit assessments and culminating writing tasks are text dependent. Units also include “Solo” assignments that require students to answer text specific and text dependent questions independently. In Unit 6A: “Dahl and Narrative,” Sub-unit 4, Lesson 1, students are introduced to a cumulative essay prompt, “Whom does Dahl describe as causing more trouble: the boys or the adults? Use details from one moment in the book to show who is really causing more trouble.” In Unit 6C, The Chocolate Collection, Sub-unit 4, Lesson 1, Activity 8, students complete a Solo assignment in which they “answer questions that require attention to details and evidence.” For example, after reading an excerpt from a National Geographic article on the history of chocolate in New Mexico, students answer 6 questions. Each question requires students to return to the text to answer the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			question correctly. Questions are directly based on the information in the article and the author’s craft in writing the article. Some are text dependent, like the example provided, while others are specific to the text they are closely reading. In unit 6D, The Greeks, Sub-unit 4, Lesson 1, students are introduced to the prompt, “Using two of the following characters—the humans from “Prometheus,” Odysseus from “The Odyssey,” or Arachne from “Arachne”— answer the following question: Are humans destroyed by their pride? Why or why not? Make a claim about whether or not these characters have been destroyed by their pride. Be sure to support your claim with textual evidence.” This essay prompt requires students to use multiple texts to support a claim. In Unit 6E, Summer of the Mariposas, Sub-Unit 1, Lesson 8, students are asked to reread an excerpt of the text and “highlight two details that give you a picture of how Odilia feels about being at Cecilia’s house.” Students then answer a multiple choice question asking how the character feels in this particular “moment in the chapter.” Additional text specific questions are embedded throughout the other activities in the lesson.

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	Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)	Yes	Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. Assessments and culminating tasks demand higher-order thinking that is constructed over the course of the unit. Activities within each lesson and lessons within each sub-unit and unit are structured to build on one another. Each lesson begins with explicit vocabulary instruction. Materials include a cohesive year-long plan for students to interact with and build key academic vocabulary words within and across the texts. There is daily support in vocabulary acquisition through an interactive app that provides games that students play to learn and study figurative language, morphology, dictionary skills, and synonyms/antonyms. There are also opportunities for students to learn and practice grammar skills. In Unit 6A, Dahl & Narrative, Sub-unit 2, Lesson 8, Activity 5, students write about one moment from a comic strip of their typical day that they have previously constructed. The writing prompt uses the language of the standards by instructing students to “use precise details in their writing to develop one moment from their comic strip and convey the experience.” (W.6.3).

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			In Unit 6F, The Titanic Collection, Assessment, Lesson 1, Activities 2 and 3, students choose whether to answer a constructed response question requiring an argumentative or informative essay. Each of the constructed responses use the language of the standards in their prompting questions. The argumentative constructed response uses the language of the standards by instructing students to use evidence from the text to “write an argument about the treatment of passengers in steerage, and to a certain extent in Second Class, compared to First Class passengers.” Students are required to use “at least two pieces of evidence to support your answer” (W.6.1). In Unit 6F, The Titanic Collection, Sub-unit 1, Lesson 1, students click on the vocabulary app and are met with a list of vocabulary words they will study that day: impunity, extracts, conducts, definitively, sullen, humility, and more. The first game, Hashtag It Out, requires students to learn the main idea of the vocabulary words used in context, guiding them towards a definition of the word. (RL.6.4) In Unit 6D, The Greeks, Sub-unit 1, Lesson 6, students work visually to understand a passage’s central idea and supporting details or to connect two moments in a text (RL.6.2, RL.6.5).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Non-negotiable (only reviewed if Criterion 1 is met) 3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text. ☒ Yes ☐ No	Required 3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.	Yes	Coherent sequences of questions and tasks focus students on understanding the text and its illustration (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Throughout the year, students are tasked with building, connecting, and integrating the skills, concepts, and content within each unit. Clearly identified topics, themes, and ideas create the foundation of each unit. The texts, tasks, and assessments develop the topics, themes, and ideas and require students to demonstrate deep understanding. This coherence is also evident in the essay prompts that require students to compare texts, and/or draw upon multiple texts for evidence to support their claim. In Unit 6B, Mysteries & Investigations, Sub-unit 5, Lessons 1 through 5, students draw upon multiple texts as they research, draft, revise, and polish an essay addressing the following prompt: “People-like scientists, detectives, health workers - take many approaches to solving problems. They take bold and brave actions; they work methodically; they think carefully and logically; they collaborate with others; they try new approaches. Based on the texts you have read, what stands out to you as one important characteristic to have as a problem solver or investigator? Include two

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			examples of individuals demonstrating this characteristic in your response.” Students make a claim regarding the important characteristic and then gather evidence from the texts within the unit to draft, revise, and polish their essay. The texts include “The Secret of the Yellow Death,” “Yellow Fever Circles Brazil’s Huge Cities,” “The Red-Headed League,” and “The Speckled Band.” These tasks integrate the skills, concepts, and content students have been learning throughout the unit. In Unit 6D, The Greeks, Sub-unit 4, Lesson 1, students are challenged to draw evidence from two of the unit's texts to make their claims for an essay prompt. The essay prompt states, “Using two of the following characters—the humans from “Prometheus,” Odysseus from “The Odyssey,” or Arachne from “Arachne”—answer the following question: Are humans destroyed by their pride? Why or why not? Make a claim about whether or not these characters have been destroyed by their pride. Be sure to support your claim with textual evidence.” This prompt requires students to make complex meanings of more than one text, compare characters across texts, and express their understanding responding to a rigorous prompt. In Unit 6F, The Titanic Collection, Sub-unit 3, Lessons 1 through 3, students analyze

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			multiple primary source documents and related secondary source documents to “assume the identity of an actual Titanic passenger.” After building the necessary background knowledge, students compose a letter from the perspective of their passenger. These tasks integrate the skills, concepts, and content students have been learning throughout the unit.
	Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.	Yes	Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. The lessons each have opportunities for students to engage in a variety of activities in these areas. Each unit includes culminating tasks requiring students to integrate the skills, concepts, and content from the unit. Students write argumentative and informative essays, debate key aspects of a topic or theme, and participate in Socratic seminars and internet research. In Unit 6A, Dahl and Narrative, Sub-unit 1, Lesson 5, students read a passage from Roald Dahl’s “Boy” to analyze how Dahl uses precise details and language to slow down and focus on one moment. In writing, students will practice slowing down and focusing on one, very brief moment. To practice speaking listening skills students will collaborate to develop shared rules,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			procedures, and roles for class sharing discussions. In Unit 6C, The Chocolate Collection, Sub-unit 4, Lessons 1 and 2, students prepare for and participate in a debate as to whether or not chocolate should be added to school lunches every day. Students work in small groups to research their assigned stance using specified texts from the unit. Each student closely reads and analyzes their text for evidence to support their debate stance. Students then work with their groups to build arguments and counterarguments using the strongest evidence from the texts. Groups then debate one another with the teacher as facilitator. The lesson concludes with students reflecting on their work and how they might improve it. In Unit 6D, The Greeks, Sub-unit 1, Lesson 3, students practice speaking and listening by acting out the text's details about humans' actions with fire to show the different interpretations of the impact of fire on human happiness. They will use words and dialogue, as well as actions and other nonverbal cues, to make clear the emotions they are trying to convey. In the same lesson, they practice writing as they argue for or against Zeus's claim that humans should not have fire, using evidence from the text to support their opinions.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			In Unit 6E, Summer of the Mariposas, Sub-unit 2, Lessons 1 through 5, students “write an essay to explain what characteristic or source of strength helps a Garza sister be successful in her hero’s journey.” In Lesson 1, students discuss the physical and personality traits needed to successfully complete a hero’s journey. Students also consider “a source of strength” that may aid the character in the hero’s journey. After working with a partner to find evidence supporting their chosen characters, students make their individual claims. In Lesson 2, students begin to write their body paragraphs. In Lesson 3, students use this “Flex Day” to continue drafting and revising their body paragraphs and claims. In Lesson 4, students have the opportunity to work with a partner to revise and strengthen their claims and body paragraphs. In Lesson 5, students draft a conclusion and edit their essays. Students analyze a model essay to note key aspects and to compare and contrast their own essay. The lesson ends with students sharing and reflecting on their writing as a class.
	Required 3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. 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	Yes	Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Each lesson begins with explicit vocabulary instruction. Materials include a cohesive year-long plan for students to interact with and build key academic vocabulary words within and across the texts. Questions and tasks also focus on

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).		advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. There is daily support in vocabulary acquisition through an interactive app that provides games that students play to learn and study figurative language, morphology, dictionary skills, and synonyms/antonyms. Students practice vocabulary skills in three main ways: Reveal words, the Vocab App, and vocabulary videos and GIFs with accompanying activities. In general, students spend the first five minutes of class working with vocabulary. The Amplify Vocab App is a research-based app “designed to foster a love of language as students progress toward mastery of at least 500 new words during each year.” The app is structured like a game and is adaptive and calibrated to the specific needs of each individual student. Activities focus on predominantly Tier 2 words through morphology, analogy, context, dictionary skills, and related words such as synonyms and antonyms. The Vocab App has “six streams of content for each grade - three core streams and three ELL streams.” Within the word sets, students will learn two “important words” based on the text students are reading in class, two are based on the student’ stream, and two are

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			academic words appropriate for all students. The app can be monitored and modified by the teacher as necessary to meet the unique needs of each student. The use of the Vocab App is embedded throughout the unit. In Unit 6C, The Chocolate Collection, Sub-unit 2, Lesson 1, students start the first 5 minutes using the vocabulary app. Students engage in a scavenger hunt to find the definition of a word using parts of speech, identify primary and secondary meanings, use it in a sentence, and understand the etymology or history, and pronunciation of the word. In Unit 6F, The Titanic Collection, Sub-unit 1, Lesson 1, students click on the vocabulary app and are met with a list of vocabulary words they will study that day: impunity, extracts, conducts, definitively, sullen, humility, and more. The first game, “Hashtag It Out,” requires students to get to the main idea of the vocabulary words used in context, guiding them towards a definition of the word. Vocabulary videos and GIFs are found in lessons throughout the units. These media-based activities include a short video or GIF teaching the definition of the vocabulary word and “two activities that support the learning of the word in the correct context.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			In Unit 6D, The Greeks, Sub-unit 4, Lesson 4, Activity 1, students focus on the word “implore.” Students watch a short video incorporating “implore” and its definition multiple times. Students then choose the sentence where the word is used correctly in context. After discussing the correct answer, students answer an additional question asking “Who is most likely to ‘implore’ another person to do something?” After discussing the correct answer, students will continue with the lesson. Within each text students read, “Reveal Words” are marked in bold, blue type and underlined in dotted blue. The number of blue dots above the Reveal Word indicates the difficulty of the word based on context clues provided, the usage of the word, and accessibility of the word to students at this grade level. When a student clicks on the blue word, the definition appears above it while staying in the current text. Students have access to the meanings of these Tier 2 words they may not know as they are reading the text. The student’s eReader creates “a personal glossary” of the Reveal Words that have been clicked on by that student. The student can then access their list in the Amplify Library. For example, In Unit 6E, “Summer of the Mariposas,” Sub-unit 1, Lesson 16, the Reveal Words found in the Author’s Note include: controversial, defame, and indigenious.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, 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. ☐ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A	Not applicable for this grade level
	Required *Indicator for grades K-1 only 4b) Materials provide grade-appropriate instruction and practice for the basic features of print (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).	N/A	Not applicable for this grade level
	Required *Indicator for grades K-1 only 4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).	N/A	Not applicable for this grade level
	Required *Indicator for grades K-5 only 4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).	N/A	Not applicable for this grade level
	Required *Indicator for grades K-5 only 4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques.	N/A	Not applicable for this grade level
	Required *Indicator for grades K-5 only 4f) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent	N/A	Not applicable for this grade level

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.		
	Required *Indicator for grades K-5 only 4g) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy .	N/A	Not applicable for this grade level
	Required *Indicator for grades K-5 only 4h) Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.	N/A	Not applicable for this grade level
	Required *Indicator for grades K-5 only 4i) Materials provide instruction and practice in word study . - In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>) - In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.	N/A	Not applicable for this grade level

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required *Indicator for grades K-2 only 4j) Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.	N/A	Not applicable for this grade level
	Required *Indicator for grades K-5 only 4k) Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.	N/A	Not applicable for this grade level
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☐ Yes ☐ No	Required 5a) Materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) - The majority of informational texts have an informational text structure. - In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.		See EdReports for more information.
	Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).		See EdReports for more information.
	5c) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		See EdReports for more information.
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:	Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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. ☐ Yes ☐ No	measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.⁶		
	Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.		See EdReports for more information.
	Required 6c) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. - As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). - In grades 3-12, tasks may include blended modes (e.g., analytical writing).		See EdReports for more information.
	Required 6d) Materials address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. 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		See EdReports for more information.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	sentence construction as a way to develop more complex sentence structure and usage.		
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). ☐ Yes ☐ No	Required 7a) Materials use varied modes of assessment , including a range of pre-, formative, summative and self-assessment measures.		See EdReports for more information.
	Required 7b) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.		See EdReports for more information.
	Required 7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.		See EdReports for more information.
	Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.		See EdReports for more information.
	7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.		See EdReports for more information.
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. ☐ Yes ☐ No	Required 8a) As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.		See EdReports for more information.
	Required 8b) Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus		See EdReports for more information.

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	3. Coherence of Tasks	Yes	Coherent sequences of questions and tasks focus students on understanding the text and its illustration (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only) ⁸	4. Foundational Skills	N/A	Not applicable for this grade level
III. Additional Criteria of Superior Quality ⁹	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

*As applicable

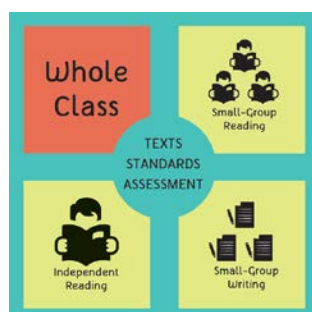
⁸ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

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



Qualified for Abbreviated Review¹

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



Title: **Amplify ELA**

Grade: **7**

Publisher: **Amplify Education, Inc.**

Copyright: **2019**

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

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

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

¹ Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://www.edreports.org/reports/overview/amplify-ela-2019>.

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

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



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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.			
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. <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> ☒ Yes ☐ No	Required 1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. A text analysis that includes complexity information is provided. This analysis covers each unit and includes quantitative and qualitative information as well as reader and task considerations. The publisher provides a “Path of text complexity” documenting the qualitative and quantitative measures and the complexity of the tasks associated with each text. In Unit 7C, Brain Science, the anchor text is “Phineas Gage: A Gruesome but True Story About Brain Science” by John Fleischman (1030L). Excerpts from “Inventing Ourselves: The Secret Life of the Teenage Brain” (1310L) and Oliver Sack’s “The Man Who Mistook His Wife for a Hat” (970L) are also incorporated. Over the course of the unit, students “build a better working model of their brain with each new text, the sequence of texts from less to more challenging allows the work they do in the early texts to support their reading of the subsequent texts.” The quantitative rating for the unit as a whole is complex with a Lexile range between 970 - 1310. The

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			qualitative and task complexity ratings are both moderately complex because the subject matter requires discipline-specific knowledge or references to other texts. In Unit 7B, Character and Conflict, students read more complex texts ranging in Lexile measures between 870-1040, including “Sucker” by Carson McCullers (870L) and “To Be Young Gifted and Black” by Lorraine Hansberry (1400L). Both texts provide students the opportunity to observe the growth and change in characters, and engage in close textual analysis. Texts are moderately complex because levels of meaning and/or theme may be conveyed with some subtlety and the subject matter requires some literary and cultural knowledge. In Unit 7D, Poetry & Poe, students read poetic pieces from authors such as D.H. Lawrence, Federico Garcia Lorca, and Emily Dickinson to learn to form mental images while reading. Then, students read three texts by Edgar Allan Poe, “The Tell-Tale Heart,” (820L), “The Cask of Amontillado,” (800L), and “The Raven.” Students then create storyboards that help them make their mental images concrete and discover the unreliability of first-person narrators. At the end of the unit students write an essay arguing whether they can trust the narrator of one of the unit’s texts. The quantitative rating for the unit is complex with a Lexile

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			range between 820 -1530. Texts are considered complex due to the author's use of imagery and visualization. Levels of meaning and theme are multiple, ambiguous and/or revealed over the course of the texts. Vocabulary is generally complex in word usage, level or abstraction and in sentence complexity. Together, these attributes make the qualitative rating for the unit moderately complex. For example, students read “The Tell-Tale Heart” which is moderately complex qualitatively. Poe’s use of rich vocabulary and the engaging theme of sanity lead students through a vigorous debate.
	Required 1b) At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	Yes	At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. Texts include those considered literary classics, as well as notable contemporary titles. A wide range of genres is represented, including historical fiction, graphic novels, poetry, memoirs, narrative nonfiction, and primary source documents. In Unit 7A, Red Scarf Girl & Narrative, students read “Red Scarf Girl: A Memoir of the Cultural Revolution” by Ji-li Jiang. This nonfiction narrative text documents the author’s experiences “growing up during China’s Cultural Revolution.” Students also read an excerpt from “A Christmas Carol” by Charles Dickens, a moral tale, illustrating what can happen when one is consistently

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			self-centered and unkind, that explores themes of redemption and social injustice. In Unit 7B, Character and Conflict, students read “A Raisin in the Sun” by Lorraine Hansberry. This classic text centers around themes of race, gender, dignity and pride, and the pursuit of dreams. In Unit 7E, The Frida & Diego Collection, students read texts from “The Frida and Diego Collection.” This collection includes letters from Frida Kahlo, excerpts from Diego Rivera’s autobiography “My Art, My Life: An Autobiography” and Frida Rivera’s “Frida’s Fiestas: Recipes and Reminiscences of Life with Frida Kahlo,” artwork by both artists, and a variety of other texts relevant to the complicated lives of Frida and Diego.
	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. 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.	Yes	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. The texts and tasks intentionally sequenced to build strong student understanding of the focus theme and topic relative to the unit goals. Each unit focuses on a theme and topic supported by a multitude of texts that include a wide variety of genres. The texts and tasks are intentionally sequenced to build strong student understanding of the focus theme and topic relative to the unit

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			goals. The sequence of units requires students to build analytical skills as they interact with texts of increasing qualitative and quantitative complexity. Students demonstrate their understanding through the culminating tasks at the end of each unit. These tasks require students to respond and reflect through writing, discussion, and/or multimedia presentations. Unit 7C, Brain Science, focuses on teaching students how to “synthesize information from multiple texts to develop understanding of a topic” using a collection of texts connected to development and disorders of the brain. The texts in the collection work together to “expose the intricate workings of the brain, challenge students’ concept of what it means to be human, and help them consider how their own growing brains are impacted by their daily experiences.” Contemporary works such as “Phineas Gage: A Gruesome but True Story About Brain Science” by John Fleischman and “Inventing Ourselves: The Secret Life of the Teenage Brain” by Sarah-Jayne Blakemore are paired with excerpts from “The Man Who Mistook His Wife for a Hat” by Oliver Sacks, the majority and dissenting opinions in “Roper v. Simmons,” and “Demystifying the Adolescent Brain” by Laurence Steinberg. Each text provides additional layers of knowledge of the brain, as well as the vocabulary needed to study

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			it. The texts also require student collaboration as they work to “refine their understanding” of brain science. The summative essay is a multi-paragraph essay in which students compare and contrast the behavior and brain of Phineas Gage and to the behavior and brain of an adolescent. Students are required to draw upon the content and knowledge from across the text collection. Unit 7F, The Gold Rush Collection, focuses on teaching students how to “develop a question, conduct research, and create a multimedia project.” Students read a variety of texts from the California Gold Rush Collection and related websites to develop their knowledge and understanding of the California Gold Rush. This collection includes excerpts and articles from journals, newspapers and magazines from the Gold Rush Era, songs, photographs, and maps relevant to the time period, as well as excerpts from modern research of the time period. Students “create a journal in which they share the experiences of their invented character.” The journal is based on their research and includes “written entries, as well as maps and images.” The end-of-unit essay has students draw upon knowledge gained and cite evidence from multiple texts read throughout the unit. Students have the option to respond to the writing prompt of their choice. The choices include an argumentative essay, “Was the gold rush

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			good for the state of California?” or an informative essay, “Who was John Sutter? Who was Elsa Jane Guerin?” This unit’s summative essay is a multi-paragraph essay, with evidence drawn from multiple unit texts and Internet research.
	Required 1d) Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.	Yes	Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building. Throughout the units and lessons, students revisit texts often, reading for different purposes or attending to different details with each read. Each unit focuses on a common theme or concept. Within the unit, anchor texts are the focus of multiple, careful readings. Students complete repeated close readings to build content knowledge, deepen comprehension, analyze author’s craft, and hone their own writing skills. They are encouraged to go back and read key parts to find evidence to support their observations and inferences. The repeated readings of quality texts of grade level complexity prepare students to connect and build upon the ideas and concepts being examined throughout the unit. In Unit 7A, Sub-unit 3, Lesson 2, students encounter an excerpt from Chapter 1 in “Red Scarf Girl: A Memoir of the Cultural Revolution” (780L) by Ji-Li Jiang in multiple ways. Students first encounter the text by

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			independently reading, annotating, and describing what they notice in the excerpt. Next, they read the excerpt out loud and perform the scene. Then, as a class, they discuss the scene, analyze the characters, and take a poll on the main character's level of hopefulness. In Unit 7C, students read "Phineas Gage: A Gruesome but True Story about Brain Science," (1030L) by John Fleiscman. Students closely read and reread specific excerpts from the text as they build their understanding of brain science and its relation to the real life experiences of Phineas Gage. In Sub-unit 1, Lesson 5, students work to address the "medical mystery: Which part of Phineas's brain was injured?" Students "map the different parts of the brain" to understand the various parts and functions of the brain. Students then reread early portions of the text to "recollect important details: Where did the tamping iron enter and leave Phineas's skull and what symptoms did he show after his injury?" Students then use their evidence to convince their partner of the validity of their claims. In Unit 7D, students read a variety of texts including Edgar Allan Poe's short stories "The Tell-Tale Heart" and "The Cask of Amontillado" and the poem "The Raven." Students closely read and reread specific excerpts from the texts as they work to

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			“evaluate the reliability of a fictional narrator” and the impact of the narrator’s perspective on a story. In Sub-unit 5, Lesson 1, students begin the summative essay. The summative essay requires students to write an argumentative essay in response to the prompt: “Can you trust the narrator is accurately describing what’s happening in the story or poem? Why or why not?” Students must support their claim “with evidence drawn from the unit texts.”
Non-negotiable (only reviewed if Criterion 1 is met) 2. 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. ☒ Yes ☐ No	Required 2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.	Yes	A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses. Opportunities for student discussion and dialogue are embedded throughout the lessons and require students to refer back to the text to support their claims. Throughout the lessons in each of the units, students respond to text dependent and text specific questions. Students are required to document the evidence supporting their answers to these types of questions. Students are asked to employ strategies such as “Use the Text,” “Select the Text,” “Work Visually,” “Use the text as a Referee,” and “Work out Loud.” The majority of the tasks students complete require students to refer directly back to the text. In Unit 7A, Scarf Girl and Narrative, Sub-unit 4, Lesson 1, students read the prologue and respond to the writing prompt “How

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			hopeful do you think Ji-li is at this moment in her story? Which details in the Prologue lead you to think so?" This prompt encourages students to make an inference based on evidence in the text. In Unit 7B, Character & Conflict, Sub-unit 3, Lesson 2, students are asked to do a close read an excerpt from "To Be Young, Gifted and Black" by Lorraine Hansberry "to understand the struggles the Hansberry family faced, the approach her father took to achieve his goals, and how this influenced Hansberry." Students then respond to short answer questions designed to build their understanding. For example, "Where did Lorraine Hansberry's family live when she was a young girl?" and "Why did they live there?" Students also build understanding by paraphrasing key excerpts of the text. This understanding is the foundation for addressing the writing prompt: "Why do you think Hansberry chose to have the Younger family move into a similar neighborhood? Why did she make this a happy ending and right decision for the Younger family? Use evidence from the play and book to support your answer." In Unit 7B, Character and Conflict, Sub-unit 4, Lesson 1, students write an essay based on "A Raisin in the Sun" by Lorraine Hansberry. The essay prompt states, "Describe one way your character changes from the beginning to the end of the play."

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			Choose to write about either Walter or Mama. Compare this...1. How does this character act in the beginning of the play when obstacles get in the way of what he or she wants? To this...2. How does this character act in the end of the play when obstacles get in the way of the same thing that he or she wants?" Students are instructed to use text evidence to support their ideas. In Unit 7E, The Frida & Diego Collection, Sub-unit 2, Lesson 2, Activity 7, students complete a Solo assignment that requires them to choose an image, read the assigned text, and answer the questions. As students read the text and study the embedded images, they answer questions assessing their understanding. For example, the first task demands students complete the sentence frame: "Judging from paragraph 1, a visitor to Frida and Diego's house in Coyoacán would be struck with a sense of _____. " This text specific task requires students to refer back to paragraph 1 specifically to determine an answer. Additional questions in the Solo task demand students summarize the "significance of Frida and Diego's collection of folk art" and to determine which statement most accurately "expresses what paragraph 7 shows about Frida's personality." Questions are directly based on the information in the article and the author's craft in writing the article.

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	Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)	Yes	Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. Assessments and culminating tasks demand higher-order thinking that is constructed over the course of the unit. Activities within each lesson and lessons within each sub-unit and unit are structured to build upon one another. Each lesson begins with explicit vocabulary instruction. Materials include a cohesive year-long plan for students to interact with and build key academic vocabulary within and across texts. There is daily support in vocabulary acquisition through an interactive Vocab App that provides games that students play to learn and study figurative language, morphology, dictionary skills, and synonyms/antonyms. There are also opportunities for students to learn and practice grammar skills. In Unit 7A, Red Scarf Girl & Narrative, Sub-unit 3, Lesson 5, Activity 5, students write about the internal conflict of the main character, Ji-li. Students begin by writing “an objective summary” that addresses several questions concerning the writing of a “da-zi-bao” that Ji-li finds more difficult than many of her classmates. (RL.7.2) In Unit 7A, Red Scarf Girl and Narrative, students learn and practice different

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			strategies for determining the definitions of unknown words. They are instructed on how to use context clues, the information about a word's meaning contained in the sentence or sentences surrounding the word. They are also taught how to identify the part of speech of the word and then make an inference about the definition of the word based on this information and the clues in the surrounding sentences. (RL.7.4) In Unit 7D, Poetry and Poe, students study figurative language. They compare figurative and literal language, read examples of metaphors and similes, and create their own figurative language using a word list of vocabulary words they will encounter over the unit (RL.4.7). In Unit 7F, The Gold Rush Collection, Sub-unit 4, Lesson 1, students prepare for a Socratic seminar. Students begin by discussing and establishing rules for appropriate behavior that are necessary for a strong discussion. Students then discuss the types and wordings of questions that are most effective in promoting discussion. Finally, students practice the procedures necessary for a strong Socratic seminar by incorporating the appropriate sentence starters (SL.7.1).
Non-negotiable (only reviewed if Criterion 1 is met) 3. COHERENCE OF TASKS:	Required 3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the	Yes	Coherent sequences of questions and tasks focus students on understanding the text and its illustration (as applicable), making connections among the texts in the

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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. ☒ Yes ☐ No	collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.		collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Throughout the materials, students are tasked with building, connecting, and integrating the skills, concepts, and content within each unit. Clearly identified topics, themes, and ideas create the foundation of each unit. The texts, tasks, and assessments develop the topics, themes, and ideas and require students to demonstrate deep understanding. This coherence is also evident in the essay prompts that require students to compare texts, and/or draw upon multiple texts for evidence to support their claim. In Unit 7B, Character & Conflict, Sub-unit 4, Lessons 1 through 5, students reread, reflect, draft, revise, and polish an essay addressing the following prompt: “Describe one way your character changes from the beginning to the end of the play. Process: Choose to write about either Walter or Mama. Compare this: How does the character act in the beginning of the play when obstacles get in the way of what he or she wants? To this: How does this character act in the end of the play when obstacles get in the way of the same thing he or she wants?” In Unit 7C, Brain Science, Sub-unit 4, Lesson 1, after students have read two articles on adolescent brain development, they

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			respond to the essay prompt, “Compare and contrast Phineas's behavior and brain to those of an adolescent.” This prompt requires students to compare and contrast the texts, make connections between the ideas in the texts, and make inferences based on evidence proposed in each text. In Unit 7E, The Frida & Diego Collection, Sub-unit 3, Lesson 2, students “write their own sonnet or statement expressing their affection, perhaps even love, to an unusual-looking creature.” Students base their writing on the work of the authors they have been studying: Frida Kahlo and William Shakespeare. Students must first closely examine the two styles of descriptive writing for similarities and differences by analyzing examples. Students then select an image of an unusual-looking animal, brainstorm descriptive language in response to their chosen image using the graphic organizer, and then write a descriptive poem based on the structure of Kahlo or Shakespeare. These tasks integrate the skills, concepts, and content students have been learning throughout the unit.
	Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.	Yes	Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. The lessons each have opportunities for students to engage in a variety of activities in these areas. Each unit includes

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			culminating tasks requiring students to integrate the skills, concepts, and content from the unit. Students write argumentative and informative essays, debate key aspects of a topic or theme, and participate in Socratic seminars and internet research. In Unit 7C, Brain Science, Sub-unit 4, Lessons 1 through 5, students write an essay to compare and contrast “Phineas’s behavior and brain” to “those of an adolescent.” In Lesson 1, students reread self-selected excerpts of the texts to identify similarities between the behaviors of the two subjects. In Lesson 2, students focus on comparing Phineas’s brain to that of an adolescent. They also begin to draft their body paragraphs. In Lesson 3, students use this “Flex Day” to continue drafting and revising their body paragraphs and claims. In Lesson 4, students have the opportunity to work with a partner to revise and strengthen their claims and body paragraphs and draft their introduction. In Lesson 5, students draft a conclusion and edit their essays. Students analyze a model essay to note key aspects and to compare and contrast their own essay. The lesson ends with students sharing and reflecting on their writing as a class. In Unit 7E, The Frida & Diego Collection, Sub-unit 4, Lessons 1 and 2, students prepare for and participate in a Socratic

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			seminar using student-generated questions. As a whole group, students establish protocol for the seminar, discuss guidelines for the questions to be asked, and brainstorm questions for the seminar. In the next class, students conduct the seminar using the established protocol, guidelines, and questions. The lesson concludes with students reflecting on their work and how they might improve it. In Unit 7F, The Gold Rush Collection, Sub-unit 4, Lesson 1, students participate in a Socratic seminar. The lesson objective is “students will review the format and goals of a Socratic seminar. Then they will collaborate to develop a protocol of rules, procedures, and roles based on their goals for this discussion. Finally, students will generate open-ended questions for discussion.” Students generate their own questions for the seminar based on texts read. Here are some examples of open-ended questions they could generate: How did the Gold Rush impact the state of California? What was it like to travel across the country during the Gold Rush? How did the California Gold Rush impact Native Americans? What was life like to be a gold miner?
	Required 3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.	Yes	Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Each lesson begins with explicit vocabulary instruction. Materials include a

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	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).		cohesive year-long plan for students to interact with and and build key academic vocabulary within and across the texts. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. There is daily support in vocabulary acquisition through an interactive app that provides games that students play to learn and study figurative language, morphology, dictionary skills, and synonyms/antonyms. Students practice vocabulary skills in three main ways: Reveal words, the Vocab App, and vocabulary videos and GIFs with accompanying activities. In general, students spend the first five minutes of class working with vocabulary. The Amplify Vocab App is a research-based app “designed to foster a love of language as students progress toward mastery of at least 500 new words during each year.” The app is structured like a game and is adaptive and calibrated to the specific needs of each individual student. Activities focus on predominantly Tier 2 words through morphology, analogy, context, dictionary skills, and related words such as synonyms and antonyms. The Vocab App has “six streams of content for each grade - three core streams and three ELL streams.”

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			Within the word sets, students will learn two “important words” based on the text students are reading in class, two are based on the student’ stream, and two are academic words appropriate for all students. The app can be monitored and modified by the teacher as necessary to meet the unique needs of each student. The use of the Vocab App is embedded throughout the unit. In Unit 7C, Brain Science, students learn about Greek and Latin roots and how they can help you unpack a new word to understand its meaning. They practice rewriting the text, using knowledge of Greek and Latin roots to replace the bolded words with likely synonyms. Vocabulary videos and GIFs are found in lessons throughout the units. These media-based activities include a short video or GIF teaching the definition of the vocabulary word and “two activities that support the learning of the word in the correct context.” Within each text students read, “Reveal Words” are marked in bold, blue type and underlined in dotted blue. The number of blue dots above the Reveal Word indicates the difficulty of the word based on context clues provided, the usage of the word, and accessibility of the word to students at this grade level. When a student clicks on the

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			blue word, the definition appears above it while staying in the current text. Students have access to the meanings of these Tier 2 words they may not know as they are reading the text. The student's eReader creates "a personal glossary" of the Reveal Words that have been clicked on by that student. The student can then access their list in the Amplify Library. For example, In Unit 7B, Character & Conflict, Sub-unit 2, Lesson 3, the Reveal Words found in the Author's Note include: gleefully, exasperated, grudgingly, outraged, and abruptly.
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, 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	Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A	Not applicable for this grade level
	Required *Indicator for grades K-1 only 4b) Materials provide grade-appropriate instruction and practice for the basic features of print (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).	N/A	Not applicable for this grade level
	Required *Indicator for grades K-1 only 4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).	N/A	Not applicable for this grade level

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capacity to comprehend texts across a range of types and disciplines. ☐ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	Required *Indicator for grades K-5 only 4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).	N/A	Not applicable for this grade level
	Required *Indicator for grades K-5 only 4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques.	N/A	Not applicable for this grade level
	Required *Indicator for grades K-5 only 4f) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.	N/A	Not applicable for this grade level
	Required *Indicator for grades K-5 only 4g) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy .	N/A	Not applicable for this grade level
	Required *Indicator for grades K-5 only 4h) Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.	N/A	Not applicable for this grade level
	Required *Indicator for grades K-5 only 4i) Materials provide instruction and practice in word study . In grades K-2, materials provide instruction and practice in word study including pronunciation, roots,	N/A	Not applicable for this grade level

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	prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.) 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.		
	Required *Indicator for grades K-2 only 4j) Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.	N/A	Not applicable for this grade level
	Required *Indicator for grades K-5 only 4k) Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.	N/A	Not applicable for this grade level
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9,	Required 5a) Materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) The majority of informational texts have an informational text structure.		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
and RL.10/RI.10 across grade levels.) ☐ Yes ☐ No	In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.		
	Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).		See EdReports for more information.
	5c) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		See EdReports for more information.
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. ☐ Yes ☐ No	Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards. ⁶		See EdReports for more information.
	Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information , using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.		See EdReports for more information.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required 6c) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. - As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). - In grades 3-12, tasks may include blended modes (e.g., analytical writing).		See EdReports for more information.
	Required 6d) Materials address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction as a way to develop more complex sentence structure and usage.		See EdReports for more information.
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). ☐ Yes ☐ No	Required 7a) Materials use varied modes of assessment , including a range of pre-, formative, summative and self-assessment measures.		See EdReports for more information.
	Required 7b) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.		See EdReports for more information.
	Required 7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.		See EdReports for more information.
	7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.		See EdReports for more information.
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. ☐ Yes ☐ No	Required 8a) As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.		See EdReports for more information.
	Required 8b) Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.		See EdReports for more information.
	Required 8c) Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.		See EdReports for more information.
	Required 8d) Materials provide additional supports for expressing understanding through formal discussion and writing development (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).		See EdReports for more information.
	Required 8e) Materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources.		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	The reading selections are centrally located within the materials and the center of focus.		
	Required 8f) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		See EdReports for more information.
	8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.		See EdReports for more information.
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality ⁷	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	Yes	Coherent sequences of questions and tasks focus students on understanding the text and its illustration (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁸	4. Foundational Skills	N/A	Not applicable for this grade level

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
III. Additional Criteria of Superior Quality⁹	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

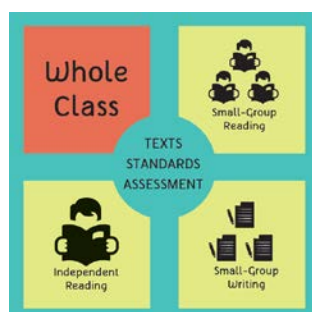
*As applicable

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



Qualified for Abbreviated Review¹

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



Title: **Amplify ELA**

Grade: **8**

Publisher: **Amplify Education, Inc.**

Copyright: **2019**

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

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

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

¹ Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://www.edreports.org/reports/overview/amplify-ela-2019>.

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

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



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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.			
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. <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> ☒ Yes ☐ No	Required 1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. A text analysis that includes complexity information is provided. This analysis covers each unit and includes quantitative and qualitative information as well as reader and task considerations. The publisher provides a “Path of text complexity” documenting the qualitative and quantitative measures and the complexity of the tasks associated with each text. In Unit 8A, Perspectives & Narrative, the anchor texts are excerpts from “Going Solo” by Roald Dahl (1080L), “Fish Cheeks” by Amy Tan (890L), and “My Mother’s Garden” by Kaitlyn Greenridge (990L). The quantitative rating for the unit is moderately complex, with Lexiles measuring between 890 - 1080. The qualitative and task complexity ratings are both moderate. Text language is literal and familiar, and text structure is generally straightforward but often implicit. Tasks and activities contain nuance and complexity, balanced with engaging topics that require inference and student

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			knowledge built over the course of the unit. In Unit 8B, Liberty and Equality, students read “Narrative of the Life of Frederick Douglass, an American Slave” by Frederick Douglass (1060L). Language, sentence structure, and vocabulary are complex, as well as the subject matter, which requires discipline-specific knowledge or references to other texts. The quantitative and qualitative ratings for the unit as a whole are complex with Lexile ranges between 900 to 1500. The task complexity rating is considered moderately complex because tasks and activities require students to make high levels of inferences and build knowledge throughout the unit. In Unit 8C, Science & Science Fiction, students read an assortment of fiction, non-fiction, and poetry pieces such as the graphic novel “Gris Grimly’s Frankenstein,” (980L), the classic myth “Prometheus,” (870L) and excerpts from “Genesis 2” (840L) to facilitate a thematic study of Mary Shelley’s “Frankenstein or the Modern Prometheus.” The quantitative rating for the unit is complex with a Lexile range between 980 - 1540. The qualitative rating and the task complexity rating are both moderately complex. These measures are based on text structures that contain sophisticated structural elements, generally complex vocabulary and sentence structure,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and themes that may be conveyed with some subtlety. In Unit 8D, Shakespeare's <i>Romeo and Juliet</i>, students read "<i>Romeo and Juliet</i>" by William Shakespeare. In this text, language is generally complex in word usage, level of abstraction and sentence complexity. Unit texts are considered complex qualitatively because they contain abstract and figurative language, archaic and academic vocabulary, and domain-specific words. The qualitative rating for the unit as a whole is also complex. The anchor text is a drama; therefore, the quantitative rating is not applicable. In Unit 8F, <i>The Space Race Collection</i>, students read primary documents and conduct independent research to better understand the Space Race. Texts in this unit are considered quantitatively and qualitatively complex due to Lexile measures between 870 - 1490, complex word usage, level of abstraction, and subject matter that requires knowledge of discipline or other texts.
	Required 1b) At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	Yes	At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. Texts include those considered literary classics, as well as notable contemporary titles. A wide range of genres is represented, including historical fiction,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			graphic novels, poetry, memoirs, narrative nonfiction, and primary source documents. In Unit 8A, Perspectives & Narrative, students read Amy Tan’s “Fish Cheeks,” Kaitlyn Greendridge’s “My Mother’s Garden,” and excerpts from published texts from authors such as Roald Dahl, Stephen King, and Norton Juster. Students analyze the impact of the craft and structure of these authors to understand how they develop single moments, topics, and/or ideas. Students then write their own personal narratives. In Unit 8B, Liberty & Equality, students read “Narrative of the Life of Frederick Douglass, and American Slave” by Frederick Douglass. This nonfiction, narrative text documents the life of a young Frederick Douglass “as he moves towards personal liberation, and provides the opportunity for student to analyze Douglass’s potent arguments against slavery.” Students also read “Incidents in the Life of a Slave Girl” by Harriet Jacobs. This autobiography documents her life from being born into slavery to escaping slavery and the role that literacy played in her journey. Students also read “The Boys’ War: Confederate and Union Soldiers Talk About the Civil War” by Jim Murphy. The first hand accounts include journal entries and personal letters that tell the stories of the very young people who

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			signed up enthusiastically to fight on both sides during the Civil War. In Unit 8D, Shakespeare’s Romeo & Juliet, students read William Shakespeare’s classic play “Romeo and Juliet.” Students read, memorize, recite, translate, and perform excerpts of the play to better understand its language, plot, and structure. Students learn how to follow an extended metaphor and translate Shakespearean English into their own words. The play centers around themes of love, violence, death, and fate.
	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. 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.	Yes	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. The texts and tasks are intentionally sequenced to build strong student understanding of the focus theme and topic relative to the unit goals. Each unit focuses on a theme and topic supported by a multitude of texts that include a variety of genres. Each unit builds in complexity, as well as each text building in complexity within a unit. The texts and tasks are intentionally sequenced to build strong student understanding of the focus theme and topic relative to the unit goals. There are some connections between units as well. The sequence of units requires students to build analytical skills as they

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			interact with texts of increasing qualitative and quantitative complexity measures. Not only are the texts more complex, but, towards the end of the year, students interact with texts in a multi-faceted and more challenging way. Students demonstrate their understanding through the culminating tasks at the end of each unit. These tasks require students to respond and reflect through writing, discussion, and/or multimedia presentations. In Unit 8A, Perspectives and Narrative, Sub-unit 4, Lessons 1-8, students write an argumentative essay comparing characters in two stories they read in previous lessons. Students make their claims as to whether or not the narrator's mothers in "Fish Cheeks" and "My Mother's Garden" could be considered as role models to their daughters. After determining what a role model is and what qualities one must possess in order to be considered a role model, students gather evidence from both texts that show each mother as a role model and not as a role model. Once students decide which argument is stronger, they write a draft of their claim statement. In Unit 8C, Science and Science Fiction, students encounter both Mary Shelley's "Frankenstein" and Gris Grimly's graphic novel adaptation, "Gris Grimly's

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Frankenstein.” In Sub-unit 2, Lessons 1-5, students brainstorm, draft, and revise a three-paragraph argumentative essay in response to the prompt: “Is Frankenstein’s creature human?” Students review thirteen quotations spanning all three volumes of the book and determine whether each quotation could be used as evidence for or against the creature’s humanity. After reviewing these moments, students engage in another writing activity to help them decide which side they ultimately want to argue. Students develop this essay over five lessons, and refer to the outline they made in Lessons 2, 3, and 4. In Unit 8E, Holocaust: Memory & Meaning, Students encounter texts such as the poem “I Cannot Forget” by Holocaust survivor Alexander Kimel, the memoir “Shores Beyond Shores” by Irene Hasenberg Butler, and the graphic novel “Maus” by Art Spiegelman. This collection of texts focuses on teaching students how to “synthesize multiple accounts to develop understanding and empathy” using a collection of texts written “from several different perspectives - those of perpetrators, survivors, victims, bystanders, and witnesses.” The texts in the collection work together to allow “students to develop a critical understanding of the strategies Nazis used to influence the mindset of a nation, and the human responses to the unfolding of genocide.” The summative essay is a multi-paragraph

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			essay in which students examine the strategies used by the Nazis and the impact they had on the formation of the Holocaust. Students are required to draw upon the content and knowledge from across the text collection.
	Required 1d) Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.	Yes	Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building. Throughout the units and lessons, students revisit texts often, reading for different purposes or attending to different details with each read. Each unit focuses on a common theme or concept. Within the unit, anchor texts are the focus of multiple, careful readings. Students complete repeated close readings to build content knowledge, deepen comprehension, analyze author's craft, and hone their own writing skills. They are encouraged to go back and reread key parts to find evidence to support their observations and inferences. These repeated readings of quality texts of grade level complexity prepare students to connect and build upon the ideas and concepts being examined throughout the unit. In Unit 8A, Perspectives & Narrative, students read narratives by Roald Dahl, Amy Tan, and Kaitlyn Greenridge. Students closely read and reread specific excerpts from the text as they build their

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			understanding of narrative writing as they “study how Tan and Greenridge use conflict, resolution, and point of view in their stories to gather inspiration for their own writing.” In Sub-unit 3, Lesson 9, Activity 4, students “write a personal narrative about a moment in your childhood that you carry with you today.” Students refer back to the three narratives they have closely read to incorporate the techniques employed by the authors. In Unit 8B, Liberty & Equality, Sub-unit 2, Lesson 1, students read passages from “Narrative of the Life of Frederick Douglass” by Frederick Douglass. They then watch a dramatic reading of a passage from Chapter 1 and record their observations about the facts, experiences, and feelings they discover. Next, students highlight portions of the text in which Douglass presents facts, feelings, and first-person experiences, and discuss the most important thing Douglass has to share through his writing. In Unit 8C, Science & Science Fiction, students read a variety of texts related to Mary Shelley’s “Frankenstein.” Students closely read and reread specific excerpts from the texts as they work to understand the content of the novel and its related themes. In Sub-unit 2, Lesson 1, students begin the summative essay. The summative essay requires students to write an argumentative essay in response to the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			prompt: “Is Frankenstein’s creature human?” Students support their arguments with evidence from texts read through the unit. In Unit 8E, Holocaust: Memory and Meaning, Subunit 2, Lesson 1, students are introduced to a memoir by Irene Hasenberg Butter, “Shores Beyond Shores.” They listen to the memoir read aloud. They then read the text themselves, answering questions to organize important people, places, and traditions in the character’s life.
Non-negotiable (only reviewed if Criterion 1 is met) 2. 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. ☒ Yes ☐ No	Required 2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.	Yes	A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses. Opportunities for student discussion and dialogue are embedded throughout the lessons and also require students to refer back to the text to support their claims. Students are asked to employ strategies such as “Use the Text,” “Select the Text,” “Work Visually,” “Use the text as a Referee,” and “Work out Loud.” Unit assessments and culminating writing tasks are text dependent. Units also include “Solo” assignments that require students to answer text specific and/or text dependent questions independently. In Unit 8B, Liberty & Equality, Sub-unit 3, Lesson 1, Activity 2, students are asked to do a close read of the assigned excerpt of “Incidents in the Life of a Slave Girl” by Harriet Ann Jacobs to examine how “Jacobs

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			describes her childhood and compare it to how Douglass describes his to consider the relationship between knowledge and freedom.” Students then individually paraphrase specific sentences, compare their paraphrase to that of their partners, and decide which one is closer to the actual text. This activity is followed by students answering the following text specific questions: “Compare Douglass’s and Jacob’s descriptions of their childhoods. Who do you think felt more enslaved? Who felt more free? Support your ideas with evidence from both texts.” In Unit 8E, Holocaust: Memory and Meaning, Sub-unit 3, Lesson 3, students read, then reread and paraphrase the opening description of the article to analyze the key claim developed by the writer. They then answer four text-dependent questions on this text such as “What is happening during the moment the writer describes at the start of the article (paragraphs 1–6)?” and “Based on this initial description, explain why this moment ‘gave the lie to Hitler’s theories on Aryan (read White) supremacy’ (7).” In Unit 8E, Holocaust: Memory & Meaning, Sub-unit 5, Lesson 1, Activities 2 and 3, students answer text dependent questions based on an excerpt of the “Postscript” from Irene Butler’s “Shores Beyond Shores.” Questions include: “1. Irene Butter

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			states that, initially she ‘very rarely spoke about the past’ (14). Did this enable her to forget what had happened? 2. What central idea is Irene developing by showing the reader how she has changed over time? 3. Irene Butter says she was inspired by the words of Elie Wiesel, who said ‘If you were there, if you breathed the air and heard the silence of the dead, you must continue to bear witness...to prevent the dead from dying again’(17). Restate what Wiesel wrote in your own words.” These questions are directly based on the content of the excerpt and the structure of the text, and they require students to refer directly to the text to answer and to support their answers with text evidence. In Unit 8F, The Space Race Collection, Assessment, Lesson 1, students take a text-based reading assessment. For this assessment students read a passage and answer a variety of questions on the passage. The assessment consists of 20–22 questions and two constructed response questions. The questions use a variety of item types: selected response and a range of technology enhanced items. For example, “Imagine the author wanted to add something to help the reader visualize the scene Aldrin describes in paragraphs 13–14. Which of the following details would offer the BEST support for this description?” and “Select TWO phrases that the author uses in paragraph 14 that most strongly

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			convey the seriousness of the situation.” The constructed responses are text-based prompts, where students will develop a claim supported by evidence in 10 minutes. For example, “Which passage provides a more powerful retelling of a ‘first’ in space accomplishment: Aldrin’s ‘first man on the moon’ accomplishment or Gagarin’s ‘first man in space’ accomplishment? Use details from both passages to support your argument.”
	Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)	Yes	Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. Assessments and culminating tasks demand higher-order thinking that is constructed over the course of the unit. Activities within each lesson and lessons within each sub-unit and unit are structured to build upon one another. Each lesson begins with explicit vocabulary instruction. Materials include a cohesive year-long plan for students to interact with and build key academic vocabulary within and across texts. There is daily support in vocabulary acquisition through an interactive Vocab App that provides games that students play to learn and study figurative language, morphology, dictionary skills, and synonyms/antonyms. There are also opportunities for students to learn and practice grammar skills.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			In Unit 8C, Science & Science Fiction, Sub-unit 2, Lesson 1, Activity 3, students prepare to write an essay addressing the question “Is Frankenstein’s creature human?” Students are directed to “State and develop one reason for your claim, including evidence and analysis of that evidence.” This language can be found in Writing Standard 1, for grade 8. In Unit 8E, Holocaust: Memory & Meaning, Sub-unit 5, Lesson 2, students analyze an excerpt from the Postscript in “Shores Beyond Shores: From Holocaust to Hope, My True Story” to understand how the author develops the central idea. Students are asked, “What central idea is Irene developing by showing the reader how she has changed over time?” (RI.8.2). In Unit 8C, Science & Science Fiction, Sub-unit 3, Lesson 1, students read William Wordsworth’s “The Tables Turned,” analyze the speaker’s message, and evaluate two “Frankenstein” passages from the point of view of the speaker in the poem. Students identify what the speaker is contrasting in the poem and identify the speaker’s feelings about nature. Students are required to draw evidence from literary or informational texts to support analysis and reflection (RL.8.5). In Unit 8B, Liberty & Equality, Sub-unit 3, Lesson 2, students closely analyze two

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			chapters and decide which passage offers the strongest case for abolition. Students are required to delineate and evaluate the argument and specific claims in a text (RL.8.8).
Non-negotiable (only reviewed if Criterion 1 is met) 3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text. ☒ Yes ☐ No	Required 3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.	Yes	Coherent sequences of questions and tasks focus students on understanding the text and its illustration (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Throughout the materials, students are tasked with building, connecting, and integrating the skills, concepts, and content within each unit. Clearly identified topics, themes, and ideas create the foundation of each unit. The texts, tasks, and assessments develop the topics, themes, and ideas and require students to demonstrate deep understanding. This coherence is also evident in the essay prompts that require students to compare texts, and/or draw upon multiple texts for evidence to support their claim. In Unit 8B, Liberty & Quality, Sub-unit 6, Lessons 1 through 5, after having read and analyzed a variety of texts addressing “Americans’ experiences during slavery and the Civil War” and “how authors use language to make a case for liberty and equality,” students write an essay addressing the following prompt: “Essay Prompt: How does Lincoln, in the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Gettysburg Address, try to change what his readers/listeners believe about what it means to be dedicated to the American idea that 'All men are created equal?' or, How does Douglass, in the "Narrative of the Life of Frederick Douglass," try to change what his readers believe about what it means to be dedicated to the American idea that 'All men are created equal'?" In Unit 8F, The Space Race Collection, Sub-unit 3, students research a cosmonaut or astronaut from the time period in space exploration that they have been studying. Students "examine primary and secondary source documents" to develop a strong understanding of their chosen subjects. In small groups, they share their chosen astronaut or cosmonaut by introducing themselves as their person and sharing basic information about themselves with the group. Next, students do additional research to address the prompts: "In the time period of the Space Race, how would these astronauts most likely have told their stories to the public? Why would an astronaut today choose a blog to tell their story rather than these other methods? What other types of technology might today's astronauts use to tell their stories?" They then write blog entries "from their cosmonaut or astronaut's point of view" that incorporate the research they have done. These tasks integrate the skills,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			concepts, and content students have been learning throughout the unit.
	Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.	Yes	Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. The lessons each have opportunities for students to engage in a variety of activities in these areas. Each unit includes culminating tasks requiring students to integrate the skills, concepts, and content from the unit. Students write argumentative and informative essays, debate key aspects of a topic or theme, and participate in Socratic seminars and internet research. In Unit 8A, Perspectives and Narrative, Sub-unit 3, Lesson 1 begins by introducing students to the big idea in this sub-unit: learning to read like a writer. First, students review “Spotlights” of student writing to recall the narrative techniques they’ve been practicing. This leads into a discussion of what it means to read like a writer, or with the critical and appreciative eye that comes from being a fellow craftsman. Then students put this idea into practice by reading a passage written by Roald Dahl. In Unit 8C, Science & Science Fiction, Sub-unit 1, Lesson 15, students prepare for and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			participate in debates to determine which character most deserves their sympathy, Dr. Franksenstien or his creature. Individually, students reread, reflect, and compare selected excerpts of the text. Then, as a group, students discuss the structure of a formal debate and specific roles and responsibilities are assigned. Students then research their specific roles for explanations and evidence to support their arguments. Students then participate in the formal debate. Upon its completion, students individually evaluate the performance of the class during the debate and share their thoughts for areas that could be improved and areas that were particularly strong. In Unit 8D, Shakespeare’s Romeo and Juliet, Sub-Unit 2, Lesson 1, students have a discussion, and on the basis of that discussion, students practice critical thinking skills by contrasting a moment that suggests that love is responsible for Romeo’s death with a moment that suggests hatred is responsible for Romeo’s death. Finally, students choose a position on whether love, or hate, or both, are responsible for Romeo’s death—and draft a claim statement which will shape their essay. In Unit 8E, Holocaust: Memory & Meaning, Sub-unit 6, Lessons 1 through 5, students write an essay to explain two of the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			strategies used by the Nazis “to isolate, oppress, and control the Jewish population of Europe, and to convince others to go along with their plan.” In Lesson 1, students reread self-selected excerpts of the texts and identify the two strategies they will explain. In Lesson 2, students focus on “their reasoning and evidence” as they draft their body paragraphs. In Lesson 3, students use this “Flex Day” to continue drafting and revising their body paragraphs and claims. In Lesson 4, students have the opportunity to work with a partner to revise and strengthen their claims and body paragraphs and draft their introduction. In Lesson 5, students draft a conclusion and edit their essays. Students analyze a model essay to note key aspects and to compare and contrast their own essay. The lesson ends with students sharing and reflecting on their writing as a class.
	Required 3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	Yes	Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Each lesson begins with explicit vocabulary instruction. Materials include a cohesive year-long plan for students to interact with and build key academic vocabulary within and across the texts. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			in varied contexts. There is daily support in vocabulary acquisition through an interactive app that provides games that students play to learn and study figurative language, morphology, dictionary skills, and synonyms/antonyms. Students practice vocabulary skills in three main ways: Reveal words, the Vocab App, and vocabulary videos and GIFs with accompanying activities. In general, students spend the first five minutes of class working with vocabulary. The Amplify Vocab App is a research-based app “designed to foster a love of language as students progress toward mastery of at least 500 new words during each year.” The app is structured like a game and is adaptive and calibrated to the specific needs of each individual student. Activities focus on predominantly Tier 2 words through morphology, analogy, context, dictionary skills, and related words such as synonyms and antonyms. The Vocab App has “six streams of content for each grade - three core streams and three ELL streams.” Within the word sets, students will learn two “important words” based on the text students are reading in class, two are based on the student’ stream, and two are academic words appropriate for all students. The app can be monitored and modified by the teacher as necessary to meet the unique needs of each student. The

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			use of the Vocab App is embedded throughout the unit. In Unit 8B, Liberty and Equality, Sub-Unit 2, Lesson 6, students discuss the meaning of the word justice. They then use this word in context and write to explain Douglass's view of justice in a slaveholding society. There is an alternate writing prompt that challenges students to also contrast Douglass's view of "justice" with the slaveholder's view. In Unit 8D, Shakespeare's Romeo & Juliet, Sub-unit 1, Lesson 1, students learn that many of the words used in the text were invented by Shakespeare and others "are actually older versions of the nouns, pronouns, and prepositions that we know today." Students work through a series of multiple choice questions to learn and practice using words such as doth, hath, art, and thou. In Unity 8E, Holocaust: Memory and Meaning, Sub-Unit 1, Lesson 1, students take a poll to determine the meaning of a phrase used in the poem. They are introduced to the words "departed" and "vanished" through reading the poem "I Cannot Forget" by Holocaust survivor Alexander Kimel, a poem that captures the awful memories of someone who lived through unspeakable events.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Within each text students read, “Reveal Words” are marked in bold, blue type and underlined in dotted blue. The number of blue dots above the Reveal Word indicates the difficulty of the word based on context clues provided, the usage of the word, and accessibility of the word to students at this grade level. When a student clicks on the blue word, the definition appears above it while staying in the current text. Students have access to the meanings of these Tier 2 words they may not know as they are reading the text. The student’s eReader creates “a personal glossary” of the Reveal Words that have been clicked on by that student. The student can then access their list in the Amplify Library. For example, in Unit 8B, Liberty & Equality, Sub-unit 2, Lesson 1, the Reveal Words found in the assigned text, an excerpt from Chapter 1 of “Narrative of the Life of Frederick Douglass, an American Slave” by Frederick Douglass, include: accurate, authentic, thus, ignorant, and privilege.
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics,	Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A	Not applicable for this grade level

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy .		
	Required *Indicator for grades K-5 only 4h) Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.	N/A	Not applicable for this grade level
	Required *Indicator for grades K-5 only 4i) Materials provide instruction and practice in word study . - In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>) - In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.	N/A	Not applicable for this grade level
	Required *Indicator for grades K-2 only 4j) Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.	N/A	Not applicable for this grade level
	Required *Indicator for grades K-5 only 4k) Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.	N/A	Not applicable for this grade level

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☐ Yes ☐ No	Required 5a) Materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) - The majority of informational texts have an informational text structure. - In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.		See EdReports for more information.
	Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).		See EdReports for more information.
	5c) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		See EdReports for more information.
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	Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards. ⁶		See EdReports for more information.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
meet the language standards for the grade. ☐ Yes ☐ No	Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information , using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.		See EdReports for more information.
	Required 6c) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. - As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). - In grades 3-12, tasks may include blended modes (e.g., analytical writing).		See EdReports for more information.
	Required 6d) Materials address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction as a way to develop more complex sentence structure and usage.		See EdReports for more information.
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	Required 7a) Materials use varied modes of assessment , including a range of pre-, formative, summative and self-assessment measures.		See EdReports for more information.
	Required 7b) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions		See EdReports for more information.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required 8d) Materials provide additional supports for expressing understanding through formal discussion and writing development (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).		See EdReports for more information.
	Required 8e) Materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.		See EdReports for more information.
	Required 8f) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		See EdReports for more information.
	8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.		See EdReports for more information.
FINAL EVALUATION Tier 1 ratings receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. Tier 2 ratings receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. Tier 3 ratings receive a “No” for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality⁷	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			to the meaning of texts measured by Criteria 1 and 2.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁸	4. Foundational Skills	N/A	Not applicable for this grade level
III. Additional Criteria of Superior Quality⁹	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

*As applicable

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

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

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

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

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

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

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.