



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>1</sup> In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts<sup>2</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Foundations of Language and Literature**

Grade: **9-10**

Publisher: **Bedford, Freeman, & Worth**

Copyright: **2018**

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

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

STRONG	WEAK
	1. Quality of Texts (Non-Negotiable)
	4. Coherence of Tasks (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

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

**Tier 1 ratings** 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 9 \(Tier 3\)](#)

[Grade 10 \(Tier 3\)](#)

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

<sup>2</sup> A range of texts are texts written at different reading levels.



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>1</sup> In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts<sup>2</sup> independently. Thus, a strong ELA classroom is structured with the below components.



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	1. Quality of Texts (Non-Negotiable)
	4. Coherence of Tasks (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

**Tier 1 ratings** receive a "Yes" in Column 1 for Criteria 1 – 8.

**Tier 2 ratings** receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.

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

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<sup>2</sup> A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,<sup>3</sup> as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p> <p><b>REQUIRED</b></p> <p><b>1b)</b> At least 90% of texts are authentic<sup>4</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p><b>Yes</b></p> <p><b>Yes</b></p>	<p>The materials provide texts that are appropriately complex. The quantitatively measurable texts have Lexile scores that range between 700L and 1400L. While some texts quantitatively measure above and below the band for Grade 9, qualitative analysis and reader and task considerations justify the placement and usage of texts in this curriculum. For example, although Edgar Allen Poe’s “The Cask of Amontillado” in Chapter 5, Section 2, quantitatively measures at 830L, it is qualitatively appropriate for Grade 9 due to language features that include complex sentence structures and archaic language and meaning demands that include implicit and subtle themes developed over the course of the text. Although Amy Tan’s “Two Kinds” in Chapter 5, Section 2, quantitatively measures at 880L, it is qualitatively appropriate for Grade 9 due to meaning demands needed to develop ideas through the interactions between complex characters and knowledge demands of Chinese culture and Chinese immigration to America.</p> <p>The majority of texts are authentic and include examples of published works from well-known authors and organizations. Examples of authentic texts include various literary works from well-known authors such as Langston Hughes’s “Let America Be America Again” in Chapter 7, Section 2; Walt Whitman’s from “Song of Myself” in Chapter 7, Section 3; Santha Rama Rau’s “By Any Other Name” in Chapter 9, Section 1; and Ray Bradbury’s “The Veldt” in Chapter 5, Section 1. The materials also include informational texts and articles from nationally recognized organizations and news sources such as the “New York Times” Editorial Board’s</p>

<sup>3</sup> The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

<sup>4</sup> Authentic texts are previously published rather than “commissioned.”

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	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p><b>No</b></p>	<p>“End the Gun Epidemic in America” in Chapter 6, Section 1, and Jon Ronson’s “New York Times” published article, “How One Stupid Tweet Blew Up Justin Sacco’s Life” in Chapter 8, Section 3.</p> <p>The materials do not provide a coherent sequence or collection of connected texts that build vocabulary and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. The curriculum is organized by chapters that are focused on genres and general reading and writing types and styles. Chapters include “Chapter 1: Starting the Conversation,” “Chapter 2: Writing,” “Chapter 3: Reading,” “Chapter 4: Using Sources,” “Chapter 5: Fiction,” “Chapter 6: Argument,” “Chapter 7: Poetry,” “Chapter 8: Exposition,” “Chapter 9: Narrative,” “Chapter 10: Drama,” and “Chapter 11: Mythology.” In Chapter 5, “Fiction,” a number of disconnected texts focus on the elements of fiction instead of a coherent theme that builds knowledge on a topic or idea. For example, although Section 1 of this chapter includes three texts (“The Veldt” by Ray Bradbury, “Reindeer Games” by Sherman Alexie, and “Mirror Image” by Lena Coakley), students read the texts in isolation and respond to questions based on ideas and the fictional elements presented in each individual text. The chapter ends with two workshops, “Writing Fiction” and “Analyzing Fiction.” In the “Writing Fiction” workshop, students are not given a culminating writing task question or prompt that allow them to demonstrate the knowledge built in the chapter; instead, students begin their own storyline based on the fiction elements. For example, students first develop the setting, followed by the characters, conflict, plot, point of view, and opening for a story. With this task, students do not build knowledge on a topic or idea; instead, students gain further understanding of fictional elements. Also, in Chapter 7, “Poetry,” there are a number of disconnected texts</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>that focus on the elements of poetry instead of a coherent theme to build knowledge on a topic or idea. For example, Section 1 of this chapter includes seven poems, such as Edgar Allen Poe’s “The Raven” and Billy Collins’s “Flames,” in which students read the poems in isolation and respond to questions based on ideas and poetry elements presented in each individual text. Many of the chapters include a “Conversations” component in the second section that poses a reflection question for connecting ideas from multiple texts; however, reflection is done in a single area of the chapter’s second section and is not the focus of the chapter. Texts are disconnected and focused on genre and skill-based tasks. Texts do not build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks.</p>
	<p><b>REQUIRED</b>  <b>1d)</b> 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.</p>	<p><b>No</b></p>	<p>Quality grade-level texts are not selected for multiple, careful readings throughout a chapter. Chapter text selections are based on genre types and skills rather than knowledge building. For example, Chapter 9, “Narrative,” includes 12 texts that are read in isolation to reinforce skills and ideas from individual texts. In this chapter, careful rereadings of these texts are not required within the sections containing each text or in subsequent sections in the chapter. Rereading is only required when students are responding to end-of-the-text questions. In addition, students do not reread in order to build understanding through layers of meaning. For example, in an activity for the last workshop in Chapter 5, students are tasked with the following: “Look back through the pieces in this chapter and choose one that you find interesting. Skim through your chosen text and locate a section that is about the approximate length of the excerpt above and seems to be a crucial part of the story. When you have decided on your excerpt, read it twice. On your first reading, read for understanding. What is</p>

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			happening? On your second reading, read for meaning. Annotate the excerpt by asking questions and noting important ideas or moments. Pay special attention to how the writer uses the Essential Elements of Fiction in this section.” Although students are asked to reread text for this activity, the assignment does not build understanding through layers of meaning that are specific to the text. Required rereadings do not occur over the course of the chapter. Tasks and assignments in this curriculum do not require students to draw on previous readings.
	<b>1e)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	<b>No</b>	Texts do not increase in complexity as materials progress throughout the grade level. For example, Chapters 3 and 4 contain texts such as Lise Eliot’s from “The Myth of Pink and Blue Brains” (~1300L) while Chapter 5 includes texts such as Ray Bradbury’s “The Veldt” (~800L). In Chapter 6, quantitative measures begin to increase again with texts like Lisa Lewis’s “Why School Should Start Later” (~1000L). Texts do not demonstrate an increase in complexity across the Grade 9 materials.
<b>2. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>2b)</b> Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>2c)</b> The majority of informational texts have an informational text structure rather than a narrative structure. In grades 3-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

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	<p><b>2d)</b> 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.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
<p><b>Section II. Foundational Skills (grades K-5 only)</b></p>			
<p><b>Tier 1 and 2 Non-Negotiable*</b></p> <p><b>3. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p><b>REQUIRED *Indicator for grades K-2 only</b></p> <p><b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p><b>N/A</b></p>	
	<p><b>REQUIRED</b></p> <p><b>3b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	<p><b>N/A</b></p>	
	<p><b>REQUIRED</b></p> <p><b>3c)</b> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using</p>	<p><b>N/A</b></p>	

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	syllabication, and automaticity with grade-level regular and irregular spelling patterns.		
	<b>REQUIRED</b> <b>3d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	N/A	
	<b>REQUIRED</b> <b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.	N/A	
	<b>REQUIRED</b> <b>3f)</b> Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	N/A	
	<b>3g) *Indicator for grades K-2 only</b> Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	N/A	
	<b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	N/A	
<b>Section III. Questions and Tasks</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>4. COHERENCE OF TASKS:</b>	<b>REQUIRED</b> <b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as	No	Coherent sequences of questions and tasks do not focus students on making connections across chapter texts, and students are not tasked with expressing



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<p>Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p>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 developed so that students build knowledge and skill over the course of the unit.</p>		<p>their understanding of coherent topics, themes, or ideas between texts. Students do not complete culminating tasks or assessments that require building of knowledge on an idea or topic over the course of multiple texts. For example, during the culminating activity at the end of Chapter 1, students are tasked with writing a short speech on the topic of a community to which they belong and then present the speech with verbal and nonverbal delivery elements in mind. This tasks does not require the use chapter texts, and it focuses on the skill of presenting rather than on a coherent theme, topic, or idea. In Chapter 5, during the activity for the final workshop, “Analyzing Fiction,” students are tasked with the following: “Rewatch your favorite movie, and then write a paragraph on what makes it so good. After you are done, write a reflection on whether your analysis had to do with plot, character, setting, or theme.” For this activity, students do not use or make connections between texts presented in the chapter. Instead, students are assessed on their ability to identify and apply genre-based elements and skills rather than building knowledge on an idea, theme, or topic. In Chapter 10, during the activity for the final workshop, “Writing and Analysis of Drama,” students are tasked with the following: “Find and read a critical review of a recent play that has been performed in a theater, either in the United States or abroad. Write a brief summary of which elements of drama seem to shape the critic’s opinion about the play.” For this activity, students do not use or make connections between texts presented in the chapter, which include various disconnected dramas. Instead, students locate one play review and summarize the critic’s findings. Questions and tasks presented in the chapter materials focus on the understanding of skills and genre-based elements rather than on building knowledge of an idea, topic, or theme.</p>

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	<p><b>REQUIRED</b></p> <p><b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p><b>No</b></p>	<p>Questions and tasks are not designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. Instead, students receive instruction on literacy skills through chapters organized around text genres. Most chapters do not include a culminating task or activity that requires students to build and apply knowledge or a task that addresses speaking and listening standards. There are few examples in which students are required to apply knowledge gained from reading complex texts. For example, after reading Amy Tan’s “Two Kinds” in Chapter 5, Section 2, students respond to ten “Understanding and Interpreting” questions that check for understanding, twelve “Analyzing Language, Style, and Structure” questions that focus on reading skills, and ten “Topics for Composing” questions that include sub-headers such as “Analysis,” “Exposition,” “Research,” and “Multimodal.” Students use the “Notebook” feature in the materials to record their notes and answers to questions, but the materials do not direct them to share their answers through speaking and listening. The “Topics for Composing” questions include tasks that are aligned with reading standards but that are not aligned to writing standard requirements for structure and cited evidence. For example, the task reads, “In paragraph 6, Jing-mei says that she pictured her prodigy side ‘as many different images, and [she] tried each one on for size.’ Trace the various images Jing-mei tries on over the course of this story, and consider how each phase ultimately leads to her character becoming ‘perfectly contented.’” In the “Conversation” sub-sections, students are not required to apply or build skills through speaking and listening. For example, in the “Conversation” sub-section in Chapter 10, Section 2, students read from the following texts: E.O. Wilson’s “The Social Conquest of Earth,” Adam Piore’s “Why We’re Patriotic,” David</p>

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			<p>Brooks’s “People Like Us,” Beverly Daniel Tatum’s “Why Are All the Black Kids Sitting Together in the Cafeteria?” Diane Farr’s “Bringing Home the Wrong Race,” and David Ropeik’s “Sports, Politics, Tribe, Violence, and the Social Human Animal’s Drive to Survive.” Then, students respond to the following task in their notebooks: “Write a journal or a quick write about what you currently think about tribalism and the need for community. What are some of the positive and negative attributes to tribalism as you know of it now? Why might humans have an instinctive need for community? Or do they just think that they do? What are some examples of both positive and negative effects of tribalism? As you read the texts in this Conversation, keep track of important information related to the ideas of tribalism and, especially, your own responses to the ideas you encounter.” This “Conversation” task does not require students to apply knowledge through speaking and listening. In addition, using the ideas from the text readings is suggested and not required. Students are not tasked with applying or building their speaking and listening skills through the use of complex texts.</p>
	<p><b>REQUIRED</b>  <b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <p>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p><b>No</b></p>	<p>Questions and tasks do not support student examination of language that is critical to the meaning of texts. While students analyze vocabulary in the context of complex text, there are few opportunities offered for the analysis of sentence structure in the context of complex texts. For example, after reading Thomas Sowell’s “History Shows the Folly of Disarming Lawful People,” students are asked the following vocabulary question based on a term included in the text reading, “Twice in the article, Sowell refers to “belligerent countries” (pars. 12 and 13). What is the meaning of ‘belligerent’ in this context, and what are other ways this word could be used?”</p>

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			<p>Also, text structure is analyzed throughout the materials. For example, after reading Lena Coakley’s “Mirror Image” in Chapter 5, students are asked the following text structure question, “What effect is created by Coakley’s choice to start the story with Alice thinking about mirrors?” Although this text contains opportunities for students to examine vocabulary and text structure, few opportunities are offered for the analysis of sentence structure in the context of complex texts. Instead, these skills are included in the “Appendix: Grammar Workshops” and other chapter workshops such as “Workshop 5: Commonly Confused Words,” “Workshop 8: Parallelism,” and “Workshop 12: Shifts in Verb Tense.” In these workshops, grammar and sentence structure skills are taught in isolation and do not enhance student understanding of the structure and meaning of complex texts. For example, “Workshop 12: Shifts in Verb Tense” includes the following task: “In each of the following sentences, underline all the verbs and verb phrases. If the sentence contains an inappropriate shift in tense, write ‘Shift’; if it is correct, write ‘Correct.’” For this task, students are given sentences such as, “Ahmed appeared elegant and regal in his tuxedo moments before he slips on the freshly waxed floor and knocks over the punch bowl.” These sentences are not related to lesson texts. Some opportunities exist for students to examine vocabulary and text structure in the context of complex, chapter-embedded texts, but there are few opportunities for students to examine sentence structure in a way that is critical to the meaning of complex texts.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>5. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the</p>	<p><b>REQUIRED</b>  <b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p><b>No</b></p>	<p>The majority of questions are text-dependent and specific; however, students are not required to express their understanding through spoken responses. For example, in Chapter 9, Section 1, students read an excerpt from Mindy Kaling’s “Is Everyone Hanging Out Without Me?” and respond to a number of text-</p>

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<p>requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>			<p>dependent questions. Within the questions following the text, 16 out of 17 are text-dependent and include questions such as, “How does Kaling use details and description to characterize Mavis in paragraph 3? What is the reader expected to conclude about Mavis and Kaling from this characterization?” and “What point is Kaling making in this narrative about the role of friendship in forming our identities?” Also in Chapter 6, Section 1, students read Marc Bekoff’s “Why Was Harambe the Gorilla in a Zoo in the First Place?” and respond to a number of text-dependent questions. Within the questions following the text, 15 out of 18 are text-dependent and include questions such as, “According to Bekoff, was it necessary and right for Harambe to die? What evidence does he provide to support his thesis?,” “What is revealed by Bekoff’s use of the phrases ‘zoo-ed animal’ (par. 4) and ‘nonhuman animals’ (par. 3)?,” and “Why does Bekoff include the example of Binta Jua along with an allusion to King Kong in paragraph 2? How do these examples help frame Bekoff’s argument?” Although examples of text-dependent questions requiring written responses are included throughout the chapter materials, text-dependent responses requiring spoken responses are not included. Speaking and listening components are limited to the “Speaking and Listening Appendix,” which provides a list of sources and information on creating, citing, and presenting speeches, and the “Culminating Activity” in Chapter 1 which tasks students with presenting their speech on the topic of a community to which they belong. These components do not include questions or tasks that are text-dependent or specific.</p>
	<p><b>REQUIRED</b>  <b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards</p>	<p><b>No</b></p>	<p>The questions and tasks include the language of the standards, but do not require students to engage in thinking at the depth and complexity required by the grade-level standards. Students are not required to think at the complexity of the standards when</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>		<p>responding to these questions and tasks. For example, in Chapter 5, Section 1, students are asked the following question after reading “The Veldt” by Ray Bradbury, “Describe George and Lydia as parents. How does Bradbury use characterization to illustrate their strengths and weaknesses?” Although this question focuses on characterization, it does not ask students to describe how characters develop over the course of a text, how characters interact with other characters, or how characters advance the plot or theme as required by standard RL 9-10.3.</p> <p>Speaking and listening standards are addressed during the writing process. In many chapters, students write responses, share them with peers, and reflect on peer presentations to incorporate ideas into their own work. However, students often write responses that require the written feedback of peers or write to tasks that do not meet the complexity of writing standards. In addition, the materials provide opportunities for students to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences (W9-10.10). However, the tasks do not require students to use an analysis of claims and counterclaims. For example, in Chapter 6, Workshop 3, students analyze an argument and compose an essay following the read, draft, and revise process. The assignment states, “Once you’ve done the analysis of purpose, rhetorical strategies, and their effects in a graphic organizer or some other kind of notes, you’re likely to have enough material for a full essay. So far, we’ve discussed your thesis and how to support it in a paragraph with textual evidence and commentary. You’ll need at least one or two more developmental paragraphs — along with an introduction and conclusion. Let’s consider some effective ways to open and close an effective rhetorical</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			analysis.” The assignment does not ask students to address counterclaims or to evaluate a different point of view on the same topic. Also, writing opportunities are suggested, rather than required. For example, in Chapter 9 it is suggested that students read a portion of the narrative and write a response that “state[s] what is literally happening in this section of the narrative? Perhaps write paragraph-by-paragraph summaries” and “annotate the narrative by asking questions and noting examples of characterization, dialogue, setting, and reflection.” These tasks are suggested and do not engage students in the complexity of thinking required by the reading standards. The majority of questions and tasks do not require students to think at the depth and complexity required by the standards.
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED *Indicator for grades 3-12 only</b> <b>6b)</b> The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED *Indicator for grades K-2 only</b></p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>		
	<p><b>REQUIRED</b></p> <p><b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of</p>	<p><b>REQUIRED</b></p> <p><b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED</b></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		
	<p><b>REQUIRED</b> <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED</b> <b>7d)</b> 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.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>7e)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
<b>Section IV. Scaffolding and Support</b>			
<p><b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>8a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED</b> <b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED</b> <b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>REQUIRED</b> <b>8d)</b> The 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.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>8e)</b> 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.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>8f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

#### FINAL EVALUATION

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

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts ( <b>Non-Negotiable</b> )	<b>No</b>	The texts vary in quantitative Lexile complexity (700L-1400L) and include examples of authentic, previously-published works from well-known authors and organizations. However, text complexity does not increase throughout the curriculum. Students are not required to read text multiple times. The curriculum is organized around genre and literacy skills rather than by universal themes from complex texts. The texts are used in the materials to provide skill-and strategy-based instruction for students to access complex texts.
	2. Range and Volume of Texts	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II: Foundational Skills (grades K-5 only)	3. Foundational Skills <b>(Non-Negotiable*)</b>	<b>N/A</b>	
III: Questions and Tasks	4. Coherence of Tasks <b>(Non-Negotiable)</b>	<b>No</b>	The materials address writing and reading skills throughout the course of the curriculum but do not have a substantial amount of discussion within each chapter. Students learn about the dynamics of a collegial discussion, but its explicit use is not evident within the materials. Analysis of sentence structure is not evident.
	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	<b>No</b>	The majority of questions are text-dependent; however, culminating writing prompts are not consistently text-based. Questions do not ask students to compare/contrast multiple texts.
	6. Writing to Sources, Speaking and Listening, and Language	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	7. Assessments	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	8. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>			

\*As applicable

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 2018-2019 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Ascension, Bossier, Caddo, Central, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, InspireNOLA, Jefferson, KDHSA (Jefferson Parish Charter), Lafayette, Lincoln, Livingston, Orleans, Ouachita, Rapides, Recovery School District, RSD - Choice Foundation, RSD – FirstLine, RSD – NOCP, St. Charles, St. James, St. Mary, St. Tammany, Tangipahoa, Vermilion, West Baton Rouge, Zachary. 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.





The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>1</sup> In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts<sup>2</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Advanced Language & Literature**

Grade: **10**

Publisher: **Bedford, Freeman & Worth Publishing Group, LLC**

Copyright: **2016**

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

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

STRONG	WEAK
	1. Quality of Texts (Non-Negotiable)
	4. Coherence of Tasks (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

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

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

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

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

<sup>2</sup> A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,<sup>3</sup> as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Materials provide texts that are appropriately complex for grade 10. The average Flesch-Kincaid reading level of the unit texts is 8.3, which falls just below the grades 9-10 stretch band; however, qualitatively, these materials meet the criteria for the grade level. For example, Chapter 9, “(Mis)Communication,” includes the selection, “No Speak English” by Sandra Cisneros. This text is exceedingly complex in text structure, as the narrator speaks of the characters in absolutes, which leads to an inference that there is no exact time structure and the events in the narrative are continuously happening. The language features are also exceedingly complex, using deep figurative language such as describing Mamacita as having “bloomed” from the taxi and the description of her, down to the “rosebuds of her toes.” The author uses the adaptation of language as an extended metaphor for the characters’ acclimation (or lack of acclimation) to U.S. culture. The knowledge demands of the text are moderately complex; students will need to make inferences about setting in time and place, and the backgrounds of the different characters, including the narrator.</p>
	<p><b>REQUIRED</b></p> <p><b>1b)</b> At least 90% of texts are authentic<sup>4</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>At least 90% of texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. The materials include selections from published works, such as an excerpt from "Animal, Vegetable, Mineral" by Barbara Kingsolver, "Challenger Speech" by Ronald Reagan, "The Devil's Thumb" by Jack Krakauer, an excerpt from "I Know Why the Caged Bird Sings" by Maya Angelou, an excerpt from "Persepolis" by Marjane Satrapi, "Cyrano de Bergerac"</p>

<sup>3</sup> The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

<sup>4</sup> Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p>No</p>	<p>by Rostac, and an excerpt from "Narrative of the Life of Frederick Douglass."</p> <p>The initial structure of these materials preferences building literary analysis skills in isolation rather than through a coherent sequence or collection of connected texts. Texts in chapters 1-4 are connected by skills such as, "Reading the World," "Thinking about Literature" and "Thinking About Synthesis," and not by topic, theme or idea. For example, the texts used in chapter 2 "Thinking about Literature" are not connected and serve as models for discrete theme and literary elements analysis. Students read "Famous" by Naomi Shihab Nye to practice theme analysis and "Popular Mechanics" by Raymond Carver to practice analyzing literary elements to draw conclusions about theme. There are no connections emphasized in the texts.</p> <p>Chapters 5-10 do provide a collection of connected texts, but the degree to which they build vocabulary knowledge and knowledge about themes through tasks in reading, writing, listening, speaking, and language varies. In chapter 9, the conversation titled, "Language and Power" connects a series of texts that explore the effects that language has on people, particularly "writers who struggle to learn the language, those who wield it to bring about change, those who try to preserve language, and those who celebrate the way it evolves." The series begins with "Narrative of the Life of Frederick Douglass," and the materials even connect this text to an excerpt from the autobiography of Malcolm X, but do not ask students to do anything other than "Consider the similarities" between both texts. The series of questions asked of the students only relates to the Frederick Douglass text. This is true for the remaining 7 texts in this "conversation." The connections between the texts are</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			made in the questions that follow the series of 8 texts in the chapter, asking questions such as, "What sort of personal, political, and social power is attached to language use and mastery? Write an argument expressing your perspective, informed by at least two of the sources in this Conversation." However, the materials only require students to do so in writing, not through speaking and listening. Language tasks, including vocabulary acquisition, are not included in the theme materials.
	<b>1d)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	<b>N/A</b>	
<b>2. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>2b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>2c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>2d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
<p><b>Section II. Foundational Skills (grades K-5 only)</b></p>			
<p><b>Tier 1 and 2 Non-Negotiable*</b></p> <p><b>3. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p><b>REQUIRED *Indicator for grades K-2 only</b></p> <p><b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p><b>N/A</b></p>	
	<p><b>REQUIRED</b></p> <p><b>3b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	<p><b>N/A</b></p>	
	<p><b>REQUIRED</b></p> <p><b>3c)</b> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using</p>	<p><b>N/A</b></p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	syllabication, and automaticity with grade-level regular and irregular spelling patterns.		
	<b>REQUIRED</b> <b>3d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	N/A	
	<b>REQUIRED</b> <b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.	N/A	
	<b>REQUIRED</b> <b>3f)</b> Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	N/A	
	<b>3g) *Indicator for grades K-2 only</b> Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	N/A	
	<b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	N/A	
<b>Section III. Questions and Tasks</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>4. COHERENCE OF TASKS:</b>	<b>REQUIRED</b> <b>4a)</b> Coherent sequences of questions and tasks focus	Yes	Chapters 1-4 of these materials preference building literary analysis skills in isolation rather than through a coherent sequence or tasks that focus students on

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p>students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>		<p>understanding the texts, making connections among the texts in the unit, and expressing their understanding of the topics, themes, or ideas. Following the pacing set forth in the materials, these isolated skills would take 38 days of instruction from coherent questions and tasks that serve to build an understanding of text.</p> <p>However, the questions in chapters 5-10 do contain the following types of questions following readings or text collections: Understanding and Interpreting questions are designed to guide student comprehension and analysis of a piece. Analyzing Language, Style, and Structure questions guide student analysis of craft. Connecting, Arguing and Extending questions ask students to connect the piece their experience, respond directly to an issue in the piece, or extend beyond the piece by showing the relevance of the ideas in the real world. After each Central Text are writing prompts called Topics for Composing which ask for a broad range of writing and beyond. After each Conversation (sub-unit within a thematic chapter) there is a Making Connections set asking students to compare the ideas and language between two texts in the Conversation, and Synthesizing Sources questions, which ask students to draw on ideas from multiple texts in the Conversation in order to respond.</p> <p>It should be noted that chapters 5-10 only make up 81% of the total materials.</p>
	<p><b>REQUIRED</b>  <b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating</p>	<p><b>No</b></p>	<p>Questions and tasks are not designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. Students spend the majority of the text focused on reading and writing skills, but speaking, listening, and language are not addressed alongside</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>		<p>text analysis. Instead, the materials provide separate “Guide to Language and Mechanics” and “Guide to Speaking and Listening” appendices to the chapters. Vocabulary acquisition is not addressed in the materials. The materials do include writing tasks, but the tasks do not connect the chapter texts through reading, writing, speaking, listening, and language. For example, in Chapter 6, students study arguments made by writers such as Martin Luther King, Jr., and Malala Yousafzai and answer questions in writing for those texts. The language and writing task for this chapter tells students simply, “Write an argument...Earlier in this chapter, you may have read some of the speeches in the Voices of Rebellion Conversation and saw the impact an effective argument can have on the world. Martin Luther King Jr. made the case for nonviolent economic boycotts to improve conditions for workers in Memphis; Malala Yousafzai presented her argument for universal education in the face of religious extremism before an international audience; and Thomas Paine penned words that some historians credit with convincing the colonists to support the American Revolution. Real arguments matter in the real world.” This assignment does not give the students a prompt or direct them back to the unit materials. While students are guided through the writing process with a series of steps to follow that work well for advanced students, the process does not address the grade level standards or provide source materials as they relate to unit texts.</p>
	<p><b>REQUIRED</b>  <b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word</p>	<p><b>Yes</b></p>	<p>Questions and tasks support students in examining language of text, in particular rhetoric and style. Sections such as "Language and Style" pp. 44-49, and 79-83, Analyzing Figurative Language in pp. 393-398, Writing a Close Analysis of Prose in pp. 844-851, Analyzing Diction and Tone in pp. 943-950, and Writing a Rhetorical Analysis in pp. 951-959 support students</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>		<p>in understanding the effect of diction and syntax choices on an audience. This approach is also used in the Analyzing Language, Style, and Structure questions. For instance, this question on pp. 153, which discuss not what a verb tense is, or asking students simply to identify what tense is used, but asking why an author shifts tenses and for what purpose: "Notice the interesting shifts in the tense the narrator uses. For example, the story begins in the present tense with the line, "It is July and we are a miraculous age," but at various times, she switches to the future tense, as in "My father will take me once more to Dolph Park, when I am in high school" (par. 21). Looking back through the story, when does the narrator use the present tense and when does she use the future tense? What is the effect of these shifts?"</p> <p>However, the "Language and Mechanics" appendix that addresses appropriate word use and includes a chart of Greek and Latin roots, does not provide students with practice with language. The latter section is more of a reference section and does not ask the students to complete in work in relation to the word roots. Similarly, the appendix introduces concepts such as sentence fragments and subject-verb agreement, but this only serves as a reference. Students are not given mentor sentences, or asked to complete any work to practice their knowledge. There are also sections of resources in the materials that teachers can select and assign that include vocabulary and language worksheets, but these materials are auxiliary worksheets and teachers are not given instructions on how and where to use them.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>5. TEXT-DEPENDENT QUESTIONS:</b></p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p><b>No</b></p>	<p>Although 81% of the materials contain text-dependent and text-specific questions, student ideas are not expressed through both written and spoken responses. Students are only asked to respond in writing to text-dependent questions. While there are a few opportunities for spoken responses in the topics for composing after reading a central text, they are not present enough in the materials to be considered a consistent element.</p> <p>Additionally, chapters 1-4 are skills-based units and the majority of those questions are neither text-dependent or text-specific. Questions such as, “What is a theme and how did the author develop it?” are part of the “Key Questions” introduced with each literary element in Chapter 2, but no text is given to the student to use to answer the question. While these do not make of the majority of the materials, it should be noted that these chapters do cover 38 days of instruction.</p> <p>The majority of the questions in chapters 1-5 are both text-dependent and text-specific. For example, students are asked the following questions after reading James Joyce's story "Eveline" (p. 166):  Understanding and Interpreting 1 “Eveline” focuses on the central character’s decision-making process. What are the conflicting forces pulling Eveline in different directions? Identify and discuss at least three. 2 What is the nature of the relationship Eveline has with her father? In what ways has it changed over time? 3 Eveline thinks of Frank in fairly general terms: he is “very kind, manly, open-hearted” (par. 10). What more specific information does James Joyce give us? What is it about Frank that appeals to Eveline? 4 Joyce characterizes the existence of Eveline’s mother as “that life of commonplace sacrifices closing in final</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>craziness” (par. 16). In what ways is Eveline influenced by her mother’s life? How does her perception of her mother’s experience affect the way Eveline thinks of marriage? 5 Is Eveline a victim of her time and place—when opportunities for women were limited primarily to the domestic realm—or is she a victim of her own indecisive character? Or is she a combination of both? Support your response with reference to specific passages in the story as well as your knowledge of the time period. 6 Critics of “Eveline” disagree on their interpretations of the ending. Many conclude that Eveline’s inability to strike out with Frank is essentially accepting a life sentence as a housekeeper, even a servant, to her family. Others argue that in choosing to stay with her father, she defies Frank and thus shows at least the promise of becoming an independent woman. Which interpretation do you find most plausible? Support your response with references and specific passages from the story.</p>
	<p><b>REQUIRED</b>  <b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p><b>Yes</b></p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards. For example, a Chapter 10, “Utopia/Dystopia” reader’s workshop on understanding tone asks the following question: “Read this excerpt from the central text... ‘A Small Place,’ by Jamaica Kincaid. Identify words and phrases that create a particular tone and explain how that tone assists Kincaid in making her point about tourism.” Teachers should note that the questions that relate to the grade-level standards are sometimes not assigned to a text, and teachers may wish to adapt their lessons to include these types of questions in class discussion and written assignments.</p>
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b></p>	<p><b>REQUIRED</b>  <b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>		
	<p><b>REQUIRED *Indicator for grades 3-12 only</b>  <b>6b)</b> A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED *Indicator for grades K-2 only</b>  <b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED</b>  <b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED</b> <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED</b> <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>7d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>Section IV. Scaffolding and Support</b>			
<p><b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p>	<p><b>REQUIRED</b> <b>8a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED</b> <b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.		
	<b>REQUIRED</b> <b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>8d)</b> The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously, the center of focus.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>8e)</b> 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.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>8f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

**FINAL EVALUATION**

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

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts ( <b>Non-Negotiable</b> )	<b>No</b>	While texts are complex, authentic, and thematic, students are asked to make connections between texts

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			in writing but not through speaking, listening, and language.
	2. Range and Volume of Texts	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills ( <b>Non-Negotiable*</b> )	<b>N/A</b>	
III: Questions and Tasks	4. Coherence of Tasks ( <b>Non-Negotiable</b> )	<b>No</b>	The majority of lessons in the materials do not create a coherence of tasks because four of the ten chapters of the curriculum are direct instruction and do not connect texts. Chapters that do connect texts only do so through writing, not through speaking, listening, and language.
	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	<b>No</b>	The majority of questions in the materials are not text-dependent as four of the ten chapters of the curriculum are content-driven and ask students questions about literary terms, but not as they relate to texts.
	6. Writing to Sources, Speaking and Listening, and Language	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	7. Assessments	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	8. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</b>			

\*As applicable

Appendix I.

Publisher Response





The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>1</sup> In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts<sup>2</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Advanced Language & Literature**

Grade: **10**

Publisher: **Bedford, Freeman & Worth Publishing Group, LLC**

Copyright: **2016**

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

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

STRONG	WEAK
	1. Quality of Texts (Non-Negotiable)
	4. Coherence of Tasks (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

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

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

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

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

<sup>2</sup> A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<b>Section I. Text Selection</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,<sup>3</sup> as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Materials provide texts that are appropriately complex for grade 10. The average Flesch-Kincaid reading level of the unit texts is 8.3, which falls just below the grades 9-10 stretch band; however, qualitatively, these materials meet the criteria for the grade level. For example, Chapter 9, “(Mis)Communication,” includes the selection, “No Speak English” by Sandra Cisneros. This text is exceedingly complex in text structure, as the narrator speaks of the characters in absolutes, which leads to an inference that there is no exact time structure and the events in the narrative are continuously happening. The language features are also exceedingly complex, using deep figurative language such as describing Mamacita as having “bloomed” from the taxi and the description of her, down to the “rosebuds of her toes.” The author uses the adaptation of language as an extended metaphor for the characters’ acclimation (or lack of acclimation) to U.S. culture. The knowledge demands of the text are moderately complex; students will need to make inferences about setting in time and place, and the backgrounds of the different characters, including the narrator.</p>	
	<p><b>REQUIRED</b></p> <p><b>1b)</b> At least 90% of texts are authentic<sup>4</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>At least 90% of texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. The materials include selections from published works, such as an excerpt from "Animal, Vegetable, Mineral" by Barbara Kingsolver, "Challenger Speech" by Ronald Reagan, "The Devil's Thumb" by Jack Krakauer, an excerpt from "I Know Why the Caged Bird Sings" by Maya Angelou, an excerpt from "Persepolis" by Marjane Satrapi, "Cyrano de Bergerac"</p>	

<sup>3</sup> The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

<sup>4</sup> Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p><b>No</b></p>	<p>Materials do not provide a coherent sequence or collection of connected texts. Texts are connected by chapter with titles such as “Thinking about Literature” and “Utopia/Dystopia.” The chapter titled, “Language and Power,” for example, connects a series of texts that explore the effects that language has on people. The materials introduce this set, “In this Conversation, you will hear from writers who struggle to learn the language, those who wield it to bring about change, those who try to preserve language, and those who celebrate the way it evolves. And the authors in this Conversation also investigate the links that language forges between identity, culture, and power.” The series begins with "Narrative of the Life of Frederick Douglass," and the materials even connect this text to an excerpt from the autobiography of Malcolm X, but do not ask students to do anything other than “Consider the similarities” between both texts. The series of questions asked of the students only relates to the Frederick Douglass text. The questions that follow the series of 8 texts does connect the themes in the chapter, asking questions such as, “What sort of personal, political, and social power is attached to language use and mastery? Write an argument expressing your perspective, informed by at least two of the sources in this Conversation,” but the students are only asked to do so in writing, not through speaking and listening. Language tasks, including vocabulary acquisition, are not included in the theme materials.</p>	<p>by Rostac, and an excerpt from "Narrative of the Life of Frederick Douglass."</p> <p>The justification seems to be misunderstanding the structure of the book. "Thinking about Literature" is not a chapter of readings. It is a chapter foregrounding literary analysis skills. Secondly, "Language and Power" is not a chapter title, but a title of a conversation within Chapter 9, "(Mis)Communication." Thirdly, the very brief section from the Autobiography of Malcolm X is not a featured reading in the text, it is a brief sidebar embedded within the Frederick Douglass piece. Its only purpose is to draw a brief text-to-text comparison. To criticize it for not going beyond comparison is setting unfair expectations for such a minor feature.</p> <p>For clarity, the book is divided into two parts: Opening chapters that foreground key skills using brief texts (Chs 1-4), then thematic readings chapters (Chs. 5-10). Within each thematic chapter is a Central Text—a major work by a world-renowned author--anchoring the chapter, and one thematic collection that is primarily literary, and another thematic collection that is primarily argumentative. These collections are called Conversations.</p> <p>Regarding Speaking and Listening: The reviewer has noted that no prompts specifically call for speaking and listening. These sorts of opportunities can be found in the Topics for Composing following the Central Text (see for instance the pp. 123, 316, 426, etc.), but more often we have chosen to put suggestions for differentiating student product in the Teacher’s Edition. Rather than insist on a specific product for a given text-based response, we leave that decision to the teacher. A question after a reading can serve as a prompt for writing, presentation, small group</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>discussion, class discussion, Socratic Seminar, etc. We prefer to keep all options open and let teachers decide. For some specific examples of speaking/listening suggestions in the Teacher’s Edition, see the following pages: pp. 114, 116, 118, 121, 122, 124, 125, 127, and etc. The suggestions are numerous.</p> <p>Regarding Vocabulary: At the Pre-AP level, and informed by AP skills, the goal of encountering unfamiliar words is not just to understand their definition, but to move beyond denotation to consider connotation and effect. You will notice in every Analyzing Language, Style, and Structure question set that there are items asking about specific diction choices and effects. For example, Question 6 on p. 142, which is a set of questions for the relatively approachable Krakauer narrative "The Devils Thumb." Here we ask about the use of the words "hubris," "mine," and "redemption," asking specifically "what the word choice reveals about Krakauer." In order to answer that question, you must first understand the definition of "hubris" and "redemption," and understand the meaning of "mine" in this context. But simply understanding definitions is not the goal of this book or a Pre-AP course, which is why we go on to ask about how the language choices characterize the narrator. In addition, there are Vocabulary in Context worksheets in the Teacher’s Resource Materials to accompany almost every text. In these worksheets, students are presented with challenging vocabulary from the reading in context, and asked to both define the word and discuss the effect of the diction.</p>

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	<p><b>1d)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p><b>No</b></p>	<p>Texts do not increase in complexity as materials progress throughout the grade level. The texts in the materials do not build in complexity to address standards in a deeper way as the texts address the themes of the unit but do not build skills from chapter to chapter.</p>	<p>Sequence across Chapters: The chapters themselves do indeed increase in complexity, as the topics move from personal matters easy for students to relate with, to complex issues in the outside world (and likely extending beyond students' personal experience). The chapters move from self to world, from more concrete to more abstract. Ultimately, the development of these abstract thinking skills is the most fundamental cognitive leap for students of this age, and we have designed our book to foster it.</p> <p>For instance, compare the first nonfiction Conversation with the last nonfiction Conversation in the book. The first (p. 174) is The Individual in School, starting on familiar turf, and relying heavily on what students already know: school. The last Conversation (p. 898) is Our Robotic Future. To reckon with this set of texts, students must build complex understandings regarding technology, policy, ethics, economics, and even military/defense matters. That is the overall sequence of these thematic chapters.</p> <p>Text Complexity within Chapters: The approach of Advanced Language &amp; Literature is to provide texts of many different difficulty levels within each chapter to allow for differentiation within a classroom, which inevitably will have a diverse group of learners of many different preparation levels. Ultimately, we feel that only the classroom teacher is equipped to make decisions about what level of text is most beneficial for a specific student at a specific point in the year. To facilitate those decisions, details on how approachable or challenging each text is, and what specific comprehension and context hurdles students might encounter, are found in the chapter introductions in the Teacher's Edition (e.g. pp. 5A and 5B). For instance, within a relatively simple Conversation such as The Individual in School, you will find a fairly simple graphic</p>

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				<p>novel (p. 185) for reluctant readers, and a brief but challenging piece by Horace Mann (p. 213) for advanced students who would benefit from exposure to Mann’s complex language and ideas.</p> <p>Ultimately, this book does not prescribe a one-size-fits-all progression of texts, because students are not all the same. What it offers are chapters of increasing complexity, texts of various levels within each chapter, and tools to allow teachers to design individualized text progressions based on student preparation and need. This approach allows teachers to meet the needs of all students.</p>
<p><b>2. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>REQUIRED</b> <b>2b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>2c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>2d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
<p><b>Section II. Foundational Skills (grades K-5 only)</b></p>				

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<p><b>Tier 1 and 2 Non-Negotiable*</b></p> <p><b>3. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p><b>REQUIRED *Indicator for grades K-2 only</b></p> <p><b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A		
	<p><b>REQUIRED</b></p> <p><b>3b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A		
	<p><b>REQUIRED</b></p> <p><b>3c)</b> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	N/A		
	<p><b>REQUIRED</b></p> <p><b>3d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A		

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	<p><b>REQUIRED</b>  <b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	N/A		
	<p><b>REQUIRED</b>  <b>3f)</b> Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	N/A		
	<p><b>3g) *Indicator for grades K-2 only</b>  Materials provide opportunities for teachers to assess students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	N/A		
	<p><b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	N/A		
<b>Section III. Questions and Tasks</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>4. COHERENCE OF TASKS:</b>  Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening,</p>	<p><b>REQUIRED</b>  <b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	No	<p>Coherent sequences of questions and tasks do not focus students on understanding the texts and its illustrations, making connections among the texts in the collection, and expressing understanding of the topics. Chapters 1 through 4 are structured so that students read about one topic and then use texts to show their understanding of that topic. For example, Chapter 2, “Thinking about Literature,” focuses primarily on theme and a few other literary elements such as syntax and point of view. The materials provide</p>	<p>The reviewer seems to be misunderstanding the purpose of the opening chapters (Chs 1-4), which foreground basic skills. The amount and direct alignment of post-text questions in the book is underrepresented, and the two skills workshops that appear in each thematic chapter as part of the task sequence is missing from this review.</p> <p>The reviewer states that the question for Raisin in the Sun is “similar to the text before and after, so skills are</p>



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<p>and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>			<p>definitions for the literary elements and then a model analysis of a text, and finally students are asked one question to analyze the text. With an excerpt from "A Raisin in the Sun," for example, students are asked, "Carefully read the following excerpt from 'A Raisin in the Sun,' by Lorraine Hansberry. For your focused observation, be sure to consider how Hansberry uses characterization, plot and conflict, setting, and symbol. To identify patterns, be sure to look for curiosities, repetitions, opposites, and links. Last, draw a conclusion about what Hansberry might be suggesting about money in this excerpt." This question is similar to the text before and the text after, so skills are not developed or structured so that students can make connections within certain areas of the text; they are looking at the text as a whole and are focused on whole-text understanding. Chapters 5 through 10 include question categories such as "Understanding and Interpreting," "Analyzing Language, Structure, and Style," and "Connecting, Arguing, and Extending," but these chapters do not make a majority of questions.</p>	<p>not developed." This is not correct and misrepresents the purpose of that exercise. The question is similar to the one before because this is a two-part activity. The first part is applying these skills to fiction, the second to a piece of drama. The point is to give students a chance to work with literary elements in both genres. In short, these two questions are similar on purpose. However, the reviewer states that the question is "similar to the text before and after." After this text is Emily Dickinson's poem "My river runs to thee" and the task there is to "Read this poem...and analyze how the diction, syntax, figurative language, and imagery help to create the speaker's tone" (p. 49). That question is clearly different from what was asked of the Hansberry. For this text, which is in the section called Language and Style, we have moved from an analysis of literary elements (setting, character, plot, etc.) to a close analysis of language, tone, and style. These very different questions show the clear progression in this particular chapter from skillset-to-skillset, as we lay the groundwork for the skills that will be both practiced and deepened in Chapters 5-10.</p> <p>Questions in the Thematic Chapters: The thematic readings chapters contain the following types of questions following readings or text collections: Understanding and Interpreting questions are designed to guide student comprehension and analysis of a piece. Analyzing Language, Style, and Structure questions guide student analysis of craft. Connecting, Arguing and Extending questions ask students to connect the piece their experience, respond directly to an issue in the piece, or extend beyond the piece by showing the relevance of the ideas in the real world. After each Central Text are writing prompts called Topics for Composing which ask for a broad range of writing and beyond. After each Conversation (sub-unit</p>

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				<p>within a thematic chapter) there is a Making Connections set asking students to compare the ideas and language between two texts in the Conversation, and Synthesizing Sources questions, which ask students to draw on ideas from multiple texts in the Conversation in order to respond.</p> <p>Please notice that our questions directly align to your standard: "Focus students on understanding the text" = Understanding and Interpreting questions + Analyzing Language, Style, and Structure questions. "Making connections among the texts in the collection" = Making Connections questions + Synthesizing Sources questions. "Expressing their understanding of the topics, themes, and/or ideas presented in the texts" = Connecting, Arguing, and Extending questions + Topics for Composing questions.</p> <p>The reviewer downplays the amount of these questions in the book. There are an average of 16 questions after each reading. There are roughly 100 readings in this book (accounting for each Act of the two plays). That is roughly 1600 questions. The basis for the statement "Chapters 5 through 10 include question categories such as 'Understanding and Interpreting,' 'Analyzing Language, Structure, and Style,' and 'Connecting, Arguing, and Extending,' but these chapters do not make a majority of questions" is unclear. Those chapters represent the bulk of the book, and those questions far and away account for the majority of questions.</p> <p>Illustrations: The reviewers should note that every illustration/visual text in this book is accompanied by a guided analysis question (aside from decorative chapter openers and simple author photos). For example, pp. 115, 116, 119, 120, 124, 127, etc.</p>

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	<p><b>REQUIRED</b>  <b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p><b>No</b></p>	<p>Questions and tasks are not designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. Students spend the majority of the text focused on reading and writing skills, but speaking, listening, and language are not addressed alongside text analysis. Instead, the materials provide separate “Guide to Language and Mechanics” and “Guide to Speaking and Listening” appendices to the chapters. Vocabulary acquisition is not addressed in the materials. The materials do include writing tasks, but the tasks do not connect the chapter texts through reading, writing, speaking, listening, and language. For example, in Chapter 6, students study arguments made by writers such as Martin Luther King, Jr., and Malala Yousafzai and answer questions in writing for those texts. The language and writing task for this chapter tells students simply, “Write an argument...Earlier in this chapter, you may have read some of the speeches in the Voices of Rebellion Conversation and saw the impact an effective argument can have on the world. Martin Luther King Jr. made the case for nonviolent economic boycotts to improve conditions for workers in Memphis; Malala Yousafzai presented her argument for universal education in the face of religious extremism before an international audience; and Thomas Paine penned words that some historians credit with convincing the colonists to support the American Revolution. Real arguments matter in the real world.” This assignment does not give the students a prompt or direct them back to the unit materials. While students are guided through the writing process with a series of steps to follow that work well for advanced students, the process does not address the grade level standards or provide source materials as they relate to unit texts.</p>	<p>The justification states that "speaking, listening, and language are not addressed alongside text analysis."</p> <p>As mentioned previously: These sorts of opportunities can be found in the Topics for Composing following the Central Text (see for instance the pp. 123, 316, 426, etc.), but more often we have chosen to put suggestions for differentiating student product in the Teacher’s Edition. Rather than insist on a specific product for a given text-based response, we leave that decision to the teacher. A question after a reading can serve as a prompt for writing, presentation, small group discussion, class discussion, Socratic Seminar, etc. We prefer to keep all options open and let teachers decide. For some specific examples of speaking/listening suggestions in the Teacher’s Edition, see the following pages: pp. 114, 116, 118, 121, 122, 124, 125, 127, and etc. The suggestions are numerous.</p> <p>The justification states that "vocabulary acquisition is not addressed in the materials."</p> <p>As mentioned previously: At the Pre-AP level, and informed by AP skills, the goal of encountering unfamiliar words in this book is not just to understand their definitions, but to move beyond denotation to consider connotation and effect. You will notice in every Analyzing Language, Style, and Structure question set that there are items asking about specific words and diction choices. For example, look at Question 6 on p. 142, which is a set of questions for the relatively approachable Krakauer narrative. Here we ask about the use of the words “hubris,” “mine,” and “redemption,” asking specifically “what the word choice reveals about Krakauer.” In order to answer that question, you must first understand the definition of “hubris” and “redemption,” and understand the</p>

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				<p>meaning of “mine” in this context. But simply understanding definitions is not the goal of this book, which is why we go on to ask about how the language choices characterize the narrator. In addition, there are Vocabulary in Context worksheets in the Teacher’s Resource Materials to accompany almost every text. In these worksheets, students are presented with challenging vocabulary from the reading in context, and asked to both define the word and discuss the effect of the diction.</p> <p>Regarding the writing task cited in the justification, “The language and writing task for this chapter tells students simply, “Write and argument...earlier in this chapter....”</p> <p>A) That quote seems to have been pulled from a skills workshop, which is not a writing prompt. It is also misquoted: the section heading there (p. 399) is “Why Write an Argument?” which is intended to simply be a friendly introduction. It is quoted as “Write an argument...” To complete the quote, the reviewer skipped the next paragraph and misconstrued an introductory paragraph of a skills workshop as a writing prompt, even though it is not labeled as such.</p> <p>B) This workshop on writing an argument is, in fact, “designed so that students build and apply knowledge.” This workshop is a deepening of the instruction presented in Ch3 - Thinking about Rhetoric and Argument (p. 55) and now walks students step-by-step through the process of utilizing some of those core rhetoric and argument concepts in their own original argument. For example, the headings in that workshop are (aside from Why Write an Argument?): STEP 1: FIND A TOPIC, STEP 2: GATHER INFORMATION, STEP 3: MAKE A CLAIM, STEP 4 SELECT YOUR EVIDENCE, STEP 5: WRITE YOUR OPENING, STEP 6:</p>

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				<p>WRITE YOUR BODY PARAGRAPHS, STEP 7: WRAP UP THE ARGUMENT. As you can see, this is a very guided argument writing workshop designed to build on what students know, and move them forward.</p> <p>C) The justification states "This assignment does not give students a prompt or direct them back to the unit materials." This response ignores the section entitled STEP 1: FIND A TOPIC, and ignores the fact that students here are being encouraged to find a topic that interests them and are not intended to write to one single prompt, and in fact are guided through the process of asking their own questions about their chosen topic. Asking this section of the book, where students are intended to follow an independent inquiry model to "direct them back to the unit materials" is misunderstanding the pedagogy behind this section. And, in fact, this section does direct them back to the unit materials as models for their argument; some examples can be found on pages 400-09 where Nelson Mandela's claim is used as a model, where Old Major's use of counterargument is used as a model, and where Martin Luther King Jr.'s introduction is used as a model of a hook. Students are directed back to the materials as mentor texts.</p> <p>D) For a standard of this sort, which asks about questions and tasks, it is puzzling that the reviewer ignored the hundreds of writing prompts found throughout the book, which follow each and every text. Even the workshops usually have a central question to focus students, it just so happens that the reviewer found the one of the only workshops where we want students to select their own topic. For instance, prompts in workshops can be found on pages 529, 657, 850, 952.</p>

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	<p><b>REQUIRED</b>  <b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p><b>No</b></p>	<p>Questions and tasks do not support students in examining language. The materials include a chapter, "Thinking about Literature" which has a section, "Language and Style," which discusses and defines concepts like syntax, tone, and diction, and there is a "Language and Mechanics" appendix that addresses appropriate word use and includes a chart of Greek and Latin roots, but the students do not receive practice with language. The latter section is more of a reference section and does not ask the students to complete in work in relation to the word roots. Similarly, the appendix introduces concepts such as sentence fragments and subject-verb agreement, but this only serves as a reference. Students are not given mentor sentences, or asked to complete any work to practice their knowledge. There are also sections of resources in the materials that teachers can select and assign that include vocabulary and language worksheets, but these materials are auxiliary worksheets and teachers are not given instructions on how and where to use them.</p>	<p>Please keep in mind that this is a Pre-AP book, and the focus in terms of grammar and vocabulary (language) in Pre-AP 10 courses is not on simple correctness via devices such as mentor sentences, it is on understanding the effect of diction and syntax choices on an audience. It is grammar as rhetoric and style. It is vocabulary as rhetoric and style. That is the approach of this book in sections such as "Language and Style" pp. 44-49, and 79-83, Analyzing Figurative Language in pp. 393-398, Writing a Close Analysis of Prose in pp. 844-851, Analyzing Diction and Tone in pp. 943-950, Writing a Rhetorical Analysis in pp. 951-959.</p> <p>That is also the approach employed in the Analyzing Language, Style, and Structure questions. For instance this question on pp. 153, which discuss not what a verb tense is, or asking students simply to identify what tense is used, but asking why an author shifts tenses and for what purpose: "Notice the interesting shifts in the tense the narrator uses. For example, the story begins in the present tense with the line, "It is July and we are a miraculous age," but at various times, she switches to the future tense, as in "My father will take me once more to Dolph Park, when I am in high school" (par. 21). Looking back through the story, when does the narrator use the present tense and when does she use the future tense? What is the effect of these shifts?"</p> <p>In short, this Pre-AP book is asking students to do higher-level work regarding language. The resources in the back of the book are available to support students who need a little help in order to tackle this work.</p>

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<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>5. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p><b>No</b></p>	<p>A majority of questions in the materials are not text dependent and text specific. The materials are structured so that students learn about ideas and then apply the ideas to texts, but a number of questions are asked of students before texts are introduced. Questions such as, “What is a theme and how did the author develop it?” are part of the “Key Questions” introduced with each literary element in Chapter 2, but no text is given to the student to use to answer the question. Additionally, many of the questions do not involve texts at all. For example, students are asked to recall plot and theme for a series of fairy tales, but they are not provided with the texts. Of the 20 questions posed to the reader in Chapter 2, only 9, or 45% are text dependent and text-specific. Student ideas are not expressed through both written and spoken responses. The materials only pose questions to the students to respond in writing. While Chapters 5 through 10 do include text dependent questions such as, “What are the “habits of Man” (par. 11), according to Old Major, and why does he admonish the animals to never take on these habits themselves?” and “What evidence does Old Major use to support his ultimate claim that Man is “the only real enemy” (par. 3) that the animals have?” the chapters do not make up the majority of the materials.</p>	<p>The justification states that "a majority of the questions in the materials are not text dependent and text specific." The section of the book cited as an example is intended to introduce a skillset, which includes few readings and therefore has few text-dependent and text-specific questions. In fact, there are nearly 100 readings in the book, and each one is followed by an average of 10 text-dependent and text-specific questions. As an example, here are the text-dependent and text-specific questions that follow James Joyce's story "Eveline" (p. 166):  Understanding and Interpreting  1 “Eveline” focuses on the central character’s decision-making process. What are the conflicting forces pulling Eveline in different directions? Identify and discuss at least three.  2 What is the nature of the relationship Eveline has with her father? In what ways has it changed over time?  3 Eveline thinks of Frank in fairly general terms: he is “very kind, manly, open-hearted” (par. 10). What more specific information does James Joyce give us? What is it about Frank that appeals to Eveline?  4 Joyce characterizes the existence of Eveline’s mother as “that life of commonplace sacrifices closing in final craziness” (par. 16). In what ways is Eveline influenced by her mother’s life? How does her perception of her mother’s experience affect the way Eveline thinks of marriage?  5 Is Eveline a victim of her time and place—when opportunities for women were limited primarily to the domestic realm—or is she a victim of her own indecisive character? Or is she a combination of both? Support your response with reference to specific passages in the story as well as your knowledge of the time period.</p>

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				<p>6 Critics of “Eveline” disagree on their interpretations of the ending. Many conclude that Eveline’s inability to strike out with Frank is essentially accepting a life sentence as a housekeeper, even a servant, to her family. Others argue that in choosing to stay with her father, she defies Frank and thus shows at least the promise of becoming an independent woman. Which interpretation do you find most plausible? Support your response with references and specific passages from the story.</p> <p>Analyzing Language, Style and Structure</p> <p>1 What is the feeling Joyce conveys in the opening paragraph? What specific words and images contribute to that feeling? What is the effect of this paragraph’s being a third person observation while the rest of the story is told from Eveline’s perspective?</p> <p>2 Much of “Eveline” centers on Eveline’s home life, both before and after her mother’s death. Joyce ends paragraph 2 with the sentence, “Now she was going to go away like the others, to leave her home.” He opens the next paragraph with the one word, “Home!” What does this repetition suggest about the meaning(s) of home to Eveline?</p> <p>3 What symbolic value does Buenos Aires have in this story?</p> <p>4 The last few paragraphs of the story takes place at the dock. Water is both literal (for example, the sea) and metaphoric (for example, “All the seas of the world tumbled about her heart”). How do these images contribute to our understanding of Eveline’s decision not to go with Frank?</p> <p>5 Joyce explores the difficulty characters have in making important life decisions in several stories in Dubliners. In what ways does he demonstrate that Eveline is paralyzed or unable to take action? Pay attention to concrete descriptive details, connotative</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>language, and imagery.</p> <p>6 In this brief story, Joyce gives us glimpses of the past and the (imagined) future as well as the present. How do the past and future inform Eveline's present thinking?</p> <p>The justification states: "Questions such as, "What is a theme and how did the author develop it?" are part of the "Key Questions" introduced with each literary element in Chapter 2, but no text is given to the student to use to answer the question." The Key Questions in the opening chapters are designed to build analytical habits of mind as students encounter any text. The reviewer did not mention that these sections are prefaced by language such as: "When thinking about symbols in a piece of literature, you should always ask yourself:" or "When writing or analyzing a claim, be sure to ask yourself." These questions are not text-dependent or text-specific because they are reflective/metacognitive questions that students are supposed to ask of themselves.</p> <p>The justification states "students are asked to recall plot and theme for a series of fairy tales." This is found on p. 30. The instructions state "Choose one text from the following list of fairy tales, fables, or films that you many have heard, read, or seen, or choose one of your own. Briefly summarize the plot of the text, indentify the theme...and provide evidence that you remember from the text that supports your statement of the theme. A) They are not asked to recall a "series of fairy tales," they are asked to recall one complete text of any type that they are familiar with. Surely, students are familiar with one text. B) The point here, in the very beginnings of the book, is to find a simple way to have students thinking in broad strokes about a complete work in order to dip a toe into plot and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>theme without requiring them to read a full text at this point in an introductory chapter. And, further, students are given a text to work with two pages later, on p. 34.</p> <p>The justification states "Of the 20 questions posed to the reader in Chapter 2, only 9, or 45% are text dependent and text-specific." Chapter 2 is dedicated to introducing a specific skillset. For text-dependent questions, the reviewers should focus on Chapters 5 through 10, which are dedicated to presenting texts and questions.</p> <p>The justification states: "While Chapters 5 through 10 do include text dependent questions...the chapters do not make up the majority of the materials." Chapters 1-4 span pages 1-109. Chapters 5-10 span pages 110-959. Chapters 5-10 are 849 pages of a 1044 page book, or 81% of the materials. They are also 100% of the materials intended to present texts and text-dependent questions.</p>
	<p><b>REQUIRED</b>  <b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p><b>Yes</b></p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards. For example, a Chapter 10, "Utopia/Dystopia" reader's workshop on understanding tone asks the following question: "Read this excerpt from the central text..."A Small Place," by Jamaica Kincaid. Identify words and phrases that create a particular tone and explain how that tone assists Kincaid in making her point about tourism." Teachers should note that the questions that relate to the grade-level standards are sometimes not assigned to a text, and teachers may wish to adapt their lessons</p>	

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			to include these types of questions in class discussion and written assignments.	
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p> <p><b>REQUIRED *Indicator for grades 3-12 only</b> <b>6b)</b> A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p> <p><b>REQUIRED *Indicator for grades K-2 only</b> <b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p> <p><b>REQUIRED</b> <b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to</p>	<p><b>Not Evaluated</b></p> <p><b>Not Evaluated</b></p> <p><b>Not Evaluated</b></p> <p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

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	develop the expertise needed to conduct research independently.			
	<b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>7d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>Section IV. Scaffolding and Support</b>				
<b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below	<b>REQUIRED</b> <b>8a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	

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<p>grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>			
	<p><b>REQUIRED</b>  <b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>REQUIRED</b>  <b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>REQUIRED</b>  <b>8d)</b> The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously, the center of focus.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>8e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>8f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

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<b>FINAL EVALUATION</b>				
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8.				
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.				
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
I. Text Selection	1. Quality of Texts ( <b>Non-Negotiable</b> )	No	While texts are complex, authentic, and thematic, students are asked to make connections between texts in writing but not through speaking, listening, and language.	
	2. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills (grades K-5 only)	3. Foundational Skills ( <b>Non-Negotiable*</b> )	N/A		
III: Questions and Tasks	4. Coherence of Tasks ( <b>Non-Negotiable</b> )	No	The majority of lessons in the materials do not create a coherence of tasks because four of the ten chapters of the curriculum are direct instruction and do not connect texts. Chapters that do connect texts only do so through writing, not through speaking, listening, and language.	
	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	No	The majority of questions in the materials are not text-dependent as four of the ten chapters of the curriculum are content-driven and ask students questions about literary terms, but not as they relate to texts.	
	6. Writing to Sources, Speaking and Listening, and Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</b>				

\*As applicable

Appendix II.

Public Comments

There were no public comments submitted.