

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

Title: Core Knowledge (ELA) Full Curriculum

Grade: K-2, 4-5

Publisher: Core Knowledge

Copyright: 2013

Overall Rating: Tier II, Approaching quality

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

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

This review remains a Tier 2 rating. As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when using these instructional materials.

Criteria	Currently in the Rubric	Next Steps for Educators
Quality of Texts (Non-Negotiable)	This program is currently reviewed as “Yes” for this criterion because texts are primarily informational of sufficient scope and quality to provide text-centered and integrated learning that is sequenced to advance students toward independent reading of grade-level texts. Materials directly address the skill strands.	Make sure to review texts in these materials for quality since references to specific texts and Appendix B are no longer included in the standards.
Text-Dependent Questions (Non-Negotiable)	This program is currently reviewed as “Yes” for this criterion because questions are text-dependent. Comprehension questions are directly related to and address the objectives of each specific lesson. Questions use language of the standards and are written at different levels.	Make sure to revise questions and tasks to require students to cite relevant textual evidence to support their ideas beginning in grade 6.
Speaking and Listening	This program is currently reviewed as “Yes” for this criterion in grades K, 1, 4, and 5 because texts are designed to build foundation in developing/strengthening speaking and listening skills to be used at higher academic levels. This program is currently reviewed as “No” for this criterion in grade 2.	Make sure to revise speaking and presentation tasks and rubrics to include adapting speech to various audiences. For grade 2, since these materials received a “No” for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.

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



Title: Core Knowledge (ELA) Full Curriculum

Grade: K-2[†]

Publisher: Core Knowledge

Copyright: 2013

Overall Rating: Tier II, Approaching quality

[Tier I](#), [Tier II](#), [Tier III](#) elements of this review:

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Scaffolding and Support *
Quality of Texts (Non-Negotiable)	Writing to Sources
Range and Volume of Texts	Speaking and Listening **
Foundational Skills (Non-Negotiable*)	Language ***
Text-Dependent Questions (Non-Negotiable)	
Assessment	
	* Strong at Grade 2
	** Strong at Grades K and 1
	*** Strong at Grades K and 2

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 1-10.

Tier 2 ratings received a "Yes" for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one "No" for the remaining criteria.

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

Click below for complete grade-level reviews:

[Grade K \(Tier 2\)](#)

[Grade 1 \(Tier 2\)](#)

[Grade 2 \(Tier 2\)](#)

[†] [Grades 4-5 \(Tier 2\)](#)

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



Title: Core Knowledge (ELA)

Grade: K

Publisher: Core Knowledge (Full Curriculum)

Copyright: 2013

Overall Rating: Tier II, Approaching quality

[Tier I](#), [Tier II](#), [Tier III](#) elements of this review:

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Scaffolding and Support
Quality of Texts (Non-Negotiable)	Writing to Sources
Range and Volume of Texts	
Foundational Skills (Non-Negotiable*)	
Text-Dependent Questions (Non-Negotiable)	
Assessment	
Speaking and Listening	
Language	

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 1-10 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1-10.

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

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

**Instructional Materials Evaluation Tool for Alignment in ELA
Grades K-2 (IMET)**

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
<p>Tier 1 and 2 Non-Negotiable* 1. FOUNDATIONAL SKILLS: Materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, phonics, word awareness, and reading fluency in a logical and transparent progression.</p> <p>These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED 1a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	Yes	Materials follow sequence of foundational skills instruction with less emphasis on letter names and more on phonemes & phonemic awareness. There are 150 lessons that begin with objectives focused on special sounds, spellings, tricky words, and/or concepts that the students are expected to learn.
	<p>REQUIRED 1b) Materials include student texts that allows for systematic, regular and frequent practice of foundational skills as they are introduced.</p>	Yes	Grade K offers 12 themes (i.e., domains) that provide multiple practice opportunities.
	<p>REQUIRED 1c) Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.</p>	Yes	Stories are handled through a read-aloud anthology. Students read aloud orally, after prompting from the teacher.
	<p>REQUIRED 1d) Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.</p>	Yes	Materials provide regular practice in spelling with emphasis placed on phonemes, rather than individual letters through the use of a workbook.
	<p>REQUIRED 1e) Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.</p>	Yes	Materials provide grade-level appropriate practice in spelling. Students are taught to read by blending. Multiple cueing strategies, pictures as a primary resource in decoding and part-word guessing are not used.
	<p>REQUIRED 1f) Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from</p>	Yes	Materials allow students to gain purpose and understanding by making connections through the use of read-alouds and picture cards. Phonics instruction begins with

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
	reading.		sounds. Big books provide exact replicas of student readers
	1g) Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	Yes	Opportunities exist for educators to monitor student progress in areas of foundational skills and fluency and comprehension through the use of the Assessment and Remediation Skills Book, which has 6 units.
	1h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	Materials are readily available for educators to monitor student progress and remediate and enrich as necessary. Materials are easily implemented and understood.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 2. COMPLEXITY OF TEXTS: Materials present a progression of texts as stated by Reading Standard 10¹ and Reading Foundational Standard 4.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Reading Foundational Standard 4 applies to student-read texts. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) Beginning in grade 2, materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis² were used in selection of texts. Poetry and drama are analyzed only using qualitative measures. In all grades, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	The materials provide 12 domains through which read-aloud texts are used. The texts are informative in nature (e.g., see Dressmakers, Tailors, Hatters, and Cobblers) and allow student engagement with complex texts.
	<p>REQUIRED 2b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	Yes	Some of the read-aloud texts are better suited for reading along with a teacher. Teachers will need to supplement with more complex read-aloud texts, which are included in the texts lists for each unit.
	<p>REQUIRED 2c) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	Texts progress in complexity as the units progress. There is greater variability in the text complexity to support listening skills.
<p>Tier 1 and 2 Non-Negotiable 3. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade-level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they</p>	<p>REQUIRED 3a) Nearly all texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.</p>	Yes	<p>Read-alouds are content-rich and informational in nature. There are equal amounts of stories/texts from the sciences and social studies areas. Most of the texts are commissioned. The program offers a reading list of authentic texts, which can be used to supplement the program.</p> <p>Students are able to build knowledge in history and science through carefully selected and sequenced texts.</p>

¹ Grades K-2 Example: Student-read texts include the introduction of additional phonic patterns, increasing sentence length, etc. Read-aloud texts fall within the grades 2-5 band and are similar to exemplars in [Appendix B](#).

² The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

<p>support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><i>(Note: In K and 1 this refers generally to read-aloud material and some student-read texts after midyear in grade 1. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 3b) Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study. 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 text.</p>	Yes	Texts/stories build knowledge through the different language arts areas and allow students to become engaged in the unit of study.
	<p>REQUIRED 3c) Within a sequence or collection of texts, specific complex anchor texts are selected for multiple, careful readings.</p>	Yes	Texts/stories are really only used once and not read again in the unit/module. What is building over the course of the unit is the topic or concept the unit addresses. Teachers will likely want to supplement with more complex and instructionally useful read-aloud texts that support students in meeting the standards, such as the texts provided on the supplemental reading lists.
	<p>3d) Nearly all texts are previously published rather than “commissioned.”</p>	No	Most of the texts have been written by CKLA authors.
<p>4. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 of the standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, or RI.2.3).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	Yes	Grade K provides 12 domains with a mixture of (7) literature/ (9) informational texts.
	<p>REQUIRED 4c) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	Yes	Text/stories are available in different formats and include art and songs, but the predominate format is print.
	<p>4b) Materials include many informational texts with an informational text structure rather than a narrative structure.</p>	Yes	The texts are predominately informational.
	<p>4d) Materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	Yes	There are <i>Trade Book</i> lists for teachers to use as supplements during whole-class time and Extensions are provided with each lesson to support students in furthering their understanding of text. These materials are in addition to the Skills and Listening and Learning strand.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS: Text-dependent questions reflect the requirements of Reading Standard 1 by requiring the use of textual details in support of meeting other grade-specific standards.</p> <p><i>(Note: In K and 1 this refers to read-aloud material, which is typically from grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	Yes	Questions are text-dependent, but they are mostly literal. The inferential questions are often not worth asking.
	<p>REQUIRED</p> <p>5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations, its impact (including the building of knowledge), and its connection to other texts.</p>	Yes	Questions build knowledge and allow opportunities for students to connect to other texts for purposeful and meaningful reading.
	<p>REQUIRED</p> <p>5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade over time to advance and deepen student learning. <i>(Note: Not every standard must be assessed with every text.)</i></p>	Yes	Questions use language of the standards and are written at different levels for students to gain purposeful meaning. A content-standards alignment chart is provided within each domain-unit.
	<p>5d) Questions often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	Yes	Questions begin with comprehension of text rather than just interpretation or evaluation of texts/stories.
	<p>5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from text and in learning new vocabulary from every reading opportunity.</p>	Yes	Questions focus on comprehension and vocabulary. There are few opportunities for analyzing syntax.
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with grade-level text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	Supporting scaffolds for students allow them to work independently on skills/objectives. Gradual release of these supporting scaffolds across domains and grade level is evident.
	<p>REQUIRED</p> <p>6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	Scoring Guides and Student Work Exemplars are included to provide adequate measurement of student progress. Informal observations, such as Think Pair Share and extension activities noted as well as more formal written assessments. Student Performance Task Assessments (SPTA) identified in the Tell It Again! Read-Aloud Anthology with this icon: ~. There is also an end-of-domain summative assessment.
	<p>REQUIRED</p> <p>6c) Materials use varied modes of assessment, including a range of</p>	Yes	Assessment types vary (e.g., Pre-, formative, summative, and self-assessment are used).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
	pre-, formative, summative and self-assessment measures.		
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	The materials are accessible to all students.
	6e) When assessments indicate students do not understand what they hear or read, materials should provide suggestions for reteaching and additional student learning opportunities. These materials must be easily implemented.	Yes	The remediation and intervention materials are easily implemented and helpful for those without a clear understanding of skill/objective.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text (either listened to or read) as required by the standards at each grade.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 7a) 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>	Yes	Pre-reading activities are engaging and provide a focus for students to relate to text/stories.
	<p>REQUIRED 7b) Read aloud materials must have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Texts promote student comprehension rather than learning discrete strategies, but teachers will need to supplement with additional authentic texts in classroom libraries to facilitate student choice beyond what is read as a class.
	<p>REQUIRED 7c) 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>	No	Materials are scripted, so they direct teachers where to pause, what to say, etc. However, there is not an emphasis on returning to previously read texts throughout the Listening and Learning strand. The Listening and Learning strand of the program has students change stories every lesson. The Skills Strand requires students to go back and reread text starting in Unit 6, but this is not for a discussion or writing purpose.
	<p>7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	Yes	Domains include a <i>Pausing Point</i> following Lesson 6. At the end of the domain, a <i>Domain Review</i> , a <i>Domain Assessment</i> , and <i>Culminating Activities</i> section allow time to review, reinforce, assess, and remediate content knowledge.
	<p>7f) The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	Materials are user-friendly and the center of focus.

	7e) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	Content can be completed in a reasonable amount of time and paced to maximize student understanding.
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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent (based on what has been read or heard) and reflect the writing genres named in the standards.</p> <p>Writing assignments are prominent and varied and ask students to draw on their experience, imagination, current capacities, and most frequently, the texts they encounter through reading or read-alouds as source material. As a means to such expression, materials provide sufficient opportunities for all students to practice newly acquired foundational skills as well as other forms of self-expression.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>8a) Students engage in a full range of writing as outlined by the standards at each grade level and materials include multiple writing tasks. This includes writing about what they are hearing or reading, writing narratives (both real and imagined), writing to inform or explain, and writing opinions.</p>	Yes	The materials provided include multiple writing tasks that are aligned to the three modes of writing. In Kindergarten students must use a combination of drawing, dictating, and writing to compose text.
	<p>REQUIRED</p> <p>8b) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing, on-demand and process writing, etc.).</p>	Yes	Materials give students opportunities for writing which use a combination of drawing, dictating, and writing
	<p>REQUIRED</p> <p>8c) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly.</p>	No	Students are asked to answer specific questions about text and at times discuss their thoughts with a partner, but students are not prompted to write about the texts they are reading and there are no obvious text-based writing prompts, which show a connection between standards.
	<p>REQUIRED</p> <p>8d) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Yes	The materials promote student understanding of the foundational standards. Students are taught systematic and explicit phonics instruction as their primary tool for decoding written English.
	<p>8e) Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	Yes	Opportunities are available for educators to monitor student progress in developing foundational skills.

	8f) Materials engage students in shared research projects to develop the skills needed to conduct research independently in later grades.	Yes	In Kindergarten students start the research process an example of this would be learning to complete charts in Unit 6 of the Listening and Learning Strand.
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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Materials should promote frequent and regular discussions about texts students have heard or read. Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for appropriate interactions and conversations with a variety of audiences in and out of the classroom. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 2, 3, and 4).	Yes	All speaking and listening questions and tasks use texts measured by Criteria 1,2, and 3. Texts provided oral tasks at a higher level and are designed to build foundation in developing/strengthening speaking and listening skills to be used at higher academic levels.
	REQUIRED 9b) As a regular part of comprehension instruction materials build in frequent opportunities for a range of conversations and collaborations with peers about texts listened to or read.	Yes	Collaboration and conversation opportunities appear in each lesson.
	REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. For example, through directions and modeling, materials encourage students to use academic language and grade-appropriate oral language conventions.	Yes	One of the primary goals of the Listening and Learning Strand is to expose students to rich, content-related vocabulary. The texts and associated instructional materials within a given domain have been crafted to provide repeated listening experiences with selected vocabulary words.
	9d) Materials develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others.	No	Students are prompted to listen well to texts being read aloud, but there are very few opportunities for conversation or student question asking. Most "discussions" are teacher-led around a series of closed questions, which don't invite authentic conversation.
	9e) Materials include a variety of authentic speaking and listening activities for student practice.	Yes	Students are provided a variety of authentic speaking and listening activities, which require students to express thoughts, speak audibly and answer questions.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level.</p>	Yes	Grammar and language conventions are addressed.
	<p>REQUIRED 10c) Materials create opportunities for students to discover accurate usage patterns, compare them with their own (oral and written), and develop proficiency in usage and language conventions that build from one grade to the next.</p>	Yes	Materials allow opportunities for students to become more proficient through practice and usage.
	<p>REQUIRED 10d) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>	Yes	Materials do not encourage students to examine the vocabulary to model discussion or writing; the materials do however direct teachers to respond using more complex sentence structure. This would be an appropriate modeling method for Kindergarten.
	<p>REQUIRED 10e) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>	Yes	Materials have frequent opportunities for students to study developmentally appropriate vocabulary related to texts and when speaking.
	<p>10b) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	No	There is no evidence of opportunities for students to practice natural language usage in Kindergarten.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1-10.

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

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Foundational Skills	1. Foundational Skills (Non-Negotiable*)	Yes	Stories are handled through read-aloud anthology. Students read aloud orally, after prompting from the teacher. The materials however, are weak in delineating student opportunities for silent reading practice.
II: Text Selection	2. Complexity of Texts (Non-Negotiable)	Yes	Texts/stories have good variety in terms of complexity, quality, and range.
	3. Quality of Texts (Non-Negotiable)	Yes	Quality texts/stories provide meaning and enjoyment of reading and listening to read-alouds.
	4. Range and Volume of Texts	Yes	There is balance between literature and informational texts.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	Questions address different levels of learning and understanding and are text dependent.
	6. Assessment	Yes	A variety of assessments promote understanding of texts/stories.
IV: Scaffolding and Support	7. Scaffolding and Support	No	There is specific support for most students, but texts are not returned to over the course of a unit/module.
V: Writing to Sources and Research	8. Writing to Sources	No	Although there are many opportunities for students to write most of the writing does not allow for students to have a connection between standards.
VI: Speaking and Listening	9. Speaking and Listening	Yes	While students are supported in developing their listening skills, which require students to express thoughts, speak audibly and answer questions. There are very few opportunities for students to have meaningful discussion such as asking questions and elaborating on others responses.
VII: Language	10. Language	Yes	Students are supported with vocabulary and development understanding of language, but there is little application of real world activities.
FINAL DECISION FOR THIS MATERIAL: Tier II, Approaching quality			

*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)

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



Title: Core Knowledge (ELA)

Grade: 1

Publisher: Core Knowledge (Full Curriculum)

Copyright: 2013

Overall Rating: Tier II, Approaching quality

[Tier I](#), [Tier II](#), [Tier III](#) elements of this review:

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Scaffolding and Support
Quality of Texts (Non-Negotiable)	Writing to Sources
Range and Volume of Texts	Language
Foundational Skills (Non-Negotiable*)	
Text-Dependent Questions (Non-Negotiable)	
Assessment	
Speaking and Listening	

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 1-10 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1-10.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>1. FOUNDATIONAL SKILLS: Materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, phonics, word awareness, and reading fluency in a logical and transparent progression.</p> <p>These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED</p> <p>1a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	Yes	The materials follow the sequence of foundational skills instruction. There are 155 lessons that begin with objectives focused on special sounds, spellings, tricky words, and/or concepts that the students are expected to learn.
	<p>REQUIRED</p> <p>1b) Materials include student texts that allows for systematic, regular and frequent practice of foundational skills as they are introduced.</p>	Yes	Grade 1 offers 11 themes (i.e., domains) that provide multiple practice opportunities.
	<p>REQUIRED</p> <p>1c) Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.</p>	Yes	Opportunities are provided for reading favorite traditional read alouds, literacy based centers, and immersion in text, where teachers facilitate student choice from existing leveled libraries based on interest, availability, and readability.
	<p>REQUIRED</p> <p>1d) Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.</p>	Yes	Materials provide regular practice in encoding.
	<p>REQUIRED</p> <p>1e) Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.</p>	Yes	Materials provide grade-level appropriate practice in spelling and decoding of words. In addition to phonics, students are taught spelling, grammar, and writing.
	<p>REQUIRED</p> <p>1f) Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	Yes	Materials allow students to gain purpose and understanding by making connections through the use of read-alouds and picture cards.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
	1g) Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	Yes	Opportunities exist for educators to monitor student progress in areas of foundational skills and fluency and comprehension through the use of the Assessment and Remediation Skills Book which has 6 units. <i>Pausing Points</i> are used when it makes sense to pause and spend one to two days reviewing, reinforcing, or extending the material taught.
	1h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	Materials are readily available for educators to monitor student progress, remediate and enrich as necessary. Materials are easily implemented and understood.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 2. COMPLEXITY OF TEXTS: Materials present a progression of texts as stated by Reading Standard 10³ and Reading Foundational Standard 4.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Reading Foundational Standard 4 applies to student-read texts. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) Beginning in grade 2, materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis⁴ were used in selection of texts. Poetry and drama are analyzed only using qualitative measures. In all grades, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	The materials provide 11 domains through which texts are used. The texts are predominately informational. The texts, while labeled as read-aloud texts, are used to support students in applying the foundational skills and building basic comprehension. Teachers will need to supplement with more complex read-aloud texts to support students in meeting the depth of the standards.
	<p>REQUIRED 2b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	Yes	Some of the read-aloud texts are better suited for reading along with a teacher. Teachers will need to supplement with more complex read-aloud texts, which are included in the texts lists for each unit.
	<p>REQUIRED 2c) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	Texts progress in complexity as the unit's progress.
<p>Tier 1 and 2 Non-Negotiable 3. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade-level texts and build content knowledge (ELA, social studies, science and technical</p>	<p>REQUIRED 3a) Nearly all texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.</p>	Yes	Texts are organized by topics (i.e., domains), many of which are informational in nature. Most of the texts are commissioned. The program offers a reading list of authentic texts which can be used to supplement the program. Students are able to build knowledge in history and science through carefully selected and sequenced texts.

³ Grades K-2 Example: Student-read texts include the introduction of additional phonic patterns, increasing sentence length, etc. Read-aloud texts fall within the grades 2-5 band and are similar to exemplars in [Appendix B](#).

⁴ The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

<p>subjects, 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.</p> <p><i>(Note: In K and 1 this refers generally to read-aloud material and some student-read texts after midyear in grade 1. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 3b) Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study. 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 text.</p>	<p>Yes</p>	<p>The materials introduce 3 - 5 vocabulary words per text. Texts contain rich vocabulary throughout, using bolded words that are the key to understanding a part of the text. Other challenging vocabulary beyond the Core Vocabulary can be discussed as well.</p>
	<p>REQUIRED 3c) Within a sequence or collection of texts, specific complex anchor texts are selected for multiple, careful readings.</p>	<p>Yes</p>	<p>Teachers are directed to have students return to text as they work on answers to teacher-provided questions. However, the texts are generally used once and then the materials move on without revisiting that text later in a unit. Texts used are focused on building knowledge, which is important, but there is little attention paid to other ELA concepts that are important for reading and understanding even more complex literary and informational texts at a later grade.</p>
	<p>3d) Nearly all texts are previously published rather than “commissioned.”</p>	<p>No</p>	<p>Most of the texts have been written by CKLA authors.</p>
<p>4. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 of the standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, or RI.2.3).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	<p>Yes</p>	<p>Grade 1 provides 11 domains with a mixture of literature/informational texts.</p>
	<p>REQUIRED 4c) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	<p>Yes</p>	<p>Texts/Stories are provided in different formats.</p>
	<p>4b) Materials include many informational texts with an informational text structure rather than a narrative structure.</p>	<p>Yes</p>	<p>The materials provide approximately 90% informational texts (e.g., see Domain 2-The Human Body). Per the comment with 3c above, the focus of these domains is on building knowledge about science and social studies topics while learning to read. However, little emphasis is paid to literary structures, elements, and understanding and appreciating well-written, authentic texts. This is important for later grades as well.</p>

	4d) 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.	Yes	There are <i>Trade Book</i> lists for teachers to use as supplements during whole-class time and Extensions are provided with each lesson to support students in furthering their understanding of text. These materials are in addition to the Skills and Listening and Learning strand.
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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS: Text-dependent questions reflect the requirements of Reading Standard 1 by requiring the use of textual details in support of meeting other grade-specific standards.</p> <p><i>(Note: In K and 1 this refers to read-aloud material, which is typically from grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	Yes	Questions are text-dependent.
	<p>REQUIRED</p> <p>5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations, its impact (including the building of knowledge), and its connection to other texts.</p>	Yes	Comprehension questions are directly related to and address the objectives of each specific lesson.
	<p>REQUIRED</p> <p>5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade over time to advance and deepen student learning. <i>(Note: Not every standard must be assessed with every text.)</i></p>	Yes	Questions use language of the standards and are written at different levels. A content-standards alignment chart is provided within each domain-unit.
	<p>5d) Questions often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	Yes	Questions begin with comprehension of text rather than interpretation or evaluation of texts/stories.
	<p>5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from text and in learning new vocabulary from every reading opportunity.</p>	Yes	Questions allow students to understand academic language and meaning of vocabulary to gain further understanding of what is being read aloud. Teachers will likely want to supplement with support for understanding how the order of words in the sentence is important and determines meaning.
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards</p>	<p>REQUIRED</p> <p>6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	Supporting scaffolds for students allow them to work independently on skills/objectives. Gradual release of these supporting scaffolds across domains and grade level is evident.
	<p>REQUIRED</p> <p>6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	Scoring Guides and Student Work Exemplars are included to provide adequate measurement of student progress. Informal observations, such as Think Pair Share and extension activities noted as well as more formal written assessments. Student

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
with grade-level text(s). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			Performance Task Assessments (SPTA) identified in the Tell It Again! Read-Aloud Anthology with this icon: ~. There is also an end-of-domain summative assessment.
	REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	Assessment types vary (e.g., Pre-, formative, summative, and self-assessment are used).
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	The materials are accessible to all students.
	6e) When assessments indicate students do not understand what they hear or read, materials should provide suggestions for reteaching and additional student learning opportunities. These materials must be easily implemented.	Yes	The remediation and intervention materials are easily implemented and helpful for students without a clear understanding of skill/objective. Each domain includes a reteaching component.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text (either listened to or read) as required by the standards at each grade.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 7a) 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>	Yes	Pre-reading activities are engaging and provide a focus for students to relate to text/stories.
	<p>REQUIRED 7b) Read aloud materials must have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Texts promote student comprehension rather than learning discrete strategies, but teachers will need to supplement with additional authentic texts in classroom libraries to facilitate student choice beyond what is read as a class.
	<p>REQUIRED 7c) 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>	No	Materials are scripted, so they direct teachers where to pause, what to say, etc. However, there is not an emphasis on returning to previously read texts throughout the Listening and Learning strand where students encounter grade level complex text through read aloud. The Skills strand requires students to go back and reread text, but it is not for the purpose of writing or discussing ideas.
	<p>7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	Yes	Reteaching and enrichment opportunities for redelivery are made available.
	<p>7f) The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	Materials are user-friendly and the center of focus.

	7e) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	Content can be completed in a reasonable amount of time and paced to maximize student understanding.
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent (based on what has been read or heard) and reflect the writing genres named in the standards.</p> <p>Writing assignments are prominent and varied and ask students to draw on their experience, imagination, current capacities, and most frequently, the texts they encounter through reading or read-alouds as source material. As a means to such expression, materials provide sufficient opportunities for all students to practice newly acquired foundational skills as well as other forms of self-expression.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>8a) Students engage in a full range of writing as outlined by the standards at each grade level and materials include multiple writing tasks. This includes writing about what they are hearing or reading, writing narratives (both real and imagined), writing to inform or explain, and writing opinions.</p>	No	The materials provide to include multiple writing tasks that are aligned to the three modes of writing. In 1 st grade students have specific instruction with writing narratives, informative, opinion pieces of texts.
	<p>REQUIRED</p> <p>8b) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing, on-demand and process writing, etc.).</p>	Yes	Materials give students many opportunities for writing which include writing about important details and revising a story.
	<p>REQUIRED</p> <p>8c) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly.</p>	No	Students are asked to answer specific questions about text and at times discuss their thoughts with a partner, but students are not prompted to write about the texts they are reading and there are text-based writing prompts, which show a connection between standards. Writing is taught in isolation.
	<p>REQUIRED</p> <p>8d) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Yes	The materials promote student understanding of the foundational standards. Students are taught systematic and explicit phonics instruction as their primary tool for decoding written English.
	<p>8e) Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	Yes	Opportunities are available for educators to monitor student progress in developing foundational skills.

	8f) Materials engage students in shared research projects to develop the skills needed to conduct research independently in later grades.	No	There is no obvious evidence of shared research. There are extension activities provided which would lend themselves for students to conduct research independently.
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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Materials should promote frequent and regular discussions about texts students have heard or read. Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for appropriate interactions and conversations with a variety of audiences in and out of the classroom. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 2, 3, and 4).	Yes	All speaking and listening questions and tasks use texts measured by Criteria 1,2, and 3. Texts provided at a higher level and are designed to build foundation in developing/strengthening speaking and listening skills to be used at higher academic levels.
	REQUIRED 9b) As a regular part of comprehension instruction materials build in frequent opportunities for a range of conversations and collaborations with peers about texts listened to or read.	Yes	Collaboration and conversation opportunities appear in each lesson
	REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. For example, through directions and modeling, materials encourage students to use academic language and grade-appropriate oral language conventions.	Yes	One of the primary goals of the Listening and Learning Strand is to expose students to rich, content-related vocabulary. The texts and associated instructional materials within a given domain have been crafted to provide repeated listening experiences with selected vocabulary words.
	9d) Materials develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others.	No	Students are prompted to listen well to texts being read aloud, but there are very few opportunities for conversation or student question asking. Most <i>discussions</i> are teacher-led around a series of closed questions, which don't invite authentic conversation.
	9e) Materials include a variety of authentic speaking and listening activities for student practice.	Yes	Students are provided a variety of authentic speaking and listening activities, which require students to produce complete sentences and produce and publish their work.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level.</p>	Yes	Grammar and language conventions are addressed.
	<p>REQUIRED 10c) Materials create opportunities for students to discover accurate usage patterns, compare them with their own (oral and written), and develop proficiency in usage and language conventions that build from one grade to the next.</p>	Yes	Materials allow opportunities for students to become more proficient through practice and usage.
	<p>REQUIRED 10d) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>	No	After each read aloud vocabulary is address but there is no encouragement to use vocabulary to model discussion or writing. Students are not directed to review sentence structure to model their own writing.
	<p>REQUIRED 10e) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>	Yes	Materials have frequent opportunities for students to study developmentally appropriate vocabulary related to texts and when speaking.
	<p>10b) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Yes	Materials provide for real world activities such as poetry recitations.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1-10.

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

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Foundational Skills	1. Foundational Skills (Non-Negotiable*)	Yes	Opportunities are provided for reading favorite traditional read alouds, literacy based centers, and immersion in text. Students are able to choose from leveled libraries based on interest, availability, and readability.
II: Text Selection	2. Complexity of Texts (Non-Negotiable)	Yes	Texts/stories have good variety of complexity, quality, and range.
	3. Quality of Texts (Non-Negotiable)	Yes	Quality of texts/stories is adequate to provide meaning and enjoyment of reading and listening to read-alouds.
	4. Range and Volume of Texts	Yes	There is balance between literature and informational texts.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	Questions address different levels of learning and understanding and are text dependent.
	6. Assessment	Yes	A variety of assessments promote understanding of texts/stories.
IV: Scaffolding and Support	7. Scaffolding and Support	No	There is specific support for most students, but texts are not returned to over the course of a unit/module.
V: Writing to Sources and Research	8. Writing to Sources	No	Although there are many opportunities for students to write most of the writing does not allow for students to have a connection between standards.
VI: Speaking and Listening	9. Speaking and Listening	Yes	While students are supported in developing their listening skills, which require students to produce complete sentences and produce and publish their work. There are very few opportunities for students to have meaningful discussion such as asking questions and elaborating on others responses.
VII: Language	10. Language	No	Students are supported with vocabulary and development understanding of language, but there is little application of that in their writing.
FINAL DECISION FOR THIS MATERIAL: Tier II, Approaching quality			

*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)

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



Title: Core Knowledge (ELA)

Grade: 2

Publisher: Core Knowledge (Full Curriculum)

Copyright: 2013

Overall Rating: Tier II, Approaching quality

[Tier I](#), [Tier II](#), [Tier III](#) elements of this review:

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Writing to Sources
Quality of Texts (Non-Negotiable)	Speaking and Listening
Range and Volume of Texts	
Text-Dependent Questions (Non-Negotiable)	
Foundational Skills (Non-Negotiable*)	
Assessment	
Scaffolding and Support	
Language	

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 1-10 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1-10.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>1. FOUNDATIONAL SKILLS: Materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, phonics, word awareness, and reading fluency in a logical and transparent progression.</p> <p>These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED</p> <p>1a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	Yes	The materials follow the sequence of foundational skills instruction. Lessons begin with core content and ELA objectives focused on spellings, tricky words, read alouds, questioning, important concepts, extension and writing activities that engage students.
	<p>REQUIRED</p> <p>1b) Materials include student texts that allows for systematic, regular and frequent practice of foundational skills as they are introduced.</p>	Yes	Grade 2 offers 12 themes (i.e., domains) that provide multiple practice opportunities.
	<p>REQUIRED</p> <p>1c) Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.</p>	Yes	Opportunities are provided for reading favorite traditional read alouds, literacy based centers, and immersion in text, where teachers facilitate student choice from existing leveled libraries based on interest, availability, and readability.
	<p>REQUIRED</p> <p>1d) Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.</p>	Yes	Materials provide regular practice in encoding
	<p>REQUIRED</p> <p>1e) Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.</p>	Yes	Materials provide grade-level appropriate practice in spelling and decoding of words. In addition to phonics, students are taught spelling, grammar, and writing.
	<p>REQUIRED</p> <p>1f) Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from</p>	Yes	Materials allow students to gain purpose and understanding by making connections through the use of read-alouds, picture cards, and flip charts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
	reading.		
	1g) Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	Yes	Opportunities exist for educators to monitor student progress in areas of foundational skills and fluency and comprehension through the use of the Assessment and Remediation Skills Book which has 6 units. <i>Pausing Points</i> are used when it makes sense to pause and spend one to two days reviewing, reinforcing, or extending the material taught.
	1h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	Materials are readily available for educators to monitor student progress, remediate and enrich as necessary. Materials are easily implemented and understood.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 2. COMPLEXITY OF TEXTS: Materials present a progression of texts as stated by Reading Standard 10⁵ and Reading Foundational Standard 4.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Reading Foundational Standard 4 applies to student-read texts. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) Beginning in grade 2, materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis⁶ were used in selection of texts. Poetry and drama are analyzed only using qualitative measures. In all grades, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>The materials provide 12 domains through which read-aloud texts are used. The texts are informational in nature. The complexity of the texts is in the band, but students should be engaging with grade-level complex through independent reading in addition to reading along as a teacher reads aloud, not just read alouds. This is addressed partially in that students are expected to read texts on their own through the Skills Strand. However, per the indicator below, students should be engaging with all the texts in the program through more than just read aloud to ensure students are prepared for grade 3.</p>
	<p>REQUIRED 2b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	Yes	<p>Some of the read-aloud texts are better suited for reading along with a teacher or independent reading. Teachers will need to supplement with more complex read-aloud texts, which are included in the texts lists for each unit.</p>
	<p>REQUIRED 2c) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	<p>Texts progress in complexity as the units progress.</p>
<p>Tier 1 and 2 Non-Negotiable 3. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated</p>	<p>REQUIRED 3a) Nearly all texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of</p>	Yes	<p>Texts are organized by topics (i.e., domains), many of which are informational in nature. Most of the texts are commissioned. The program offers a reading list of authentic texts which can be used to supplement the</p>

⁵ Grades K-2 Example: Student-read texts include the introduction of additional phonic patterns, increasing sentence length, etc. Read-aloud texts fall within the grades 2-5 band and are similar to exemplars in [Appendix B](#).

⁶ The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

<p>learning that is sequenced and scaffolded to advance students toward independent reading of grade-level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><i>(Note: In K and 1 this refers generally to read-aloud material and some student-read texts after midyear in grade 1. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.</p>		<p>program.</p> <p>Students are able to build knowledge in history and science through carefully selected and sequenced texts.</p>
	<p>REQUIRED 3b) Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study. 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 text.</p>	Yes	<p>There are multiple vocabulary words per read-aloud. Texts contain rich vocabulary throughout, using bolded words that are the key to understanding a part of the read-aloud. Other challenging vocabulary beyond the Core Vocabulary can be discussed as well.</p>
	<p>REQUIRED 3c) Within a sequence or collection of texts, specific complex anchor texts are selected for multiple, careful readings.</p>	Yes	<p>Teachers are directed to have students return to text as they work on answers to teacher-provided questions. However, the texts are generally used once and then the materials move on without revisiting that text later in a unit. Texts used are focused on building knowledge about a topic, which is important, but there is little attention paid to other ELA concepts that are important for reading and understanding even more complex literary and informational texts at a later grade, particularly as students move into third grade and are assessed on their independent understanding of text.</p>
	<p>3d) Nearly all texts are previously published rather than “commissioned.”</p>	No	<p>Most of the texts have been written by CKLA authors.</p>
<p>4. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 of the standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, or RI.2.3).</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p>REQUIRED 4a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	Yes	<p>Grade 2 offers 12 domains with a mixture of literature/informational texts.</p>
	<p>REQUIRED 4b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	Yes	<p>Texts/Stories are provided in different formats.</p>
	<p>4c) Materials include many informational texts with an informational text structure rather than a narrative</p>	Yes	<p>The materials provide approximately 90% informational texts (e.g., see Domain 5-The</p>

<p>Yes No</p>	<p>structure.</p>		<p>War of 1812). Per the comment with 3c above, the focus of these domains is on building knowledge about science and social studies topics while learning to read. However, little emphasis is paid to literary structures, elements, and appreciating and understanding well-written, authentic texts. This is important for later grades as well.</p>
	<p>4d) 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>Yes</p>	<p>There are <i>Trade Book</i> lists for teachers to use as supplements during whole-class time and Extensions are provided with each lesson to support students in furthering their understanding of text. These materials are provided in addition to the Skills and Listening and Learning strand.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS: Text-dependent questions reflect the requirements of Reading Standard 1 by requiring the use of textual details in support of meeting other grade-specific standards.</p> <p><i>(Note: In K and 1 this refers to read-aloud material, which is typically from grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	Yes	Questions are text-dependent.
	<p>REQUIRED</p> <p>5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations, its impact (including the building of knowledge), and its connection to other texts.</p>	Yes	Questions build knowledge and allow opportunities for students to connect to other texts for purposeful and meaningful reading. The comprehension questions are directly related to and address the objectives of each specific lesson.
	<p>REQUIRED</p> <p>5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade over time to advance and deepen student learning. <i>(Note: Not every standard must be assessed with every text.)</i></p>	Yes	Questions use language of the standards and are written at different levels for students to gain purposeful meaning. A content-standards alignment chart is provided within each domain-unit.
	<p>5d) Questions often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	Yes	Questions begin with comprehension of text rather than interpretation or evaluation of texts/stories.
	<p>5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from text and in learning new vocabulary from every reading opportunity.</p>	Yes	Questions allow students to understand academic language and meaning of vocabulary to gain further understanding of what is being read aloud.
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with grade-level text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	Supporting scaffolds for students allow them to work independently on skills/objectives. Gradual release of these supporting scaffolds across domains and grade level is evident.
	<p>REQUIRED</p> <p>6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	Scoring Guides and Student Work Exemplars are included to provide adequate measurement of student progress. Informal observations, such as Think Pair Share and extension activities noted as well as more formal written assessments. Student Performance Task Assessments (SPTA) identified in the Tell It Again! Read-Aloud Anthology with this icon: ~. There is also an

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
			end-of-domain summative assessment.
	REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	Assessment types vary (e.g., Pre-, formative, summative, and self-assessment are used).
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	The materials are accessible to all students.
	6e) When assessments indicate students do not understand what they hear or read, materials should provide suggestions for reteaching and additional student learning opportunities. These materials must be easily implemented.	Yes	The remediation and intervention materials are easily implemented and helpful for students without a clear understanding of skill/objective. Each domain includes a reteaching component.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text (either listened to or read) as required by the standards at each grade. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Yes	Pre-reading activities are engaging and provide a focus for students to relate to text/stories read aloud.
	REQUIRED 7b) Read aloud materials must have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Yes	Texts promote student comprehension rather than learning discrete strategies, but teachers will need to supplement with additional authentic texts in classroom libraries to facilitate student choice beyond what is read as a class.
	REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Yes	Materials are scripted, so they direct teachers where to pause, what to say, etc. However, there is not an emphasis on returning to previously read texts throughout the listening and learning strand.

			The Listening and Learning strand of the program has students change stories every lesson. Students are directed in the Skills strand to review text for close reading which requires students to reread and discuss text.
	7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Yes	Reteaching and enrichment opportunities for redelivery are made available.
	7f) The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Yes	Materials are user-friendly and the center of focus.
	7e) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	Content can be completed in a reasonable amount of time and paced to maximize student understanding.
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent (based on what has been read or heard) and reflect the writing genres named in the standards.</p> <p>Writing assignments are prominent and varied and ask students to draw on their experience, imagination, current capacities, and most frequently, the texts they encounter through reading or read-alouds as source material. As a means to such expression, materials provide sufficient opportunities for all students to practice newly acquired foundational skills as well as other</p>	<p>REQUIRED</p> <p>8a) Students engage in a full range of writing as outlined by the standards at each grade level and materials include multiple writing tasks. This includes writing about what they are hearing or reading, writing narratives (both real and imagined), writing to inform or explain, and writing opinions.</p>	Yes	The Skills Strand promotes student writing through handwriting, spelling, the use of capital letters and end punctuation, as well as the actual process of writing (e.g., organizing thoughts into complete and coherent sentences). However, there is no integration of writing with writing about texts, so students are not able to meet the ELA standards for writing.
	<p>REQUIRED</p> <p>8b) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing, on-demand and process writing, etc.).</p>	Yes	Materials provide opportunities for students to have varied writings in length and time demand.
	<p>REQUIRED</p> <p>8c) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language</p>	No	Students are asked to answer specific questions about text and at times discuss their thoughts with a partner, but students

<p>forms of self-expression.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>standards. For example, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly.</p>		<p>are not prompted to write about the texts they are reading and there are no obvious text-based writing prompts, which show a connection between standards</p>
	<p>REQUIRED 8d) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<p>Yes</p>	<p>The materials promote student understanding of the foundational standards. Students are taught systematic and explicit phonics instruction as their primary tool for decoding written English.</p>
	<p>8e) Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	<p>Yes</p>	<p>Opportunities are available for educators to monitor student progress in developing foundational skills.</p>
	<p>8f) Materials engage students in shared research projects to develop the skills needed to conduct research independently in later grades.</p>	<p>Yes</p>	<p>In 2nd grade students learn to categorize and organize facts about a topic and use graphic organizers as part of the research process.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
<p>9. SPEAKING AND LISTENING: Materials should promote frequent and regular discussions about texts students have heard or read. Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for appropriate interactions and conversations with a variety of audiences in and out of the classroom.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 2, 3, and 4).</p>	No	All speaking and listening questions and tasks use texts measured by Criteria 1,2, and 3. Texts provide oral tasks at a higher level and are designed to build foundational in developing/strengthening speaking and listening skills to be used at higher academic levels.
	<p>REQUIRED 9b) As a regular part of comprehension instruction materials build in frequent opportunities for a range of conversations and collaborations with peers about texts listened to or read.</p>	Yes	Collaboration and conversation opportunities appear in each lesson
	<p>REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. For example, through directions and modeling, materials encourage students to use academic language and grade-appropriate oral language conventions.</p>	Yes	One of the primary goals of the Listening and Learning Strand is to expose students to rich, content-related vocabulary. The texts and associated instructional materials within a given domain have been crafted to provide repeated listening experiences with selected vocabulary words.
	<p>9d) Materials develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others.</p>	Yes	Students are prompted to listen well to texts being read aloud, but there are very few opportunities for conversation or student question asking. Most <i>discussions</i> are teacher-led around a series of closed questions, which don't invite authentic conversation.
	<p>9e) Materials include a variety of authentic speaking and listening activities for student practice.</p>	Yes	Students are provided a variety of authentic speaking and listening activities, which require students to produce complete sentences, and tell or recount a story.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level.</p>	Yes	Grammar and language conventions are addressed.
	<p>REQUIRED 10c) Materials create opportunities for students to discover accurate usage patterns, compare them with their own (oral and written), and develop proficiency in usage and language conventions that build from one grade to the next.</p>	Yes	Materials allow opportunities for students to become more proficient through practice and usage.
	<p>REQUIRED 10d) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>	Yes	Students are prompted to examine the language of texts and model their own writing after texts. For example, in Unit 4 Lesson 12 of the Skills strand students refer to a previous story to identify how the character tries to persuade another character.
	<p>REQUIRED 10e) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>	Yes	Materials have frequent opportunities for students to study developmentally appropriate vocabulary related to texts and when speaking.
	<p>10b) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Yes	Materials provide for real world activities such as persuasive speech and free verse writing.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1-10.

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

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Foundational Skills	1. Foundational Skills (Non-Negotiable)	Yes	Opportunities are provided for reading favorite traditional read alouds, literacy based centers, and immersion in text. Students are able to choose from leveled libraries based on interest, availability, and readability.
II: Text Selection	2. Complexity of Texts (Non-Negotiable)	Yes	Texts/stories have good variety of complexity, quality, and range.
	3. Quality of Texts (Non-Negotiable)	Yes	Quality of texts/stories is adequate to provide meaning and enjoyment of reading and listening to read-alouds.
	4. Range and Volume of Texts	Yes	There is balance between literature and informational texts.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	Questions address different levels of learning and understanding and are text dependent.
	6. Assessment	Yes	A variety of assessments promote understanding of texts/stories.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	There is specific support for most students. Students are guided through close reading in the Skills strand for the purpose of discussion.
V: Writing to Sources and Research	8. Writing to Sources	No	Although there are many opportunities for students to write most of the writing does not allow for students to have a connection between standards.
VI: Speaking and Listening	9. Speaking and Listening	No	While students are supported in developing their listening skills including requiring students to produce complete sentences, and tell or recount a story.
VII: Language	10. Language	Yes	Students are supported with vocabulary and development understanding of language. Students are asked to use development of Language in their writing and in real world activities.
FINAL DECISION FOR THIS MATERIAL: Tier II, Approaching quality			

*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)

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



Title: **Core Knowledge Language Arts**

Grade: **4-5**

Publisher: **Core Knowledge**

Copyright: **2014**

Overall Rating: **Tier II, Approaching quality**

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

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

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 1-10.

Tier 2 ratings received a “Yes” for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), 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 4 \(Tier 2\)](#)

[Grade 5 \(Tier 2\)](#)

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



Title: Core Knowledge Language Arts

Grade: 4

Publisher: Core Knowledge

Copyright: 2014

Overall Rating: Tier II, Approaching quality

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

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

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 – 10 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 10.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10¹.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.² Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	The majority of the texts fall within the Lexile range of 770-980 which is the indicated range for this grade band. A Lexile measures chart provided by the publisher includes information for each unit for grade 4. Qualitative and Quantitative Measures are noted. A variety of structures in some of the text selections were noted. The graphics did appear to provide a source of information which was essential to the understanding of the text.
	<p>REQUIRED 1b) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	Text complexity varies among the units within a grade level, there is a noticeable progression of complexity across grade bands. Texts increase in complexity across the units. For example, in grade 4 complexity begins with 810L and progresses through to 950. The texts provided for student reading adhere to complexity, quality, and range requirements. Texts align nicely with grade level requirements.
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	Yes	Texts are well aligned with tasks that meet the CCSS requirements. The texts represent high quality content. They appear to follow text complexity requirements set forth in the standards (Ex: purpose, types of genres, prior knowledge demands). The texts vary in content and cover a wide range of topics including personal narratives, poetry, the middle ages and an abridged version of Treasure Island.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
<p>knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2b) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p>	Yes	<p>The materials provide a collection of texts that build vocabulary and conceptual knowledge. For example, 4th grade provides 8 units; each unit has about 15 lessons to build students' knowledge on specific topics. Each unit is thematically linked and provides a coherent sequence of connected texts. There is one unit on poetry and one on The Middle Ages, as well as Geology. Texts build on knowledge and develop skills in areas of Language Arts. There are opportunities for students to share what they know about topics. The texts build knowledge systematically through reading, writing, listening and speaking.</p>
	<p>REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.</p>	Yes	<p>Texts are chosen for multiple careful readings. Lesson 12 Unit 4 requires students to read closely to analyze point of view.</p>
	<p>2d) 90% of texts are previously published rather than “commissioned.”</p>	Yes	<p>Most of the literature used has been previously published. Many of the informational texts appear to have been written for the program, but they are still high quality.</p>
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the</p>	<p>REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts. (Reviewers will consider a balance within units of study as well as across the entire grade level.)</p>	Yes	<p>There is a balance between literature and informational texts. Although some units are a little heavier on one or the other, there is an overall balance between information text and literature.</p>
	<p>REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	<p>Materials include novels, poetry, biographies, short stories and film. Some of the units feature Digital Components which may include posters, charts, graphic organizers, maps, and diagrams that can be used with the lessons. Unit 5 in grade 4 includes</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
standards (e.g., RL.K.9 , RI.1.9 , RI.2.3 , RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			audio and video clips.
	3c) 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).	Yes	Many of the texts include informational structure and provide a variety of different formats. Some features of these texts include graphs, charts, illustrations, and other informational text structures.
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	Additional reading lists are provided as well as materials which increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests and build reading stamina.
II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non- Negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, 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. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A , while providing abundant opportunities for every student to become proficient in each of the foundational skills.		
	REQUIRED 4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	Students are required to use grade level phonic patterns. For example Unit 4 Lesson 6 focuses on the root graph.
	REQUIRED 4c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and	Yes	Materials provide instruction and practice in word study with grade-level regular and irregular spelling patterns, including explicit instruction in morphology. There is also a remediation guide for more foundational skill instruction. A spelling analysis chart is given to help teachers evaluate their students'

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
<p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		<p>spelling assessments.</p>
	<p>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>Yes</p>	<p>Students are encouraged to use context to confirm or self-correct word recognition and understanding, directing students to read purposefully to acquire accurate meaning. Students are directed to go back and read for a specific purpose. Unit 6 Lesson 2 has students go back and read specifically for the word “crust”.</p>
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students’ reading level with accuracy, rate appropriate to the text, and expression.</p>	<p>Yes</p>	<p>The materials include an on-line fluency supplement as well as fluency passages and scoring guides. Also in each unit there are many opportunities for students to reread text during classroom instruction and for homework.</p>
	<p>REQUIRED 4f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p>Yes</p>	<p>Materials guide students to read grade-level texts with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading. For example, in Unit 8 students are required to re-read chapter 2 with a partner.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	<p>4g) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.</p> <p>4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	<p>N/A</p> <p>Yes</p>	<p>There are many materials available that are ready to implement. The materials reference a remediation guide.</p>
III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text- dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p> <p>REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.</p>	<p>Yes</p> <p>Yes</p>	<p>Nearly all questions are text-dependent and require students to have a deeper understanding of the text. Student ideas are expressed through written responses in the activity books that accompany each unit. For example, in Unit 1 of the grade 4 materials, after reading “All Ball, Part 1” students answer this question in their activity books, “What can you infer about the relationship Mary had with her father? Find examples from the text to support your answer.” The teacher guides provide questions that can be used for oral discussions with the students while reading the texts.</p> <p>Questions are coherently sequenced so that students can demonstrate their knowledge of concepts and ideas presented in the text collections. For example, “Who is Billy Bones”, is followed by “What kind of relationship do you think the captain and Black Dog have? How do you know?” Each text offers different levels of questioning (literal, evaluative, inferential, support, challenge) to monitor comprehension and offer support. The texts in each unit are linked, and there are opportunities for the students to make</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
			connections. For example in grade 4, Unit 7 the students are reading informational texts about the American Revolution. At the end of the unit the students are reading two literary works by Washington Irving. While reading one of those literary works, the students are asked to make an inference about when the story is set based on details related to the Revolutionary War.
	<p>REQUIRED 5c) Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i></p>	Yes	Questions support students in unpacking the academic language of texts. Questions are designed to further deepen understanding of vocabulary related to topics of study/texts. The students are asked to infer, make connections, analyze, refer back to the text, and provide evidence. In grade 4, after looking at a picture and reading the caption the students are asked, “What evidence in the text suggests that the image may not be historically accurate?”
	<p>REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	Yes	Many of the Close Readings require students to go back and specifically examine the craft and structure of the text. The students engage in oral discussions about the text before, after, and during their readings. For example, in Unit 8 the students are asked to re-read chapter 2 to identify phrases they do not understand.
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	All assessments have a chart for teachers to use to analyze data to be able to adjust instruction based on student need. A gradual release is noted. Opportunities exist for students to self-check and provide opinions to deepen understanding and provide purposeful learning.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
<p>assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Yes</p>	<p>Aligned rubrics are provided as scoring guidelines for student performance. Teacher resources include writing rubrics, editing checklists, and answer keys with student exemplars.</p>
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Yes</p>	<p>Beginning, middle and end of unit test are provided for each unit. Various modes of assessment noted included a range of pre-, formative, summative, and self-assessment measures.</p>
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>The materials provided are unbiased and accessible to all students.</p>
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade- level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p>Yes</p>	<p>For each unit there is a portion of the first lesson that addresses background information. This information is given only for student understanding of texts. The pre-reading activities engage students and provide them with important background knowledge. In grade 4 when beginning Unit 4, the pre-reading activities make connections to a time period studied in Unit 2.</p>
	<p>REQUIRED 7b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	<p>Yes</p>	<p>Full comprehension is expected for all texts. Questions and activities focus on full comprehension not specific strategies. Each lesson begins with the primary focus and the purpose for reading that day. The focus or purpose is based on comprehension of the text and not an isolated skill.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	<p>REQUIRED 7c) 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>Yes</p>	<p>Materials provide many opportunities for teachers to direct students to certain areas of the text for oral discussions. A wrap up is included at the end of each lesson which again provides students with opportunities to reread sections of text for the purpose of responding to questions orally/written. Some lessons require the students to complete a close reading of a section of text independently or with a partner.</p>
	<p>REQUIRED 7d) The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	<p>Yes</p>	<p>Materials are very easy to use in a daily lesson format. Everything that you need is in one place including the text.</p>
	<p>7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	<p>Yes</p>	<p>Instructions are given to help redirect students and offer suggestions when they experience difficulties. At the end of each unit ideas and materials are included to provide differentiated instruction to those students who may need remediation The Remediation Guide goes beyond pausing points and provides teachers with opportunities to address and provide interventions/suggestions as needed to guide and deepen student understanding. Grouping suggestion and other differentiation is suggested in Unit 8.</p>
	<p>7f) 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>Yes</p>	<p>All content could be completed within a regular school year.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED *Indicator for grades 3-12 only 8a) A vast majority of 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, drawing on textual evidence to support valid inferences from text.</p>	<p>No</p>	<p>The majority of writing tasks do not have students demonstrate knowledge that are built from texts. The writing is often an extension of the text, but it is not often text dependent. The writing assignments often do not require the students to analyze texts. Many of the writing assignments are narratives.</p> <p>Some of the lessons in the units for each grade level do not address writing at all. In the lessons that do reference writing, most of the tasks do not require students to write to demonstrate knowledge they built through the analysis and synthesis of text, or present well-defended claims to support inferences from the text. Instead, lessons focus on learning about the features of a concept (e.g., persuasive writing), selecting topics to write about, and planning drafts, for example. Additional tasks described in the writing sections of the program focus on paraphrasing and identifying particular concepts within texts.</p>
	<p>REQUIRED 8b) 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.</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>	<p>Yes</p>	<p>Materials include different writing tasks that are aligned to the three different modes of writing, but many of the culminating tasks focus on narrative.</p>
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	<p>Yes</p>	<p>There are many opportunities for students to complete writing that is varied in length and time demands. The writing often builds through the unit. In grade 4, unit 7 the students begin by locating quotes in the text and then learning how to paraphrase those quotes. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
			students then use that knowledge to write an informative paragraph.
	<p>REQUIRED 8d) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	Yes	There are built-in opportunities for students to work collaboratively and share their writing; although, there are no opportunities for students to build connections with reading standards because writing does not refer to specific reading comprehension. Student grouping is encouraged, but mostly for discussion and reading.
	<p>REQUIRED *Indicator for grades K-2 only 8e) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	N/A	
	<p>8f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	N/A	
	<p>8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	Research projects are provided for students throughout the year.
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for	<p>REQUIRED 9a) Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.</p>	Yes	All speaking and listening questions and tasks use texts measured by Criteria 1,2, and 3. Texts provided oral tasks at a higher level and are designed to build

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
speaking and listening must reflect true communication skills required for college and career readiness. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			foundation in developing/strengthening speaking and listening skills to be used at higher academic levels.
	REQUIRED 9b) Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	Yes	The materials allow students to engage effectively in a range of conversations and collaborations with peers about texts.
	REQUIRED 9c) Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.	Yes	Many of the standards are addressed in a given lesson. The materials require students to present their findings orally from research. They also provide frequent opportunities for discussions that should include academic language and grade appropriate conventions. For example, the materials encourage the teacher to model correct responses and to help students expand upon their answers by using “richer and more complex language”.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.	Yes	The materials provide opportunities to build active listening skills. Purposeful note taking is completed throughout the year with teachers modeling the process for students.
VII. Language			
10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.	REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards .	Yes	There are specific grammar, morphology and spelling lessons throughout the materials.
	REQUIRED 10b) Materials create opportunities for students to discover	Yes	Grammar skills are taught as a lesson, but it is expected that the students will use the grammar skills

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.</p>		<p>in their writing. Materials are designed to allow students opportunities to locate and self-correct errors through use of rubrics found in each domain.</p>
	<p>REQUIRED 10c) Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.</p>	<p>Yes</p>	<p>Vocabulary study emphasizes advancing depth of word knowledge through determining words meaning and relationships among words. Most lessons also contain a Word Work section where the students focus on selected vocabulary. Materials do require the students to model their own writing after texts. For example, in grade 4 the students read several personal narratives and use the writing process to write a short personal narrative.</p>
	<p>REQUIRED 10d) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).</p>	<p>Yes</p>	<p>Vocabulary instruction includes word meaning and thematically-related words. Students have repeated exposure to many of the vocabulary words. Word work has students working with word families.</p>
	<p>REQUIRED 10e) Materials build in frequent opportunities for connections between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>	<p>Yes</p>	<p>Materials build connections between the language standards, writing, reading, and listening. Although, the connections between writing and text could be stronger. The students are encouraged to use the vocabulary and language of the texts in their own writing and responses.</p>
	<p>10f) Materials provide real- world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	<p>Yes</p>	<p>Materials provide real world activities for students.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 10. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	There is a progression of complex texts. Most of the texts fall within the appropriate grade-level band. The texts are appropriately complex as outlined in the standards.
	2. Quality of Texts (Non-Negotiable)	Yes	The texts are of a high quality. They vary in content and cover a wide range of topics. The texts are used for careful close readings.
	3. Range and Volume of Texts	Yes	The materials reflect a balanced program of literary and informational texts. The texts come in various formats including poetry, short stories, and biographies.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	Yes	The materials include instruction on word study and vocabulary. The students are expected to follow grade-level appropriate phonics patterns.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	The questions provided are text dependent. The students are expected to refer to the text and find supporting evidence to questions in written and oral form.
	6. Assessment	Yes	The materials provide assessment opportunities that measure student progress. There are lots of aids available to monitor, track, and analyze student performance.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	Prewriting reading instruction is provided with each unit. Complete comprehension is expected of each text. Students are instructed to complete close readings throughout each unit.
V: Writing to Sources and Research	8. Writing to Sources	No	There are opportunities for the students to write, but the writing assignments are not text dependent. They may connect to the text because of the topic or theme but the students do not have to analyze texts to complete the assignments.
VI: Speaking and Listening	9. Speaking and Listening	Yes	The speaking and listening tasks are text dependent. Many opportunities are given for the students to speak orally, give presentations, and work collaboratively with a peer. The students are expected to use proper grade-level appropriate vocabulary.
VII: Language	10. Language	Yes	The materials adequately address the standards by providing instruction in grammar, morphology, spelling, and vocabulary. There is a connection between the Language instruction and Reading, Writing, and Speaking and Listening.
FINAL DECISION FOR THIS MATERIAL: Tier II, Approaching quality			

*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)

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



Title: Core Knowledge Language Arts

Grade: 5

Publisher: Core Knowledge

Copyright: 2014

Overall Rating: Tier II, Approaching quality

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

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

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 – 10 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 10.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10³.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.⁴ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>The majority of the texts fall within the Lexile range of 800-1070 which is the indicated range for this grade band. A Lexile measures chart provided by the publisher includes information for each unit for grade 5. Qualitative and Quantitative Measures are noted. There is evidence of flashbacks and multiple points of view. Also, a variety of structures in some of the text selections were noted. The 5th grade ELA is filled with challenging texts in a variety of ways, such as through dramatic readings and story animations by award-winning actors and artists. The graphics did appear to provide a source of information which was essential to the understanding of the text.</p>
	<p>REQUIRED 1b) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	<p>Text complexity varies among the units within a grade level, there is a noticeable progression of complexity across grade bands. Texts increase in complexity across the units. The texts provided for student reading adhere to complexity, quality, and range requirements. Texts align nicely with grade level requirements.</p>
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	Yes	<p>Texts are well aligned with tasks that meet the CCSS requirements. The texts represent high quality content. They appear to follow text complexity requirements set forth in the standards (Ex: purpose, types of genres, prior knowledge demands). The texts vary in content and cover a wide range of topics including personal narratives, poetry, the early American Civilizations and House on Mango Street.</p>

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
<p>level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2b) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p>	Yes	<p>The materials provide a collection of texts that build vocabulary and conceptual knowledge. For example, 5th grade provides 9 units each unit has about 10-15 lessons to build students knowledge on specific topics. Each unit is thematically linked and provides a coherent sequence of connected texts. There is one unit on poetry and one on The Middle Ages, as well as Geology. Texts build on knowledge and develop skills in areas of Language Arts. There are opportunities for students to share what they know about topics. The texts build knowledge systematically through reading, writing, listening and speaking.</p>
	<p>REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.</p>	Yes	<p>Texts are chosen for multiple careful readings. Lesson 4 of Unit 6 requires students to close read Chapter 3 to help answer the lesson’s big question.</p>
	<p>2d) 90% of texts are previously published rather than “commissioned.”</p>	Yes	<p>Most of the literature used has been previously published. Some of the informational texts appear to have been written for the program, but they are still high quality.</p>
	<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards</p>	<p>REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts. (Reviewers will consider a balance within units of study as well as across the entire grade level.)</p>	Yes
<p>REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and</p>	Yes	<p>Materials include novels, poetry, biographies, short stories and film. Some of the units feature Digital Components which may include posters, charts,</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
<p>and included in the text of the standards (e.g., RL.K.9, RI.1.9, RI.2.3, RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	lengths (e.g. short stories and novels).		graphic organizers, maps, and diagrams that can be used with the lessons. Grade 5, Unit 8 contains video clips.
	<p>3c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Yes	Many of the texts include informational structure and provide a variety of different formats. Some features of these texts include graphs, charts, illustrations, and other informational text structures.
	<p>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	Yes	Additional reading lists are provided as well as materials which increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests and build reading stamina.
II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, 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>REQUIRED *Indicator for grades K-2 only</p> <p>4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p>REQUIRED</p> <p>4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	Yes	Students are required to use grade level phonics patterns. For example in Unit 2 the students learn to distinguish between root words and words with the prefixes il- and ir-.
	<p>REQUIRED</p> <p>4c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes</p>	Yes	Materials provide instruction and practice in word study with grade-level regular and irregular spelling patterns, including explicit instruction in morphology. There is also a remediation guide for more

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	<p>and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		<p>foundational skill instruction. A spelling analysis chart is given to help teachers evaluate their students' spelling assessments.</p>
	<p>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>Yes</p>	<p>Students are encouraged to use context to confirm or self-correct word recognition and understanding directing students to read purposefully to acquire accurate meaning. Students are directed to go back and read for a specific purpose. In Unit 2, lesson 2 the students examine the multiple meaning word game.</p>
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.</p>	<p>Yes</p>	<p>The materials include an on-line fluency supplement as well as fluency passages and scoring guides. Also in each unit there are many opportunities for students to reread text during classroom instruction and for homework.</p>
	<p>REQUIRED 4f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p>Yes</p>	<p>Materials guide students to read grade-level texts with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading. For example, in Unit 8 students are required to re-read chapter 2 with a partner.</p>
	<p>4g) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor</p>	<p>N/A</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	<p>student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.</p>		
	<p>4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	<p>Yes</p>	<p>There are many materials available that are ready to implement. The materials reference a remediation guide.</p>
III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>Nearly all questions are text-dependent and require students to have a deeper understanding of the text. Student ideas are expressed through written responses in the activity books that accompany each unit. For example, in Unit 1 of the grade 5 materials, after reading “Reverend Abbott and those Bloodshot eyes, Part 1” students answer this question in their activity books, “Reverend Abbott is a visiting minister, new to the Harlem community and Presbyterian church in this story. The narrator explains that you “had to know some of the rules,” and “if you followed the rules, you didn’t have to worry.” Do you think Reverend Abbott understood the rules Walter and his friends seem to know and follow in Harlem? Defend your answer using evidence from the text. The teacher guides provide questions that can be used for oral discussions with the students while reading the texts.</p>
	<p>REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.</p>	<p>Yes</p>	<p>Questions are coherently sequenced so that students can demonstrate their knowledge of concepts and ideas presented in the text collections. For example, in grade 5 unit 9 “What was life like for Native Americans before Europeans arrived”, is followed by “How did European exploration and settlement of what is now</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
			<p>the United States change the way Native Americans lived?" Each text offers different levels of questioning (literal, evaluative, inferential, support, challenge) to monitor comprehension and offer support. The texts in each unit are linked and there are opportunities for the students to make connections. For example in grade 5, Unit 9 the students are reading informational texts about the Native Americans. At the end of the unit the students are asked to compare and contrast Red Cloud, Sitting Bull and Crazy Horse.</p>
	<p>REQUIRED 5c) Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. (<i>Note: not every standard must be assessed with every text.</i>)</p>	<p>Yes</p>	<p>Questions support students in unpacking the academic language of texts. Questions are designed to further deepen understanding of vocabulary related to topics of study/texts. The students are asked to infer, make connections, analyze, refer back to the text, and provide evidence. In grade 5, after completing a close read of The Catholic Church Responds, students are asked What is the relationship between the Protestant Reformation and the Catholic Reformation?</p>
	<p>REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>Yes</p>	<p>Many of the Close Readings require students to go back and specifically examine the craft and structure of the text. The students engage in oral discussions about the text before, after, and during their readings. In Unit 8 of the fifth grade material the students are asked to re-read chapter 2 to identify phrases they do not understand.</p>
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Yes</p>	<p>All assessments have a chart for teachers to use to analysis data to be able to adjust instruction based on student need. A gradual release is noted. Opportunities exist for students to self-check and provide opinions to deepen understanding and provide</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
<p>direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			purposeful learning.
	<p>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	Aligned rubrics are provided as scoring guidelines for student performance. Teacher resources include writing rubrics, editing checklists, and answer keys with student exemplars.
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	Beginning, middle and end of unit test are provided for each unit. Various modes of assessment noted included a range of pre-, formative, summative, and self-assessment measures.
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Yes	The materials provided are unbiased and accessible to all students.
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) 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>	Yes	For each unit there is a portion of the first lesson that addresses background information. This information is given only for student understanding of texts. The pre-reading activities to engage students and provide them with important background knowledge. In grade 5 when beginning Unit 2, during pre-reading activities students make connections to early American civilizations. The activities suggested would be less than 10% of the time devoted to reading in Unit 2.
	<p>REQUIRED 7b) Materials must have the goal of students gaining full</p>	Yes	Full comprehension is expected for all texts. Questions and activities focus on full comprehension not specific

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	comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.		strategies. Each lesson begins with the primary focus and the purpose for reading that day. The focus or purpose is based on comprehension of the text and not an isolated skill.
	REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Yes	Materials provide many opportunities for teachers to direct students to certain areas of the text for oral discussions. A wrap up is included at the end of each lesson which again provides students with opportunities to reread sections of text for the purpose of responding to questions orally/in writing. Some lessons require the students to complete a close reading of a section of text independently or with a partner.
	REQUIRED 7d) The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Yes	Materials are very easy to use in a daily lesson format. Everything that you need is in one place including the text.
	7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Yes	Instructions are given to help redirect students and offer suggestions when they experience difficulties. At the end of each unit, ideas and materials are included to provide differentiated instruction to those students who may need remediation The Remediation Guide goes beyond pausing points and provides teachers with opportunities to address and provide interventions/suggestions as needed to guide and deepen student understanding. Grouping suggestion and other differentiation is suggested in Unit 4.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	<p>7f) 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>Yes</p>	<p>All content could be completed within a regular school year.</p>
<p>V. Writing to Sources and Research</p>			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED *Indicator for grades 3-12 only</p> <p>8a) A vast majority of 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, drawing on textual evidence to support valid inferences from text.</p>	<p>No</p>	<p>The majority of writing tasks do not have students demonstrate knowledge that are built from texts. The writing is often an extension of the text but it is not often text dependent. The writing assignments often do not require the students to analyze texts. Many of the culminating writing tasks are narrative prompts.</p> <p>Some of the lessons in the units for each grade level do not address writing at all. In the lessons that do reference writing, most of the tasks do not require students to write to demonstrate knowledge they built through the analysis and synthesis of text, or present well-defended claims to support inferences from the text. Instead, lessons focus on learning about the features of a concept (e.g., persuasive writing), selecting topics to write about, and planning drafts, for example. Additional tasks described in the writing sections of the program focus on paraphrasing and identifying particular concepts within texts.</p>
	<p>REQUIRED</p> <p>8b) 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.</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the</p>	<p>Yes</p>	<p>Materials include different writing tasks that are aligned to the three different modes of writing, but many of the culminating tasks focus on narrative.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.		
	REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).	Yes	There are many opportunities for students to complete writing that is varied in length and time demands. The writing often builds through the unit. In grade 5, unit 2 the students begin by comparing and contrasting the Maya, Aztec, and Inca. The students then use that knowledge to write an informative paragraph about the Inca.
	REQUIRED 8d) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly. 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.	Yes	There are built-in opportunities for students to work collaboratively and share their writing; although, there are no opportunities for students to build connections with reading standards because writing does not refer to specific reading comprehension. Student grouping is encouraged, but mostly for discussion and reading.
	REQUIRED *Indicator for grades K-2 only 8e) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	8f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.	N/A	
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Yes	Research projects are provided for students throughout the year.
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9a) Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	Yes	All speaking and listening questions and tasks use texts measured by Criteria 1, 2, and 3. Texts provided oral tasks at a higher level and are designed to build foundation in developing/strengthening speaking and listening skills to be used at higher academic levels.
	REQUIRED 9b) Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	Yes	The materials allow students to engage effectively in a range of conversations and collaborations with peers about texts.
	REQUIRED 9c) Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.	Yes	Many of the standards are addressed in a given lesson. The materials require students to present their findings orally from research. They also provide frequent opportunities for discussions that should include academic language and grade-appropriate conventions. For example, the materials encourage the teacher to model correct responses and to help students expand upon their answers by using “richer and more complex language”.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	<p>9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.</p>	<p>Yes</p>	<p>The materials provide opportunities to build active listening skills. Purposeful note taking is completed throughout the year with teachers modeling the process for students.</p>
VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.</p>	<p>Yes</p>	<p>There are specific grammar, morphology and spelling lessons throughout the materials.</p>
<p>REQUIRED 10b) Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.</p>	<p>Yes</p>	<p>Grammar skills are taught as a lesson, but it is expected that the students will use the grammar skills in their writing. Materials are designed to allow students opportunities to locate and self-correct errors through use of rubrics found in each domain.</p>	
<p>REQUIRED 10c) Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.</p>	<p>Yes</p>	<p>Vocabulary study emphasizes advancing depth of word knowledge through determining words' meaning and relationships among words. Most lessons also contain a Word Work section where the students focus on selected vocabulary. Materials do require the students to model their own writing after texts. For example, in grade 4 the students read several personal narratives and use the writing process to write a short personal narrative.</p>	
<p>REQUIRED 10d) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-</p>	<p>Yes</p>	<p>Vocabulary instruction includes word meaning and thematically-related words. Students have repeated exposure to many of the vocabulary words. Word work has students working with word families.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
	related words, word families, etc.).		
	REQUIRED 10e) Materials build in frequent opportunities for connections between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.	Yes	Materials build connections between the language standards, writing, reading, and listening. Although, the connections between writing and text could be stronger. The students are encouraged to use the vocabulary and language of the texts in their own writing and responses.
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	Yes	Materials provide real-world activities for students.

FINAL EVALUATION

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 10.

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	There is a progression of complex texts. Most of the texts fall within the appropriate grade-level band. The texts are appropriately complex as outlined in the standards.
	2. Quality of Texts (Non-Negotiable)	Yes	The texts are of a high quality. They vary in content and cover a wide range of topics. The texts are used for careful close readings.
	3. Range and Volume of Texts	Yes	The materials reflect a balanced program of literary and informational texts. The texts come in various formats including poetry, short stories, and biographies.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	Yes	The materials include instruction on word study and vocabulary. The students are expected to follow grade-level appropriate phonics patterns.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	The questions provided are text dependent. The students are expected to refer to the text and find supporting evidence to questions in written and oral form.
	6. Assessment	Yes	The materials provide assessment opportunities that measure student progress. There are lots of aids available to monitor, track, and analyze student performance.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	Prewriting reading instruction is provided with each unit. Complete comprehension is expected of each text. Students are instructed to complete close readings throughout each unit.
V: Writing to Sources and Research	8. Writing to Sources	No	There are opportunities for the students to write, but the writing assignments are not text dependent. They may connect to the text because of the topic or theme but the students do not have to analyze texts to complete the assignments.
VI: Speaking and Listening	9. Speaking and Listening	Yes	The speaking and listening tasks are text dependent. Many opportunities are given for the students to speak orally, give presentations, and work collaboratively with a peer. The students are expected to use proper grade-level appropriate vocabulary.
VII: Language	10. Language	Yes	The materials adequately address the standards by providing instruction in grammar, morphology, spelling, and vocabulary. There is a connection between the Language instruction and Reading, Writing, and Speaking and Listening.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS
FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u>			

*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)

Appendix I.

Publisher Response

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



Title: **Core Knowledge Language Arts**

Grade: **4-5**

Publisher: **Core Knowledge**

Copyright: **2014**

Overall Rating: **Tier II, Approaching quality**

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

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

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 1-10.

Tier 2 ratings received a “Yes” for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), 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 4 \(Tier 2\)](#)

[Grade 5 \(Tier 2\)](#)



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



Title: **Core Knowledge Language Arts**

Grade: **4**

Publisher: **Core Knowledge**

Copyright: **2014**

Overall Rating: **Tier II, Approaching quality**

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

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

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 – 10 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 10.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
I. Text Selection				
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10¹.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.² Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	The majority of the texts fall within the Lexile range of 770-980 which is the indicated range for this grade band. A Lexile measures chart provided by the publisher includes information for each unit for grade 4. Qualitative and Quantitative Measures are noted. A variety of structures in some of the text selections were noted. The graphics did appear to provide a source of information which was essential to the understanding of the text.	
	<p>REQUIRED 1b) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	Text complexity varies among the units within a grade level, there is a noticeable progression of complexity across grade bands. Texts increase in complexity across the units. For example, in grade 4 complexity begins with 810L and progresses through to 950. The texts provided for student reading adhere to complexity, quality, and range requirements. Texts align nicely with grade level requirements.	
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	Yes	Texts are well aligned with tasks that meet the CCSS requirements. The texts represent high quality content. They appear to follow text complexity requirements set forth in the standards (Ex: purpose, types of genres, prior knowledge demands). The texts vary in content and cover a wide range of topics including personal narratives, poetry, the middle ages and an abridged version of Treasure Island.	

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
<p>knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2b) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p>	Yes	<p>The materials provide a collection of texts that build vocabulary and conceptual knowledge. For example, 4th grade provides 8 units; each unit has about 15 lessons to build students' knowledge on specific topics. Each unit is thematically linked and provides a coherent sequence of connected texts. There is one unit on poetry and one on The Middle Ages, as well as Geology. Texts build on knowledge and develop skills in areas of Language Arts. There are opportunities for students to share what they know about topics. The texts build knowledge systematically through reading, writing, listening and speaking.</p>	
	<p>REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.</p>	Yes	<p>Texts are chosen for multiple careful readings. Lesson 12 Unit 4 requires students to read closely to analyze point of view.</p>	
	<p>2d) 90% of texts are previously published rather than “commissioned.”</p>	Yes	<p>Most of the literature used has been previously published. Many of the informational texts appear to have been written for the program, but they are still high quality.</p>	
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the</p>	<p>REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts. (Reviewers will consider a balance within units of study as well as across the entire grade level.)</p>	Yes	<p>There is a balance between literature and informational texts. Although some units are a little heavier on one or the other, there is an overall balance between information text and literature.</p>	
	<p>REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	<p>Materials include novels, poetry, biographies, short stories and film. Some of the units feature Digital Components which may include posters, charts, graphic organizers, maps, and diagrams that can be used with the lessons. Unit 5 in grade 4 includes</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
standards (e.g., RL.K.9 , RI.1.9 , RI.2.3 , RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			audio and video clips.	
	3c) 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).	Yes	Many of the texts include informational structure and provide a variety of different formats. Some features of these texts include graphs, charts, illustrations, and other informational text structures.	
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	Additional reading lists are provided as well as materials which increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests and build reading stamina.	
II. Foundational Skills (grades K-5 only)				
Tier 1 and 2 Non- Negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, 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. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A , while providing abundant opportunities for every student to become proficient in each of the foundational skills.			
	REQUIRED 4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	Students are required to use grade level phonic patterns. For example Unit 4 Lesson 6 focuses on the root graph.	
	REQUIRED 4c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and	Yes	Materials provide instruction and practice in word study with grade-level regular and irregular spelling patterns, including explicit instruction in morphology. There is also a remediation guide for more foundational skill instruction. A spelling analysis chart is given to help teachers evaluate their students'	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
<p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		<p>spelling assessments.</p>	
	<p>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>Yes</p>	<p>Students are encouraged to use context to confirm or self-correct word recognition and understanding, directing students to read purposefully to acquire accurate meaning. Students are directed to go back and read for a specific purpose. Unit 6 Lesson 2 has students go back and read specifically for the word “crust”.</p>	
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students’ reading level with accuracy, rate appropriate to the text, and expression.</p>	<p>Yes</p>	<p>The materials include an on-line fluency supplement as well as fluency passages and scoring guides. Also in each unit there are many opportunities for students to reread text during classroom instruction and for homework.</p>	
	<p>REQUIRED 4f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p>Yes</p>	<p>Materials guide students to read grade-level texts with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading. For example, in Unit 8 students are required to re-read chapter 2 with a partner.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
	<p>4g) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.</p>	N/A		
	<p>4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	Yes	There are many materials available that are ready to implement. The materials reference a remediation guide.	
III. Questions and Tasks				
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text- dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	Yes	<p>Nearly all questions are text-dependent and require students to have a deeper understanding of the text. Student ideas are expressed through written responses in the activity books that accompany each unit. For example, in Unit 1 of the grade 4 materials, after reading “All Ball, Part 1” students answer this question in their activity books, “What can you infer about the relationship Mary had with her father? Find examples from the text to support your answer.” The teacher guides provide questions that can be used for oral discussions with the students while reading the texts.</p>	
	<p>REQUIRED 5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.</p>	Yes	<p>Questions are coherently sequenced so that students can demonstrate their knowledge of concepts and ideas presented in the text collections. For example, “Who is Billy Bones”, is followed by “What kind of relationship do you think the captain and Black Dog have? How do you know?” Each text offers different levels of questioning (literal, evaluative, inferential, support, challenge) to monitor comprehension and offer support. The texts in each unit are linked, and there are opportunities for the students to make</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
			connections. For example in grade 4, Unit 7 the students are reading informational texts about the American Revolution. At the end of the unit the students are reading two literary works by Washington Irving. While reading one of those literary works, the students are asked to make an inference about when the story is set based on details related to the Revolutionary War.	
	REQUIRED 5c) Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i>	Yes	Questions support students in unpacking the academic language of texts. Questions are designed to further deepen understanding of vocabulary related to topics of study/texts. The students are asked to infer, make connections, analyze, refer back to the text, and provide evidence. In grade 4, after looking at a picture and reading the caption the students are asked, “What evidence in the text suggests that the image may not be historically accurate?”	
	REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	Yes	Many of the Close Readings require students to go back and specifically examine the craft and structure of the text. The students engage in oral discussions about the text before, after, and during their readings. For example, in Unit 8 the students are asked to re-read chapter 2 to identify phrases they do not understand.	
6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the	REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Yes	All assessments have a chart for teachers to use to analyze data to be able to adjust instruction based on student need. A gradual release is noted. Opportunities exist for students to self-check and provide opinions to deepen understanding and provide purposeful learning.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
<p>assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Yes</p>	<p>Aligned rubrics are provided as scoring guidelines for student performance. Teacher resources include writing rubrics, editing checklists, and answer keys with student exemplars.</p>	
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Yes</p>	<p>Beginning, middle and end of unit test are provided for each unit. Various modes of assessment noted included a range of pre-, formative, summative, and self-assessment measures.</p>	
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>The materials provided are unbiased and accessible to all students.</p>	
IV. Scaffolding and Support				
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade- level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p>Yes</p>	<p>For each unit there is a portion of the first lesson that addresses background information. This information is given only for student understanding of texts. The pre-reading activities engage students and provide them with important background knowledge. In grade 4 when beginning Unit 4, the pre-reading activities make connections to a time period studied in Unit 2.</p>	
	<p>REQUIRED 7b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	<p>Yes</p>	<p>Full comprehension is expected for all texts. Questions and activities focus on full comprehension not specific strategies. Each lesson begins with the primary focus and the purpose for reading that day. The focus or purpose is based on comprehension of the text and not an isolated skill.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
	<p>REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	Materials provide many opportunities for teachers to direct students to certain areas of the text for oral discussions. A wrap up is included at the end of each lesson which again provides students with opportunities to reread sections of text for the purpose of responding to questions orally/written. Some lessons require the students to complete a close reading of a section of text independently or with a partner.	
	<p>REQUIRED 7d) The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	Materials are very easy to use in a daily lesson format. Everything that you need is in one place including the text.	
	<p>7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	Yes	Instructions are given to help redirect students and offer suggestions when they experience difficulties. At the end of each unit ideas and materials are included to provide differentiated instruction to those students who may need remediation The Remediation Guide goes beyond pausing points and provides teachers with opportunities to address and provide interventions/suggestions as needed to guide and deepen student understanding. Grouping suggestion and other differentiation is suggested in Unit 8.	
	<p>7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Yes	All content could be completed within a regular school year.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
V. Writing to Sources and Research				
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED *Indicator for grades 3-12 only 8a) A vast majority of 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, drawing on textual evidence to support valid inferences from text.</p>	<p>No</p>	<p>The majority of writing tasks do not have students demonstrate knowledge that are built from texts. The writing is often an extension of the text but it is not often text dependent. The writing assignments often do not require the students to analyze texts. Many of the writing assignments are narratives.</p>	<p>The vast majority of CKLA’s Grade 4 units include text-dependent writing assignments that call on students to draw upon facts, ideas, and inferences from their readings in support of clear, well-supported writing in multiple genres. For example, a few weeks into the school year fourth graders begin Unit 2, “The Middle Ages,” which contains two major writing projects. The first guides students through the steps of taking notes from and paraphrasing informational sources and writing a detail-filled informative paragraph about the lives of serfs and lords (Lessons 2-5). The second (Lessons 7-8, 10, 12-13) reinforces the research skills of the first, this time in support of a persuasive essay in which students cite evidence to support their response to a prompt asking what social class and profession they would choose if they lived in medieval times. In Unit 4, “Islamic Empires,” students continue with text-dependent writing, researching, and crafting fact-rich paragraphs about Muhammad’s childhood (Lessons 2-5). Later in the unit (Lessons 10-11, 13) they work in small groups to research, write, and deliver oral presentations, based on textual evidence, about various topics related to the Golden Age of Islam.</p> <p>In the project-learning based Unit 5, “Eureka! Student Inventor,” as students compete in a simulated reality show, they draw on knowledge from written sources and video to compose informational, opinion, and problem-solving texts. In Episodes 2 and 3, students distill the main ideas of articles about famous inventors to write short biographies of Thomas Edison, George Washington Carver, and others. They also work in their “labs” to craft “pitches” arguing the importance of specific inventions like paper, the clock, and the airplane (Episodes 3-4). Both the descriptive writing and the persuasive presentations require analyzing texts to provide clear information and well-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
				<p>supported claims. As the unit continues, students learn the mechanics and history of the six simple machines (e.g., the lever, the pulley) through reading and watching short videos. They then apply that knowledge to devising and writing about a solution to a real-world problem (Episode 5). Another Unit 5 writing assignment requires students to synthesize facts and themes from all their inventor and invention readings to describe how failure and repeated experimentation are integral to the scientific method and invention process (Lesson 7).</p> <p>“Geology” and “The American Revolution,” provide students further opportunities to translate their close reading of scientific and historical sources into detail-rich informational and persuasive writing. Unit 6, “Geology,” includes three diverse writing tasks, each of which is text-dependent and audience-specific. First, students draft research-based informational pamphlets about tsunamis, carefully choosing what facts and details to include based on the audience for the pamphlets (Lessons 4-5). Next, students create, revise, and publish a wiki article about a specific volcano (Lessons 7-8,10). Finally, students research and write descriptive paragraphs about one of the types of rocks they studied (Lessons 12-13). Although the final assignment encourages students to creatively personify their choice of rock in order to create a connection between subject and reader, their paragraphs are still based on facts and details from the Geology Reader. Unit 7, “The American Revolution,” features a carefully-scaffolded extended writing project in which, over the course of eleven lessons, students plan, draft, revise, and publish five-paragraph cause-and-effect essays on the roots of American independence (Lessons 2-5, 7-8, 10, 12-13, 15-16). Throughout the unit, students’ close readings of their</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
				<p>Readers and other sources are carefully tied to their writing so that their textual analyses serve both their reading comprehension and the development of their essays.</p> <p>Notably, most of the student writing in CKLA's literary units also requires close scrutiny and synthesis of written content as students employ the literary devices, techniques, and structures of exemplar texts in their own writing in order to best convey their ideas in specific and engaging ways. For example, in Unit 3, "Poetry," Langston Hughes's "Harlem" serves as a springboard for a lesson on closely reading a text to draw inferences from figurative language (Lesson 4). The lesson culminates in students crafting their own similes and metaphors, carefully following the form of Hughes's poem. Similarly, in Unit 8, "Treasure Island," students compose their own adventure stories based on a careful study of the framework of Robert Louis Stevenson's novel, including its use of rising action and strong characterization (Lessons 5 and 7). The creativity and imagination in writing that CKLA instruction supports in these units is built on a foundation of rigorous textual analysis capped by tasks requiring students to integrate their newly-acquired knowledge and insight into their written work.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
	<p>REQUIRED 8b) 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.</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>	Yes	Materials include different writing tasks that are aligned to the three different modes of writing, but many of the culminating tasks focus on narrative.	
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Yes	There are many opportunities for students to complete writing that is varied in length and time demands. The writing often builds through the unit. In grade 4, unit 7 the students begin by locating quotes in the text and then learning how to paraphrase those quotes. The students then use that knowledge to write an informative paragraph.	
	<p>REQUIRED 8d) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	Yes	There are built-in opportunities for students to work collaboratively and share their writing; although, there are no opportunities for students to build connections with reading standards because writing does not refer to specific reading comprehension. Student grouping is encouraged, but mostly for discussion and reading.	
	<p>REQUIRED *Indicator for grades K-2 only 8e) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	N/A		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
	8f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.	N/A		
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Yes	Research projects are provided for students throughout the year.	
VI. Speaking and Listening				
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9a) Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	Yes	All speaking and listening questions and tasks use texts measured by Criteria 1,2, and 3. Texts provided oral tasks at a higher level and are designed to build foundation in developing/strengthening speaking and listening skills to be used at higher academic levels.	
	REQUIRED 9b) Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	Yes	The materials allow students to engage effectively in a range of conversations and collaborations with peers about texts.	
	REQUIRED 9c) Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions. In grades 3-12, materials require students to gather and use evidence to orally present findings from research.	Yes	Many of the standards are addressed in a given lesson. The materials require students to present their findings orally from research.They also provide frequent opportunities for discussions that should include academic language and grade appropriate conventions. For example, the materials encourage the teacher to model correct responses and to help students expand upon their answers by using “richer and more complex language”.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
	<p>9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.</p>	<p>Yes</p>	<p>The materials provide opportunities to build active listening skills. Purposeful note taking is completed throughout the year with teachers modeling the process for students.</p>	
VII. Language				
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.</p>	<p>Yes</p>	<p>There are specific grammar, morphology and spelling lessons throughout the materials.</p>	
	<p>REQUIRED 10b) Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.</p>	<p>Yes</p>	<p>Grammar skills are taught as a lesson, but it is expected that the students will use the grammar skills in their writing. Materials are designed to allow students opportunities to locate and self-correct errors through use of rubrics found in each domain.</p>	
	<p>REQUIRED 10c) Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.</p>	<p>Yes</p>	<p>Vocabulary study emphasizes advancing depth of word knowledge through determining words meaning and relationships among words. Most lessons also contain a Word Work section where the students focus on selected vocabulary. Materials do require the students to model their own writing after texts. For example, in grade 4 the students read several personal narratives and use the writing process to write a short personal narrative.</p>	
	<p>REQUIRED 10d) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-</p>	<p>Yes</p>	<p>Vocabulary instruction includes word meaning and thematically-related words. Students have repeated exposure to many of the vocabulary words. Word work has students working with word families.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
	related words, word families, etc.).			
	REQUIRED 10e) Materials build in frequent opportunities for connections between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.	Yes	Materials build connections between the language standards, writing, reading, and listening. Although, the connections between writing and text could be stronger. The students are encouraged to use the vocabulary and language of the texts in their own writing and responses.	
	10f) Materials provide real- world activities for student practice with natural language (e.g. mock interviews, presentations).	Yes	Materials provide real world activities for students.	

FINAL EVALUATION

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 10.

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

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

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

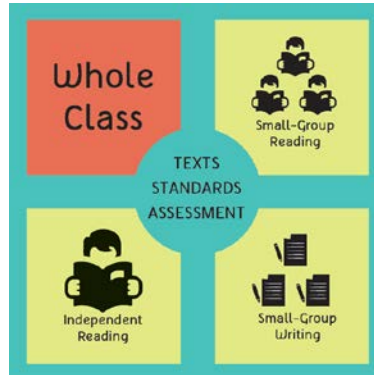
Section	Criteria	Yes/No	Final Justification/Comments	
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	There is a progression of complex texts. Most of the texts fall within the appropriate grade-level band. The texts are appropriately complex as outlined in the standards.	
	2. Quality of Texts (Non-Negotiable)	Yes	The texts are of a high quality. They vary in content and cover a wide range of topics. The texts are used for careful close readings.	
	3. Range and Volume of Texts	Yes	The materials reflect a balanced program of literary and informational texts. The texts come in various formats including poetry, short stories, and biographies.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	Yes	The materials include instruction on word study and vocabulary. The students are expected to follow grade-level appropriate phonics patterns.	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	The questions provided are text dependent. The students are expected to refer to the text and find supporting evidence to questions in written and oral form.	
	6. Assessment	Yes	The materials provide assessment opportunities that measure student progress. There are lots of aids available to monitor, track, and analyze student performance.	
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	Prewriting reading instruction is provided with each unit. Complete comprehension is expected of each text. Students are instructed to complete close readings throughout each unit.	
V: Writing to Sources and Research	8. Writing to Sources	No	There are opportunities for the students to write, but the writing assignments are not text dependent. They may connect to the text because of the topic or theme but the students do not have to analyze texts to complete the assignments.	
VI: Speaking and Listening	9. Speaking and Listening	Yes	The speaking and listening tasks are text dependent. Many opportunities are given for the students to speak orally, give presentations, and work collaboratively with a peer. The students are expected to use proper grade-level appropriate vocabulary.	
VII: Language	10. Language	Yes	The materials adequately address the standards by providing instruction in grammar, morphology, spelling, and vocabulary. There is a connection between the Language instruction and Reading, Writing, and Speaking and Listening.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u>				

*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)

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



Title: Core Knowledge Language Arts

Grade: 5

Publisher: Core Knowledge

Copyright: 2014

Overall Rating: Tier II, Approaching quality

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

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

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 – 10 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 10.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
I. Text Selection				
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10³.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.⁴ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	The majority of the texts fall within the Lexile range of 800-1070 which is the indicated range for this grade band. A Lexile measures chart provided by the publisher includes information for each unit for grade 5. Qualitative and Quantitative Measures are noted. There is evidence of flashbacks and multiple points of view. Also, a variety of structures in some of the text selections were noted. The 5th grade ELA is filled with challenging texts in a variety of ways, such as through dramatic readings and story animations by award-winning actors and artists. The graphics did appear to provide a source of information which was essential to the understanding of the text.	
	<p>REQUIRED 1b) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	Text complexity varies among the units within a grade level, there is a noticeable progression of complexity across grade bands. Texts increase in complexity across the units. The texts provided for student reading adhere to complexity, quality, and range requirements. Texts align nicely with grade level requirements.	
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade</p>	<p>REQUIRED 2a) 90% of texts provide rich opportunities for students to engage with tasks that allow them to meet the grade-level ELA standards using texts; the texts are well-crafted and authentic, representing the quality of content, language, and writing that is produced by experts in various disciplines (e.g., English language arts, history/social studies, science, technical subjects, and the arts).</p>	Yes	Texts are well aligned with tasks that meet the CCSS requirements. The texts represent high quality content. They appear to follow text complexity requirements set forth in the standards (Ex: purpose, types of genres, prior knowledge demands). The texts vary in content and cover a wide range of topics including personal narratives, poetry, the early American Civilizations and House on Mango Street.	

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
<p>level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2b) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about concepts, themes, and topics through reading, writing, listening and speaking.</p>	Yes	<p>The materials provide a collection of texts that build vocabulary and conceptual knowledge. For example, 5th grade provides 9 units each unit has about 10-15 lessons to build students knowledge on specific topics. Each unit is thematically linked and provides a coherent sequence of connected texts. There is one unit on poetry and one on The Middle Ages, as well as Geology. Texts build on knowledge and develop skills in areas of Language Arts. There are opportunities for students to share what they know about topics. The texts build knowledge systematically through reading, writing, listening and speaking.</p>	
	<p>REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity, as determined in 1a, are selected for multiple, careful readings throughout the unit of study.</p>	Yes	<p>Texts are chosen for multiple careful readings. Lesson 4 of Unit 6 requires students to close read Chapter 3 to help answer the lesson’s big question.</p>	
	<p>2d) 90% of texts are previously published rather than “commissioned.”</p>	Yes	<p>Most of the literature used has been previously published. Some of the informational texts appear to have been written for the program, but they are still high quality.</p>	
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the</p>	<p>REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts. (Reviewers will consider a balance within units of study as well as across the entire grade level.)</p>	Yes	<p>There is a balance between literature and informational texts. Although some units are a little heavier on one or the other, there is an overall balance between information text and literature.</p>	
	<p>REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	<p>Materials include novels, poetry, biographies, short stories and film. Some of the units feature Digital Components which may include posters, charts, graphic organizers, maps, and diagrams that can be used with the lessons. Grade 5, Unit 8 contains video</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
standards (e.g., RL.K.9 , RI.1.9 , RI.2.3 , RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			clips.	
	3c) 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).	Yes	Many of the texts include informational structure and provide a variety of different formats. Some features of these texts include graphs, charts, illustrations, and other informational text structures.	
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	Additional reading lists are provided as well as materials which increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests and build reading stamina.	
II. Foundational Skills (grades K-5 only)				
Tier 1 and 2 Non-Negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, 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. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED *Indicator for grades K-2 only 4a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A , while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A		
	REQUIRED 4b) In grades K-2, materials include student texts that allow for systematic, regular and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	Students are required to use grade level phonics patterns. For example in Unit 2 the students learn to distinguish between root words and words with the prefixes il- and ir-.	
	REQUIRED 4c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and	Yes	Materials provide instruction and practice in word study with grade-level regular and irregular spelling patterns, including explicit instruction in morphology. There is also a remediation guide for more foundational skill instruction. A spelling analysis chart is given to help teachers evaluate their students'	

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<p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		<p>spelling assessments.</p>	
	<p>REQUIRED 4d) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>Yes</p>	<p>Students are encouraged to use context to confirm or self-correct word recognition and understanding directing students to read purposefully to acquire accurate meaning. Students are directed to go back and read for a specific purpose. In Unit 2, lesson 2 the students examine the multiple meaning word game.</p>	
	<p>REQUIRED 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of prose and poetry at students' reading level with accuracy, rate appropriate to the text, and expression.</p>	<p>Yes</p>	<p>The materials include an on-line fluency supplement as well as fluency passages and scoring guides. Also in each unit there are many opportunities for students to reread text during classroom instruction and for homework.</p>	
	<p>REQUIRED 4f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p>Yes</p>	<p>Materials guide students to read grade-level texts with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading. For example, in Unit 8 students are required to re-read chapter 2 with a partner.</p>	
	<p>4g) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals.</p>	<p>N/A</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
	Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.			
	4h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	There are many materials available that are ready to implement. The materials reference a remediation guide.	
III. Questions and Tasks				
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</p> <p>Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	Yes	<p>Nearly all questions are text-dependent and require students to have a deeper understanding of the text. Student ideas are expressed through written responses in the activity books that accompany each unit. For example, in Unit 1 of the grade 5 materials, after reading “Reverend Abbott and those Bloodshot eyes, Part 1” students answer this question in their activity books, “Reverend Abbott is a visiting minister, new to the Harlem community and Presbyterian church in this story. The narrator explains that you “had to know some of the rules,” and “if you followed the rules, you didn’t have to worry.” Do you think Reverend Abbott understood the rules Walter and his friends seem to know and follow in Harlem? Defend your answer using evidence from the text. The teacher guides provide questions that can be used for oral discussions with the students while reading the texts.</p>	
	<p>REQUIRED</p> <p>5b) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), expressing the knowledge students have built about concepts, themes, or ideas presented in the texts, and making connections among the texts in the collection.</p>	Yes	<p>Questions are coherently sequenced so that students can demonstrate their knowledge of concepts and ideas presented in the text collections. For example, in grade 5 unit 9 “What was life like for Native Americans before Europeans arrived”, is followed by “How did European exploration and settlement of what is now the United States change the way Native Americans lived?” Each text offers different levels of questioning</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
			(literal, evaluative, inferential, support, challenge) to monitor comprehension and offer support. The texts in each unit are linked and there are opportunities for the students to make connections. For example in grade 5, Unit 9 the students are reading informational texts about the Native Americans. At the end of the unit the students are asked to compare and contrast Red Cloud, Sitting Bull and Crazy Horse.	
	REQUIRED 5c) Questions and tasks include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. <i>(Note: not every standard must be assessed with every text.)</i>	Yes	Questions support students in unpacking the academic language of texts. Questions are designed to further deepen understanding of vocabulary related to topics of study/texts. The students are asked to infer, make connections, analyze, refer back to the text, and provide evidence. In grade 5, after completing a close read of The Catholic Church Responds, students are asked What is the relationship between the Protestant Reformation and the Catholic Reformation?	
	REQUIRED 5d) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) of texts measured by Criteria 1, 2, and 3 to determine meaning; questions and tasks also focus on engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	Yes	Many of the Close Readings require students to go back and specifically examine the craft and structure of the text. The students engage in oral discussions about the text before, after, and during their readings. In Unit 8 of the fifth grade material the students are asked to re-read chapter 2 to identify phrases they do not understand.	
6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can	REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Yes	All assessments have a chart for teachers to use to analysis data to be able to adjust instruction based on student need. A gradual release is noted. Opportunities exist for students to self-check and provide opinions to deepen understanding and provide purposeful learning.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
<p>independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>				
	<p>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	<p>Aligned rubrics are provided as scoring guidelines for student performance. Teacher resources include writing rubrics, editing checklists, and answer keys with student exemplars.</p>	
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	<p>Beginning, middle and end of unit test are provided for each unit. Various modes of assessment noted included a range of pre-, formative, summative, and self-assessment measures.</p>	
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Yes	<p>The materials provided are unbiased and accessible to all students.</p>	
IV. Scaffolding and Support				
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) 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>	Yes	<p>For each unit there is a portion of the first lesson that addresses background information. This information is given only for student understanding of texts. The pre-reading activities to engage students and provide them with important background knowledge. In grade 5 when beginning Unit 2, during pre-reading activities students make connections to early American civilizations. The activities suggested would be less than 10% of the time devoted to reading in Unit 2.</p>	
	<p>REQUIRED 7b) 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</p>	Yes	<p>Full comprehension is expected for all texts. Questions and activities focus on full comprehension not specific strategies. Each lesson begins with the primary focus and the purpose for reading that day. The focus or</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
	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.		purpose is based on comprehension of the text and not an isolated skill.	
	REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Yes	Materials provide many opportunities for teachers to direct students to certain areas of the text for oral discussions. A wrap up is included at the end of each lesson which again provides students with opportunities to reread sections of text for the purpose of responding to questions orally/in writing. Some lessons require the students to complete a close reading of a section of text independently or with a partner.	
	REQUIRED 7d) The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Yes	Materials are very easy to use in a daily lesson format. Everything that you need is in one place including the text.	
	7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Yes	Instructions are given to help redirect students and offer suggestions when they experience difficulties. At the end of each unit, ideas and materials are included to provide differentiated instruction to those students who may need remediation The Remediation Guide goes beyond pausing points and provides teachers with opportunities to address and provide interventions/suggestions as needed to guide and deepen student understanding. Grouping suggestion and other differentiation is suggested in Unit 4.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
	<p>7f) 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>Yes</p>	<p>All content could be completed within a regular school year.</p>	
<p>V. Writing to Sources and Research</p>				
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED *Indicator for grades 3-12 only</p> <p>8a) A vast majority of 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, drawing on textual evidence to support valid inferences from text.</p>	<p>No</p>	<p>The majority of writing tasks do not have students demonstrate knowledge that are built from texts. The writing is often an extension of the text but it is not often text dependent. The writing assignments often do not require the students to analyze texts. Many of the culminating writing tasks are narrative prompts.</p>	<p>The vast majority of CKLA’s Grade 5 units include text-dependent writing assignments that call on students to draw upon facts, ideas, and inferences from their readings in support of clear, well-supported writing in multiple genres. For example, several weeks into the school year, students begin Unit 2, “Early American Civilizations,” a unit on the Maya, Aztecs, and Incas, which includes an extended writing task, (the “Codex Project”) in which students compare and contrast all three civilizations (Lessons 4-5, 7-8, 10, 12-13). As students progress through the unit, they synthesize and incorporate their accumulated knowledge into notes and drafts of their compare-and-contrast essays. Each scaffolded step of instruction for researching, planning, organizing, and drafting the essay refers back to the text so that student writing is well-supported by textual evidence. As part of the Codex Project students also perform online research to find images to incorporate into their essays, following guidelines for selecting images that also tie into the historical facts in the Reader (Lessons 8 and 10).</p> <p>Unit 6, “The Renaissance,” also focuses on informational writing, with students conducting research from two sources to write biographies of famous Renaissance artists (Lessons 7-8, 10, 12-13). The unit also includes four days devoted exclusively to writing, during which students revise, edit, publish, and present their biographies, as well as supplement</p>

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				<p>them with diary entries written from the points of view of their subjects (Lessons 16-19). Although the diary entries take a narrative form, they must still reflect the historical and biographical facts and context students researched and read about. Students' first writing assignment in the next historical unit, "The Reformation" (Unit 7), is an informal letter written from the point of view of a thirteen year-old working as apprentice to a printer in the fifteenth century (Lessons 2-5). In planning and drafting the letter, in addition to considering audience and incorporating new knowledge about the format and elements of informal correspondence, the instruction tasks students with drawing on historical content from their Readers, so that the details of life during the Reformation are synthesized into the letters. "The Reformation" also introduces students to writing and presenting Power Point-type slide presentations that incorporate both text and images (Lessons 7-8). The instruction emphasizes common elements between a slide presentation and an informational essay, including an introduction, supporting details, and a conclusion, and calls on students to work from the text of the Reader in planning and writing their presentations. In Unit 9, "Native Americans," the final historical unit of the grade, students engage with written and visual texts to draft a six-paragraph persuasive essay arguing that particular images of Native Americans best illustrate the connections between specific tribes and their environments (Lessons 2-5, 7-8, 10-13). The assignment calls on students not only to synthesize details from their reading into their written arguments, but to analyze and describe the complementary interplay between written and visual evidence as well, enhancing their written arguments by selecting and citing details from each.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
				<p>Although “Don Quixote” (Unit 5) is a literary unit, the instruction tasks students with writing persuasive essays, calling on them to engage with the novel by crafting a strong argument, supported by evidence, in response to a prompt asking whether Don Quixote’s noble intentions justify his often calamitous actions (Lessons 3-5, 7-8, 10, 12-13). As students proceed through the novel and increasingly understand Don Quixote and Sancho Panza as rich, three-dimensional characters, they draft, revise, and refine their opinion pieces, drawing on facts and inferences to construct cogent evidence-based arguments. Instruction in CKLA’s other Grade 5 literary units also oblige students to synthesize facts and inferences from their reading into their written work. Numerous writing assignments in Unit 2, “Poetry,” for instance, require close scrutiny and synthesis of written content as students employ the literary devices and structures of exemplar poems in their own poetry in order to convey their ideas specifically and engagingly. In Lesson 3, for example, students closely read Walt Whitman’s “When I Heard the Learn’d Astronomer” to draw inferences about the change in perspective Whitman communicates through using, and then ceasing to use, anaphora. After analyzing the work, students compose their own poetry, applying Whitman’s structure to likewise convey a change in mindset. Similarly, in Unit 4, “Contemporary Fiction,” the novel “The House on Mango Street” serves as a mentor text that students model to practice techniques like writing detailed descriptions (Lesson 1) and building a theme (Lesson 5). Lessons 3 and 11 of the unit also ask students to make clear arguments, supported by textual evidence, about the protagonist’s shifting point of view.</p>

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				<p>“A Midsummer Night’s Dream,” the final literary unit in Grade 5, challenges students to combine creativity with close reading and analysis to reflect, in writing, on the characters and plot of Shakespeare’s play, as well as on the playwright’s craft. In one recurring activity, students take on the role of an advice columnist trying to help the play’s lovelorn and confused characters extricate themselves from confusing romantic and social predicaments (Lessons 2, 4, 7, 10). Elsewhere in the unit, students write from the disparate points of view of some of the characters themselves. In Lesson 8, for example, they update the fairy Puck’s boastful monologue about his Elizabethan mischief-making to modern times by first carefully studying the text for the attributes of Puck’s pranks, so that their twenty-first-century parallels are faithful to the source. Likewise, students consult the text to ensure they understand Bottom’s story arc and point of view before writing a ballad about the character (Lesson 14). Students also write a travel guide to the woods outside Athens by examining the text for physical descriptions of the setting and examples of dangers in the forest (Lesson 10). The unit also includes an opinion essay in which students argue whether the play is best classified as a comedy or tragedy from the perspectives of different characters (Lesson 12). Common to all these writing assignments is the primacy of Shakespeare’s text; whether writing as impish fairies, Athenian nobles, or Shakespearean scholars, students must always ground and support their ideas with concrete details and logical inferences from the play.</p>

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	<p>REQUIRED 8b) 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.</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>	Yes	Materials include different writing tasks that are aligned to the three different modes of writing, but many of the culminating tasks focus on narrative.	
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Yes	There are many opportunities for students to complete writing that is varied in length and time demands. The writing often builds through the unit. In grade 5, unit 2 the students begin by comparing and contrasting the Maya, Aztec, and Inca. The students then use that knowledge to write an informative paragraph about the Inca.	
	<p>REQUIRED 8d) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, in grade 1, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	Yes	There are built-in opportunities for students to work collaboratively and share their writing; although, there are no opportunities for students to build connections with reading standards because writing does not refer to specific reading comprehension. Student grouping is encouraged, but mostly for discussion and reading.	

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	REQUIRED *Indicator for grades K-2 only 8e) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	N/A		
	8f) *Indicator for grades K-2 only Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.	N/A		
	8g) Materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Yes	Research projects are provided for students throughout the year.	
VI. Speaking and Listening				
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9a) Speaking and listening questions and tasks use the texts measured by Criteria 1, 2, and 3.	Yes	All speaking and listening questions and tasks use texts measured by Criteria 1, 2, and 3. Texts provided oral tasks at a higher level and are designed to build foundation in developing/strengthening speaking and listening skills to be used at higher academic levels.	
	REQUIRED 9b) Materials demand that students engage effectively (as determined by grade-level standards) in a range of conversations and collaborations with peers about texts.	Yes	The materials allow students to engage effectively in a range of conversations and collaborations with peers about texts.	
	REQUIRED 9c) Materials build in frequent opportunities for connections between speaking and listening, reading, writing, and the language standards. For example, in grades K-12, materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions. In grades 3-12, materials require students to	Yes	Many of the standards are addressed in a given lesson. The materials require students to present their findings orally from research. They also provide frequent opportunities for discussions that should include academic language and grade-appropriate conventions. For example, the materials encourage the teacher to model correct responses and to help students expand upon their answers by using “richer	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
	gather and use evidence to orally present findings from research.		and more complex language”.	
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of complex texts and tasks.	Yes	The materials provide opportunities to build active listening skills. Purposeful note taking is completed throughout the year with teachers modeling the process for students.	
VII. Language				
10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards .	Yes	There are specific grammar, morphology and spelling lessons throughout the materials.	
	REQUIRED 10b) Materials create opportunities for students to discover accurate usage patterns, compare them to their own (oral and written), and develop proficiency in usage and language conventions.	Yes	Grammar skills are taught as a lesson, but it is expected that the students will use the grammar skills in their writing. Materials are designed to allow students opportunities to locate and self-correct errors through use of rubrics found in each domain.	
	REQUIRED 10c) Selected vocabulary focuses on words critical to the meaning of the texts included in Criteria 1, 2, and 3. Materials also require students to model their own writing after texts measured by Criteria 1, 2, and 3 as a way to develop more complex sentence structure and language usage.	Yes	Vocabulary study emphasizes advancing depth of word knowledge through determining words' meaning and relationships among words. Most lessons also contain a Word Work section where the students focus on selected vocabulary. Materials do require the students to model their own writing after texts. For example, in grade 4 the students read several personal narratives and use the writing process to write a short personal narrative.	

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	REQUIRED 10d) Vocabulary study emphasizes advancing depth of word knowledge through determining word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.).	Yes	Vocabulary instruction includes word meaning and thematically-related words. Students have repeated exposure to many of the vocabulary words. Word work has students working with word families.	
	REQUIRED 10e) Materials build in frequent opportunities for connections between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.	Yes	Materials build connections between the language standards, writing, reading, and listening. Although, the connections between writing and text could be stronger. The students are encouraged to use the vocabulary and language of the texts in their own writing and responses.	
	10f) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	Yes	Materials provide real-world activities for students.	
FINAL EVALUATION				
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 10.				
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.				
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	There is a progression of complex texts. Most of the texts fall within the appropriate grade-level band. The texts are appropriately complex as outlined in the standards.	
	2. Quality of Texts (Non-Negotiable)	Yes	The texts are of a high quality. They vary in content and cover a wide range of topics. The texts are used for careful close readings.	
	3. Range and Volume of Texts	Yes	The materials reflect a balanced program of literary and informational texts. The texts come in various	

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			formats including poetry, short stories, and biographies.	
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	Yes	The materials include instruction on word study and vocabulary. The students are expected to follow grade-level appropriate phonics patterns.	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	The questions provided are text dependent. The students are expected to refer to the text and find supporting evidence to questions in written and oral form.	
	6. Assessment	Yes	The materials provide assessment opportunities that measure student progress. There are lots of aids available to monitor, track, and analyze student performance.	
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	Prewriting reading instruction is provided with each unit. Complete comprehension is expected of each text. Students are instructed to complete close readings throughout each unit.	
V: Writing to Sources and Research	8. Writing to Sources	No	There are opportunities for the students to write, but the writing assignments are not text dependent. They may connect to the text because of the topic or theme but the students do not have to analyze texts to complete the assignments.	
VI: Speaking and Listening	9. Speaking and Listening	Yes	The speaking and listening tasks are text dependent. Many opportunities are given for the students to speak orally, give presentations, and work collaboratively with a peer. The students are expected to use proper grade-level appropriate vocabulary.	
VII: Language	10. Language	Yes	The materials adequately address the standards by providing instruction in grammar, morphology, spelling, and vocabulary. There is a connection	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH COMMENTS	PUBLISHER COMMENTS
			between the Language instruction and Reading, Writing, and Speaking and Listening.	
FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u>				

*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)

Appendix II.

Public Comments

There were no public comments submitted.