



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



Title: Louisiana, English I

Grade: English I

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Overall Rating: Tier 3, Not representing quality

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Quality of Texts (Non-negotiable)	2. Text-Dependent Questions (Non-negotiable)
3. Coherence of Tasks (Non-negotiable)	

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

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



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

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

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

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

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

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

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

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<sup>3</sup> **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

<sup>4</sup> For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b></p> <p><b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</b></p>			
<p><b>Non-negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b></p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. The texts in Unit 1 range in Lexile levels from 730-1140. W.W. Jacobs’s “The Monkey’s Paw,” is included in Semester A, Unit 1. This text is an 870 Lexile, and while this is relatively low for English I, the text contains “some moderately complex language features, such as archaic vocabulary and/or complex sentence structure.” Likewise, in Unit 3, students read <i>The Story of My Life</i>, a memoir with an 1100 Lexile. The text complexity indicates that the narrative structure is “largely simple as it follows narrative conventions with no major shifts in point of view; the language, however, contains some figurative language and artful or unusual turns of phrase.” Also, in Unit 4, the materials include informational texts such as “Nobel Goes for Developing Drugs from Nature” which is a 1050 Lexile. The text complexity document notes that this text “includes moderately complex language features such as vocabulary and sentence structure.” Additional informational texts, including “Clean Tech Rises Again...” challenge students with more complex language that is “sometimes technical, archaic, subject-specific, or</p>

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			<p>academic.” Overall, Semester A texts are appropriately complex for the grade level, and text analysis information included in the materials accounts for quantitative and qualitative measures. Likewise, in Semester B, Lexile levels of texts range from 810 to 1540. In Unit 1, students read Shakespeare’s <i>Romeo and Juliet</i>; “the dense and figurative language of this text is balanced with texts like “Pyramus and Thisbe” which is less complex because of its chronological structure and contemporary language.” Likewise, Unit 2 focuses on nonfiction text. Some of the texts are considered complex, such as “Katherine Johnson Biography,” which contains “moderately complex language features such as discipline-specific language related to science and technology and requires students to possess moderate levels of technical or discipline-specific content knowledge.” Finally, in Semester B, Unit 4, students again focus on nonfiction and informational text. The text complexity document indicates that the expository articles such as “Racial and Ethnic Disparities in Educational Attainment Persist in Rural America” and infographics such as “Healthy Food Environments: Improving Access to Healthier Food” are considered very complex as they require students to possess technical language and discipline-specific knowledge. Scaffolds, such as charts and graphics are available to aid in student understanding.</p>

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	<p><b>Required Indicator 1b)</b> At least 90% of provided texts, <b>including read-alouds in K-2</b>, are of <b>publishable quality</b> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p><b>Yes</b></p>	<p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. For example, in Semester A, Unit 1, students read “The Monkey’s Paw” by British author W.W. Jacobs. This text is well-crafted and considered an important work of horror-fiction. Students also read “The Tell-Tale Heart,” by American author Edgar Allen Poe, who is considered one of America’s most important writers, and this particular short story, first published in 1843, is one of his most well-known works. Both stories are authentic, non-instructional texts. In Unit 2, Leaving a Legacy, students read “Letter from Frederick Douglass to Harriet Tubman.” This work represents quality content and language. It is written by a seminal figure in American history and provides key opportunities for students to analyze an author’s claim. Likewise, the materials include a video of a speech on health and nutrition given by former First Lady Michelle Obama. This speech is an authentic source that provides a rich opportunity for students to examine content, language, and writing in a speech. Finally, in Unit 4 of Semester A, students read a short informational text, “Nobel Goes for Developing Drugs from Nature.” This text from <i>Science News for Students</i> is of publishable quality and allows</p>

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			<p>students to analyze how an author develops and refines ideas. In Semester B, Unit 2, students read “The Perfect Match,” by Ken Liu, a well-known science fiction author, and “Katherine Johnson Biography” by NASA. These published works are produced by notable authors and experts. In Unit 3 of Semester B, students examine historically significant speeches by figures such as Frederick Douglass and Shirley Chisholm. Finally, Unit 4 contains a published blog post entitled “Two Communities, Two Stories: The Urban Food Crisis,” by L. Barker. This unit also contains works by two governmental agencies including “Food Gardens,” by the National Park Service, and “Healthy Food Environments: Improving Access to Healthier Food,” by the CDC. These works are supported by the standards and support students in developing grade-appropriate work.</p>
	<p><b>Required</b>  <b>1c) Materials provide a coherent sequence or collection of connected texts</b> that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> <li>In grades <b>K-2</b>, 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 texts. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. In Semester A, Unit 1, Page Turners and Plot Twists, students read a collection of short stories and “explore connections among the stories, focusing on how authors of contemporary stories draw on and transform themes from classic source material.” By the end of the unit, students understand how an author’s choices can keep readers on the edge of</p>

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	with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.		<p>their seats. Specifically, in Unit 1, Lesson 5, Comparing a Text to Source Material in “The Monkey’s Paw” and “New Chicago,” students compare Kelley Armstrong’s “New Chicago” to W.W. Jacobs’s “The Monkey’s Paw.” Students analyze how Armstrong draws on and transforms the events and message in “The Monkey’s Paw” in her own story. Students begin this lesson by completing a graphic organizer that requires them to identify the similarities and differences in the plots of the two texts. They then complete a graphic organizer to compare and contrast the themes of the texts. By the end of the lesson, students write a response that analyzes how “New Chicago” draws on and transforms “The Monkey’s Paw” to develop themes. This lesson, its tasks, and its assessment connect topics and ideas and demand students cite multiple texts connected by theme and idea. Likewise, in Unit 3, materials build understanding of point of view across texts. Themes and ideas are connected by a Guiding Question: “What shapes our identities?” For example, in Lesson 4, Comparing Point of View in “The Cutting of My Long Hair” and “By Any Other Name,” students compare and contrast “The Cutting of My Long Hair” and “By Any Other Name.” Students respond to teacher guided questions in a scaffolded discussion: “How does Santha respond when her teacher asks her name? What might this reveal about the author’s beliefs about her experience at</p>

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			<p>school?” In their discussion responses, students cite evidence. Later in the lesson, students discuss questions: “How do these texts help you understand how identity is shaped? Do they challenge any ideas you held previously?” These questions demand that students cite multiple texts connected by an idea and aligned with the Unit Guiding Question. Finally, the materials in this lesson include a task that involves crafting a claim that expresses a similar and different point of view. The materials include sections where the teacher models how to use the semicolon to separate comparing and contrasting concepts and how to use conjunctive adverbs to modify or connect clauses. Language knowledge is built in a purposeful way and is connected to the reading tasks. Additionally, Semester B, Unit 1, includes texts that are connected to <i>Romeo and Juliet</i> through a central theme of love and conflict. The materials include vocabulary support and side-by-side translations for the archaic language. Students make connections between topics in Unit 1. For example, Lesson 1, Examining Language in <i>Romeo and Juliet</i>: The Prologue includes a group discussion to respond to the questions: “What did the Prologue make you predict about the play as a whole?” and “Why do you think this information was included in the Prologue?” Students cite textual evidence in support of their thinking. In Lesson 3, Analyzing Character Interactions in <i>Romeo and Juliet</i>: Act 1, Scenes 3-4</p>



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			<p>students, “Write an analysis exploring Juliet’s character development, drawing upon strong text evidence.” Scaffolded activities and teacher read-alouds and think-alouds build student comfort and familiarity with difficult language. Finally, in Semester B, Unit 2, students are introduced to the topic of “More Than Just Fun and Games.” Students “get into small groups to discuss some possible thematic statements around how humans interact with technology.” The materials include several opportunities for writing including Lesson 1, Determining and Analyzing Theme in “The Perfect Match” which asks students to determine and analyze the theme in “The Perfect Match.” Later, in Lesson 3, Analyzing Portrayals of Katherine Johnson in Different Mediums, students, “Write a paragraph that synthesizes different sources from various mediums.” These writing activities build to a final expository essay at the end of the unit that requires students to explain the impact of technology.</p>
	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>Yes</b></p>	<p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. In Semester A, Unit 3, the materials require rereads so students can compare and contrast the point of view of authors. For example, students compare the two personal narratives, “The Cutting of My Long Hair,” by Zitkala-Sa, and “By Any Other Name,” by Santha Rama Rau. Students use these texts repeatedly to gather evidence on</p>

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			<p>a graphic organizer that is ultimately used to craft a written response to the question: “How do these texts validate, challenge, or refine the idea of how our identities are shaped?” Repeated references to these texts support knowledge building across the texts and topics. To continue, in Unit 4, Lesson 2, Analyzing How Authors Connect Ideas in “Survival Is Your Own Responsibility,” students work with the informational text, “Survival is Your Own Responsibility.” This text is revisited across lessons to build knowledge. For example, students begin by deconstructing the title to make predictions. Students summarize key sections of the reading before finally analyzing how the author, Daryl R. Miller, unfolds and connects his ideas in the text. Across several lessons, students consider how he introduces, orders, develops, and connects his ideas in the text. The rereads in the materials have specific purposes and emphasize knowledge building across the unit. This is evident in the Unit Activity which requires students to revisit texts to support their thinking. For example, Unit 4 texts explore humans’ various interactions with nature. To complete the expository essay, students return to texts within the unit to choose facts, specific details, examples and/or quotations to develop their topic. Likewise, in Semester B, Unit 1, students understand the difference between summarize and paraphrase. Using original text and side-by-side translations, students</p>

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			<p>develop an understanding of the characters and story in <i>Romeo and Juliet</i>. Students complete multiple, careful readings in order to answer the Guiding Question: “How do relationships ignite and resolve conflict?” Using textual evidence, students analyze the author’s use of structure, dramatic irony, and word choice. They develop claims about a scene in different mediums and write a literary analysis that explains how the theme is developed. This task includes a Discuss and Think section where students respond to the question “If you were to create a painting of the scene, which details would you emphasize in the painting, and which would you leave out?” Finally, in Unit 2, Lesson 1, Determining and Analyzing Theme in “The Perfect Match,” students work in small groups to read paragraphs 11-18 of “The Perfect Match” and “mark details that reveal characters’ perspectives and choices.” Students later use these annotations to respond to the question, “What theme, or message, might the author be developing around technology?”</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>2. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of</p>	<p><b>Required</b>  <b>2a) A majority of questions in the materials are text dependent and text specific;</b> student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. In Semester A, Unit 1, the materials include text-dependent questions based on the readings. For example, students read the short story “Games at Twilight” by Anita Desai, and analyze the stages of the plot. They then respond to a tech-enhanced question: “How</p>

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<p>meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>			<p>does an author develop tension in each stage of a plot? Match each description of suspense to the plot stage where it is located. Drag each tile to the correct box.” Students also analyze how the author builds tension in the story by answering questions including, “What is the main conflict in the story?” “Where does each stage of the plot begin and end?” and “How does each section build on the previous section?” By the end of the lesson, the materials include a writing prompt in which students cite evidence to explain how Desai builds tension in the rising action and climax of the story. To continue, in Unit 3, Lessons 6 and 7, students analyze two accounts of an important event in Helen Keller’s life. To begin the lesson, students draw on and share any prior knowledge they may have about Helen Keller and discuss with a partner what they notice, admire, and wonder about Keller’s life based on the provided background information. Students then generate questions about Keller’s life. A discussion and dialogue opportunity follows as students consider: “How do your questions connect to the Guiding Question of the unit, ‘What shapes our identities?’ How do they spark thinking about the experiences that shaped Keller’s identity?” As the lesson continues, students respond to more text-specific questions including, “How might Keller’s experiences have shaped her identity?” Students then respond to text-specific multiple choice questions including,</p>

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			<p>“Look at paragraphs 6–8 again. What do the descriptions of learning with Sullivan emphasize about Keller?” and “What is emphasized about Keller meeting with her family in the last paragraph?” By the end of this lesson, students respond to the following writing prompt that again demands the use of cited evidence: “Draft your comparative analysis by responding to these questions: “Which details are emphasized in each account of the event (Helen Keller learning how to speak)?” and “What impact does that emphasis have on the two portrayals of the event?” Students include a claim, supporting evidence, and original commentary in their writing. In Semester B, Unit 2, Lesson 1, Determining and Analyzing Theme in “The Perfect Match,” students support answers using the text “The Perfect Match” by Ken Liu in response to how the characters changed or what they learned. Also, in this lesson, students use “The Perfect Match” to identify details that support the theme. Students continue to analyze theme and message in small groups as they read and annotate paragraphs 11-18, collecting details that reveal characters’ perspectives and choices. These text details answer the question: “What theme, or message, might the author be developing around technology?” Finally, the Guiding Question of Semester B, Unit 4 is “How can disruption result in change?” Students work throughout the unit “to determine the usefulness, credibility, and</p>

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			<p>reliability of sources” and to summarize and synthesize their knowledge. In Lesson 3, Evaluating Sources to Determine Usefulness and Connections to the Research Topic, students read “My Hood is Bad for My Health” and respond by constructing a summary and identifying the central idea of the text. Students discuss the text with a partner and “qualify or justify their own understanding as they engage with their partner’s bias.” These text-specific questions and tasks allow students to evaluate the sources on the basis of usefulness to the reader.</p>
	<p><b>Required</b>  <b>2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p><b>No</b></p>	<p>While some questions and/or tasks include the language of the standards, they do not require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. The Curriculum Coverage Report outlines all the grade-level standards addressed across the units. In Unit 1, Page Turners and Plot Twists, Analyzing Theme Development in “New Chicago,” the report lists RL.9-10.2, which focuses on analyzing the theme or central idea as it develops over the course of the text, as being addressed. Students interact with the text over the course of several lessons. While each lesson offers a focus on the theme, the majority of questions do not meet the grade-level standard. Questions such as, “In ‘New Chicago,’ what theme does the author develop about challenging fate?” “Which three sentences from the text</p>

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			<p>demonstrate how the author unfolds the theme that there are consequences for challenging fate?” and “What detail best helps you understand the theme there are consequences for challenging fate?” In the Your Turn: Close Reading for Theme in “New Chicago,” students read an excerpt from the text and “mark details that are flashbacks.” Then, students respond to the question, “How do these details develop the theme there are consequences for challenging fate?” While questions are theme-based, they do not demand students to think at the depth of the standard or determine how the theme develops over time. Theme is addressed again in Semester B. In Unit 2, Lesson 1, Determining and Analyzing Theme in “The Perfect Match,” standard RL.9-10.2 is addressed, but not to the full depth of the standard, in the Build Key Concepts section of the materials. Students brainstorm why “conflict or a change in a character’s perspective might reveal a theme by considering the book or film they discussed earlier....” Again, the lesson focuses on identifying the theme rather than its development over time. Standard RI.9-10.6 is addressed, but not at the full depth of the standard, in Unit 3, Looking Inward, Comparing Point of View in “The Cutting of My Long Hair” and “By Any Other Name.” The standard specifies that students are to determine the author’s point of view or purpose and analyze how the author uses rhetoric to advance that point of view or</p>

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			purpose. The focus of this lesson, however, is comparing the two points of view presented in the two personal narrative texts. The lesson does not meet the grade-level standard nor require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>3. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>3a) Coherent sequences of questions and tasks</b> focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p><b>Yes</b></p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Each unit is anchored by a Guiding Question which provides a connection between the texts within a Unit. For example, in Semester A, Unit 1, the Guiding Question is “How do authors keep us on the edge of our seats?” In Lesson 1, Analyzing How Order of Events Creates Tension in “The Monkey’s Paw,” students read “The Monkey’s Paw.” The materials build knowledge across the lesson that connects to the Unit’s Guiding Question. For example, the teacher reads aloud paragraphs 19–23 and asks students to focus on paragraph 23 to identify language that creates tension. In Lesson 7, Analyzing Nuance in Words in “The Tell-Tale Heart,” students make meaning of complex texts by analyzing the impact of word choice on meaning and tone in “The Tell-Tale Heart.” Students respond to the question, “In texts meant to keep readers on the edge</p>



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			<p>of their seats, why might it be particularly important to consider the impact of word choice on tone?” Finally, the Unit Activity demands the use of multiple texts and requires students to express their understanding of the texts with the following prompt: “In this activity, you’ll write a literature analysis essay. This is writing that carefully examines a literary text and analyzes how the author creates an experience for the reader. You will use evidence from the texts in this unit to analyze the authorial techniques used to build mystery, tension, or surprise.” Likewise, Unit 4 contains a coherent sequence of questions and tasks that also align to a Unit Guiding Question, “What is our place in nature?” Throughout this unit, questions are aligned to build knowledge towards this Guiding Question. For example, in Lesson 4, Analyzing How Ideas are Developed and Refined in “Nobel Goes for Developing Drugs from Nature,” students read the scientific article, “Nobel Goes for Developing Drugs from Nature,” by Tina Hesman Saey and Laura Sanders, and answer questions, such as “Now that you have read the text, how do you think the authors would answer the Unit’s Guiding Question: What is our place in nature?” Finally, the Unit Activity includes a discussion question aligned to the Guiding Question, “What conclusions can you draw about humans’ place in nature—the way it is or the way it should be—based on the</p>

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			<p>knowledge you've gathered from the texts in this unit?" Following this discussion, students write an expository essay citing evidence from multiple texts in the unit. In addition, the Semester B, Unit 2 Activity is an expository essay that requires students to use texts from across the unit to answer the question: "How does technology impact our lives in unexpected ways?" This question connects to "The Perfect Match," by Ken Liu, in Lesson 1, Determining and Analyzing Theme in "The Perfect Match" as students complete a close read of paragraphs 11-18 and mark details that reveal characters' perspectives and choices. Following this activity, students discuss the following question: "What theme, or message, might the author be developing around technology?" Guidance within the materials indicates that students should recognize that "a theme could be that relying on technology to make decisions may be dangerous." Exploration of the Unit's Guiding Question continues in Lesson 4, Analyzing Connections Between Ideas in Informational Text, in the Discuss and Think section of "What is Artificial Intelligence?" In small groups, students discuss and respond to the question, "What are the AI technologies you have experienced, and how do they impact or influence your life?" Again, the lessons within the unit support students' ability to respond to the Unit Activity. In Semester B, Unit 3, Lesson 6, Comparing the Development of Claims and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Counterclaims in “On Women’s Right to Vote” and “I am the Equal Rights Amendment” Speeches, students read “On Women’s Right to Vote” and “I am for the Equal Rights Amendment.” They analyze the argumentative and rhetorical components in the speeches. The analysis of rhetoric continues in Lesson 7, Drafting a Rhetorical Analysis, with a Rhetorical Analysis Graphic Organizer and then a paired discussion. The unit’s culminating task is to write an argument using a variety of rhetorical techniques. Students include “the key portions of a speech: hook, thesis, claims, support, call to action.” Examples are provided and students draft, revise, and peer review before submitting the final task. This task requires students to express their understanding of the ideas presented in the texts within this unit.</p>
	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. In Semester A, Unit 1, students read, write about, and discuss complex texts. For example, in Lesson 3, Analyzing How Pacing and Structure Create Suspense in “New Chicago,” students read the science fiction text “New Chicago,” by Kelly Armstrong. This lesson begins with a teacher model in which students listen to the teacher read aloud paragraph 1. They deepen their understanding of the tension in the text’s first paragraphs by discussing,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>“How does the author convey tension in the relationship between Tyler and Cole?” Later in this lesson, students write a two-paragraph analysis of how Kelly Armstrong builds tension and suspense in the rising action of “New Chicago.” In Lesson 4, Analyzing Theme Development in “New Chicago,” students engage in an analysis of the language of “New Chicago.” Specifically, they reread the model paragraph without the transition words and discuss how text structure remains intact. By the end of this lesson, students complete a writing task planning document that analyzes the development of theme over the course of the text. Students express their understanding of the text by citing textual evidence that supports the theme and describing how the evidence supports the theme. The series of tasks across the units consistently include reading, writing, speaking, listening, and language. This is evident in Unit 3, Lesson 3, Analyzing Word Choice in “By Any Other Name,” as students read the text “By Any Other Name,” by Santha Rama Rau. The lesson begins with the teacher providing key background information about the story and the students discussing their thoughts on the question, “What words help you understand how the sisters are alike and how they are different? Why do you think the author chose those words?” As the lesson continues, students analyze language by responding to the question, “What words</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>can you think of that have similar shades of meaning?” This language analysis is again evident on Day 2 of the lesson when students share their annotations as evidence to support their analysis of the question, “What connotation does a phrase like ‘passing interest’ have? What does this choice of language reveal about the author’s perspective?” Discussion opportunities are evident throughout the lesson as students engage in conversation about the complex text by responding to embedded questions such as, “How does Rau use word choice to answer the question: What shapes our identity?” Finally, the lesson ends as students complete a chart identifying words and phrases from the text that “establish the tone and impact the text’s meaning.” Likewise, in Semester B, Unit 2, Lesson 2, Analyzing Central Idea and Author’s Purpose in Informational Texts, students respond to two articles, “Video Games Level Up Life Skills” and “These Architects Are Using Video Games to Rethink Modern Living.” The teacher leads an introductory discussion on the topic of video games and then facilitates further class discussion on the topic, “How might the skills required for gaming be useful for more than just fun?” In the lesson, students engage with the texts to determine the author’s purpose and central idea before close reading a passage to determine the purpose and central idea. Students select evidence to complete the Guided Notes form. After these assignments, students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>work in small groups to discuss what they learned while reading these texts and whether they look at video games any differently afterwards. This lesson consistently addresses analyzing the author's purpose and central idea. In Semester B, Unit 4, Lesson 4, Evaluating Sources for Credibility and Reliability, students work with the informational blog post: "Two Communities, Two Stories: The Urban Food Crisis." In this lesson, students develop a thorough understanding of the vocabulary words credible and reliable and "brainstorm elements of a text that may suggest that it is credible or reliable (e.g., an author's name, statistics with citations, logical ideas and arguments)." Later in the lesson, the teacher completes a close read of paragraph 1 and models "the process of evaluating a source for bias and omission: The first two sentences in paragraph 1 begin with the phrase 'most of us.' This example of absolute language suggests that the author is speaking on behalf of large groups of people. There are not any citations that reference studies of people's attitudes toward food access, so this may be an example of bias." This examination of language is continued on Day 3 of this lesson as students examine their sources for credibility and reliability and record their finalized sources using MLA citation guidelines.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b></p> <p><b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</li> </ul>	<p><b>Yes</b></p>	<p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. In Semester A, Unit 1, Lesson 3, Analyzing How Pacing and Structure Create Suspense in “New Chicago,” students analyze how pacing and structure create suspense in “New Chicago.” This lesson requires students to advance their understanding of word relationships. The materials provide teacher guidance such as, “Paragraph 1 establishes that Cole is ‘hurrying’, which creates a sense of urgency. The sellers are called ‘predators’ who are ‘preying on hope,’ which creates a pessimistic tone. People have few resources. This context suggests conflict, which creates tension. How does the author convey tension in the relationship between Tyler and Cole?” Later, Unit 1, Lesson 7, Analyzing Nuance in Words in “The Tell-Tale Heart” includes questions and tasks that support students in examining vocabulary. For example, on Day 1, teachers “Reiterate that Poe is known for his macabre tone. Direct learners to use a reference material to verify the meaning of the words tell-tale (‘revealing something’) and macabre</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>(‘disturbing’ or ‘gruesome’). Encourage learners to think about how these words may relate to the idea of keeping readers on the edge of their seats. Prompt learners to make predictions about the language they may encounter in a text with a macabre tone.” This examination of language continues within the lesson as students examine connotative meanings in “The Tell-Tale Heart,” “When describing the man’s eye, Poe writes, ‘it fell upon me.’ Fell upon is similar in denotative meaning to phrases like gazed at or leered at. Gazed at has a neutral connotation; it suggests that someone is looking without concentration.” This study of words is connected to the complex text rather than done in isolation. Unit 4 also includes questions and tasks that focus on advancing depth of word knowledge. For example, in Lesson 6, Drawing Connections Between Ideas in “The Wild Parks and Forest Reservations of the West,” students build their understanding of thematically related words such as ‘environmental consciousness’ with the following guidance: “Explain to learners that John Muir’s poetic texts about nature became important in the “environmental consciousness movement.” Prompt students to draw on their prior knowledge of the words in this phrase and make a guess about what this movement was. Alternatively, draw lines to split a piece of chart paper into thirds, write one of the words in each section, and invite students to sketch drawings that capture the meaning of</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>that word.” Materials also provide an ELA vocabulary list that is supported by tutorials within the lessons. For example, in Semester B, Unit 3, Lesson 4, Analyzing Purpose, Audience, and Message in “Four Freedoms,” words, such as evidence, message, and purpose, are outlined in the teacher-led introduction to build key concepts prior to reading President Roosevelt’s speech. The tutorial section also includes words and phrases, such as alliteration, call to action, claim, and ethos. More terms are provided as students discuss revising and editing. Grammar Connection provides students “practice with editing for grammar by asking volunteers to edit a sentence for subject-verb agreement.” Semester B, Unit 4, Lesson 7, Strengthening Writing through Editing, Revising, and Feedback includes a Grammar Connection for students to examine parallel structure. Students practice correcting sentences that use parallel structure. Support for English Learners is provided in a discussion about recognizing patterns for each descriptive phrase. A Grammar Connection then follows with a focus on commas, an essential component in parallel phrases. Support for students at multiple levels is provided through teacher guidance, such as “If learners struggle with revising for semicolons, provide modeling on taking two independent clauses and connecting with a semicolon.”</p>

**Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)**

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>Non-negotiable*</b></p> <p><b>4. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-1 only</b></p> <p><b>Indicator 4b)</b> Materials provide grade-appropriate instruction and practice for the <b>concepts of print</b> (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).</p>	N/A	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-1 only</b></p> <p><b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	N/A	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>Indicator 4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency words using</b> multisensory techniques.</p>	N/A	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4f)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent</p>	N/A	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>		
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4g)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate <b>rate, expressiveness, and accuracy.</b></p>	N/A	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4h)</b> Materials provide <b>instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<b>Note: Instruction</b></li> </ul>	N/A	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><i>and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>		
	<p><b>Required *Indicator for grades K-2 only</b>  <b>4i)</b> Materials provide opportunities for teachers to <b>assess</b> students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.</p>	N/A	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4j)</b> Foundational Skills materials are <b>abundant and easily implemented</b> so that teachers can spend time, attention and practice with students who need foundational skills supports.</p>	N/A	Not applicable for this grade level.
<b>Section III. Additional Criteria of Superior Quality</b>			
<p><b>5. RANGE AND VOLUME OF TEXTS:</b>  Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>5a)</b> Materials seek a <b>balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> <li>The majority of informational texts have an informational text structure.</li> <li>In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p><b>Required</b>  <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.<sup>5</sup></p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p><b>Required *Indicator for grades 3-12 only</b> <b>6b)</b> The <b>majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b>, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p><b>Required</b> <b>6c)</b> Materials include multiple <b>writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> <li>• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>• In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>

<sup>5</sup> Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>6d)</b> Materials address the <b>grammar and language</b> conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> <li>For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage.</li> </ul>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
<p><b>7. ASSESSMENTS:</b>  Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative and self-assessment measures.</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p><b>Required</b>  <b>7b)</b> Materials <b>assess student understanding of the topics, themes, and/or ideas</b> presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p><b>Required</b>  <b>7c)</b> Aligned <b>rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p><b>Required</b>  <b>7d)</b> Measurement of progress via assessments include <b>gradual release of supporting scaffolds</b> for students to measure their independent abilities.</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p><b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> to all students.</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
<p><b>8. SCAFFOLDING AND SUPPORT:</b>  Materials provide all students, including those who read below</p>	<p><b>Required</b>  <b>8a)</b> As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>students with <b>understanding the text</b> itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		
	<p><b>Required</b> <b>8b)</b> Materials <b>do not confuse or substitute</b> mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p><b>Required</b> <b>8c)</b> Materials include <b>guidance and support</b> that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p><b>Required</b> <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p><b>Required</b> <b>8e)</b> Materials are <b>easy to use and well organized</b> for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p><b>Required</b> <b>8f)</b> Support for English Learners and diverse learners is provided. Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, etc.).		
	<b>8g)</b> The content can be <b>reasonably</b> completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.

**FINAL EVALUATION**  
*Tier 1 ratings* receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.  
*Tier 2 ratings* receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.  
*Tier 3 ratings* receive a “No” for at least one of the Non-negotiable Criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>6</sup></b>	1. Quality of Texts	<b>Yes</b>	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. The texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials also provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language and a sequence or collection of quality texts of grade-level

<sup>6</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	<b>No</b>	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks do not include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	<b>Yes</b>	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)</b> <sup>7</sup>	4. Foundational Skills	<b>N/A</b>	Not applicable to this grade level.
<b>III. Additional Criteria of Superior Quality</b> <sup>8</sup>	5. Range and Volume of Texts	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	6. Writing to Sources, Speaking and Listening, and Language	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	7. Assessments	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	8. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier 3, Not representing quality</u></b>			

\*As applicable

<sup>7</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

<sup>8</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

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

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

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

The [2022-2023 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: A.E. Phillips, Ascension, Belle Chasse Academy, Bienville, Caddo, Calcasieu, Catholic Diocese of Baton Rouge -REACH Department, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Louisiana Virtual Charter Academy, LSU Laboratory School, Orleans, Monroe City Schools, Morehouse, Orleans, Ouachita, Plaquemines, Rapides, Richland, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, University View Academy, Vermillion, Webster, West Feliciana, and Zachary Community Schools. This review represents the work of current classroom teachers with experience in grades 9-12.

Appendix I.

Publisher Response

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



Title: Louisiana, English I

Grade: English I

Publisher: Edmentum Inc.

Copyright: 2022

Overall Rating: Tier 3, Not representing quality

Tier 1, Tier 2, Tier 3 Elements of this review:

<b>STRONG</b>	<b>WEAK</b>
1. Quality of Texts (Non-negotiable)	2. Text-Dependent Questions (Non-negotiable)
3. Coherence of Tasks (Non-negotiable)	

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

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



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

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

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

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

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

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

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

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<sup>3</sup> **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

<sup>4</sup> For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
<b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> <b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</b>				
<p><b>Non-negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. The texts in Unit 1 range in Lexile levels from 730-1140. W.W. Jacobs’s “The Monkey’s Paw,” is included in Semester A, Unit 1. This text is an 870 Lexile, and while this is relatively low for English I, the text contains “some moderately complex language features, such as archaic vocabulary and/or complex sentence structure.” Likewise, in Unit 3, students read <i>The Story of My Life</i>, a memoir with an 1100 Lexile. The text complexity indicates that the narrative structure is “largely simple as it follows narrative conventions with no major shifts in point of view; the language, however, contains some figurative language and artful or unusual turns of phrase.” Also, in Unit 4, the materials include informational texts such as “Nobel Goes for Developing Drugs from Nature” which is a 1050 Lexile. The text complexity document notes that this text “includes moderately complex language features such as vocabulary and sentence structure.” Additional informational texts, including “Clean Tech Rises Again...” challenge students with more complex language that is “sometimes technical, archaic, subject-specific, or</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>academic.” Overall, Semester A texts are appropriately complex for the grade level, and text analysis information included in the materials accounts for quantitative and qualitative measures. Likewise, in Semester B, Lexile levels of texts range from 810 to 1540. In Unit 1, students read Shakespeare’s <i>Romeo and Juliet</i>; “the dense and figurative language of this text is balanced with texts like “Pyramus and Thisbe” which is less complex because of its chronological structure and contemporary language.” Likewise, Unit 2 focuses on nonfiction text. Some of the texts are considered complex, such as “Katherine Johnson Biography,” which contains “moderately complex language features such as discipline-specific language related to science and technology and requires students to possess moderate levels of technical or discipline-specific content knowledge.” Finally, in Semester B, Unit 4, students again focus on nonfiction and informational text. The text complexity document indicates that the expository articles such as “Racial and Ethnic Disparities in Educational Attainment Persist in Rural America” and infographics such as “Healthy Food Environments: Improving Access to Healthier Food” are considered very complex as they require students to possess technical language and discipline-specific knowledge. Scaffolds, such as charts and graphics are available to aid in student understanding.</p>	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	<p><b>Required Indicator 1b)</b> At least 90% of provided texts, <b>including read-alouds in K-2</b>, are of <b>publishable quality</b> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p><b>Yes</b></p>	<p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. For example, in Semester A, Unit 1, students read “The Monkey’s Paw” by British author W.W. Jacobs. This text is well-crafted and considered an important work of horror-fiction. Students also read “The Tell-Tale Heart,” by American author Edgar Allen Poe, who is considered one of America’s most important writers, and this particular short story, first published in 1843, is one of his most well-known works. Both stories are authentic, non-instructional texts. In Unit 2, Leaving a Legacy, students read “Letter from Frederick Douglass to Harriet Tubman.” This work represents quality content and language. It is written by a seminal figure in American history and provides key opportunities for students to analyze an author’s claim. Likewise, the materials include a video of a speech on health and nutrition given by former First Lady Michelle Obama. This speech is an authentic source that provides a rich opportunity for students to examine content, language, and writing in a speech. Finally, in Unit 4 of Semester A, students read a short informational text, “Nobel Goes for Developing Drugs from Nature.” This text from <i>Science News for Students</i> is of publishable quality and allows</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>students to analyze how an author develops and refines ideas. In Semester B, Unit 2, students read “The Perfect Match,” by Ken Liu, a well-known science fiction author, and “Katherine Johnson Biography” by NASA. These published works are produced by notable authors and experts. In Unit 3 of Semester B, students examine historically significant speeches by figures such as Frederick Douglass and Shirley Chisholm. Finally, Unit 4 contains a published blog post entitled “Two Communities, Two Stories: The Urban Food Crisis,” by L. Barker. This unit also contains works by two governmental agencies including “Food Gardens,” by the National Park Service, and “Healthy Food Environments: Improving Access to Healthier Food,” by the CDC. These works are supported by the standards and support students in developing grade-appropriate work.</p>	
	<p><b>Required</b>  <b>1c)</b> Materials provide a <b>coherent sequence or collection of connected texts</b> that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> <li>In grades <b>K-2</b>, 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 texts. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. In Semester A, Unit 1, Page Turners and Plot Twists, students read a collection of short stories and “explore connections among the stories, focusing on how authors of contemporary stories draw on and transform themes from classic source material.” By the end of the unit, students understand how an author’s choices can keep readers on the edge of</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.		<p>their seats. Specifically, in Unit 1, Lesson 5, Comparing a Text to Source Material in “The Monkey’s Paw” and “New Chicago,” students compare Kelley Armstrong’s “New Chicago” to W.W. Jacobs’s “The Monkey’s Paw.” Students analyze how Armstrong draws on and transforms the events and message in “The Monkey’s Paw” in her own story. Students begin this lesson by completing a graphic organizer that requires them to identify the similarities and differences in the plots of the two texts. They then complete a graphic organizer to compare and contrast the themes of the texts. By the end of the lesson, students write a response that analyzes how “New Chicago” draws on and transforms “The Monkey’s Paw” to develop themes. This lesson, its tasks, and its assessment connect topics and ideas and demand students cite multiple texts connected by theme and idea. Likewise, in Unit 3, materials build understanding of point of view across texts. Themes and ideas are connected by a Guiding Question: “What shapes our identities?” For example, in Lesson 4, Comparing Point of View in “The Cutting of My Long Hair” and “By Any Other Name,” students compare and contrast “The Cutting of My Long Hair” and “By Any Other Name.” Students respond to teacher guided questions in a scaffolded discussion: “How does Santha respond when her teacher asks her name? What might this reveal about the author’s beliefs about her experience at</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>school?" In their discussion responses, students cite evidence. Later in the lesson, students discuss questions: "How do these texts help you understand how identity is shaped? Do they challenge any ideas you held previously?" These questions demand that students cite multiple texts connected by an idea and aligned with the Unit Guiding Question. Finally, the materials in this lesson include a task that involves crafting a claim that expresses a similar and different point of view. The materials include sections where the teacher models how to use the semicolon to separate comparing and contrasting concepts and how to use conjunctive adverbs to modify or connect clauses. Language knowledge is built in a purposeful way and is connected to the reading tasks. Additionally, Semester B, Unit 1, includes texts that are connected to <i>Romeo and Juliet</i> through a central theme of love and conflict. The materials include vocabulary support and side-by-side translations for the archaic language. Students make connections between topics in Unit 1. For example, Lesson 1, Examining Language in <i>Romeo and Juliet: The Prologue</i> includes a group discussion to respond to the questions: "What did the Prologue make you predict about the play as a whole?" and "Why do you think this information was included in the Prologue?" Students cite textual evidence in support of their thinking. In Lesson 3, Analyzing Character Interactions in <i>Romeo and Juliet: Act 1, Scenes 3-4</i></p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>students, "Write an analysis exploring Juliet's character development, drawing upon strong text evidence." Scaffolded activities and teacher read-alouds and think-alouds build student comfort and familiarity with difficult language. Finally, in Semester B, Unit 2, students are introduced to the topic of "More Than Just Fun and Games." Students "get into small groups to discuss some possible thematic statements around how humans interact with technology." The materials include several opportunities for writing including Lesson 1, Determining and Analyzing Theme in "The Perfect Match" which asks students to determine and analyze the theme in "The Perfect Match." Later, in Lesson 3, Analyzing Portrayals of Katherine Johnson in Different Mediums, students, "Write a paragraph that synthesizes different sources from various mediums." These writing activities build to a final expository essay at the end of the unit that requires students to explain the impact of technology.</p>	
	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>Yes</b></p>	<p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. In Semester A, Unit 3, the materials require rereads so students can compare and contrast the point of view of authors. For example, students compare the two personal narratives, "The Cutting of My Long Hair," by Zitkala-Sa, and "By Any Other Name," by Santha Rama Rau. Students use these texts repeatedly to gather evidence on</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>a graphic organizer that is ultimately used to craft a written response to the question: "How do these texts validate, challenge, or refine the idea of how our identities are shaped?" Repeated references to these texts support knowledge building across the texts and topics. To continue, in Unit 4, Lesson 2, Analyzing How Authors Connect Ideas in "Survival Is Your Own Responsibility," students work with the informational text, "Survival is Your Own Responsibility." This text is revisited across lessons to build knowledge. For example, students begin by deconstructing the title to make predictions. Students summarize key sections of the reading before finally analyzing how the author, Daryl R. Miller, unfolds and connects his ideas in the text. Across several lessons, students consider how he introduces, orders, develops, and connects his ideas in the text. The rereads in the materials have specific purposes and emphasize knowledge building across the unit. This is evident in the Unit Activity which requires students to revisit texts to support their thinking. For example, Unit 4 texts explore humans' various interactions with nature. To complete the expository essay, students return to texts within the unit to choose facts, specific details, examples and/or quotations to develop their topic. Likewise, in Semester B, Unit 1, students understand the difference between summarize and paraphrase. Using original text and side-by-side translations, students</p>	

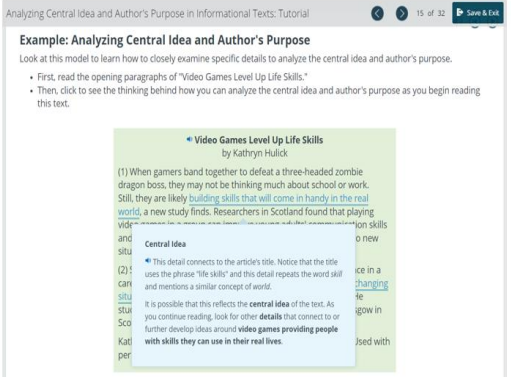
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>develop an understanding of the characters and story in <i>Romeo and Juliet</i>. Students complete multiple, careful readings in order to answer the Guiding Question: “How do relationships ignite and resolve conflict?” Using textual evidence, students analyze the author’s use of structure, dramatic irony, and word choice. They develop claims about a scene in different mediums and write a literary analysis that explains how the theme is developed. This task includes a Discuss and Think section where students respond to the question “If you were to create a painting of the scene, which details would you emphasize in the painting, and which would you leave out?” Finally, in Unit 2, Lesson 1, Determining and Analyzing Theme in “The Perfect Match,” students work in small groups to read paragraphs 11-18 of “The Perfect Match” and “mark details that reveal characters’ perspectives and choices.” Students later use these annotations to respond to the question, “What theme, or message, might the author be developing around technology?”</p>	
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>2. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of</p>	<p><b>Required</b>  <b>2a) A majority of questions in the materials are text dependent and text specific;</b> student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. In Semester A, Unit 1, the materials include text-dependent questions based on the readings. For example, students read the short story “Games at Twilight” by Anita Desai, and analyze the stages of the plot. They then respond to a tech-enhanced question: “How</p>	

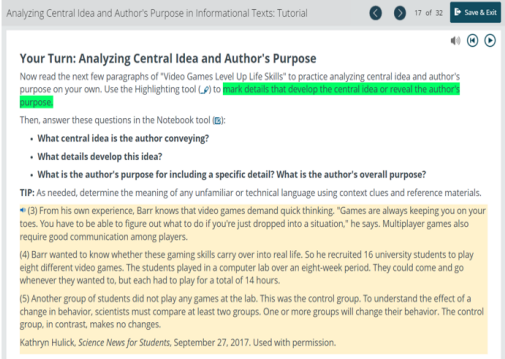
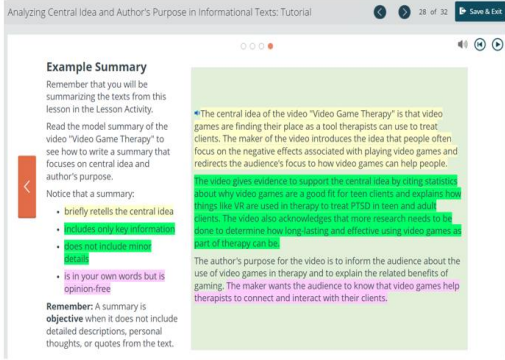
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
<p>meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>			<p>does an author develop tension in each stage of a plot? Match each description of suspense to the plot stage where it is located. Drag each tile to the correct box.” Students also analyze how the author builds tension in the story by answering questions including, “What is the main conflict in the story?” “Where does each stage of the plot begin and end?” and “How does each section build on the previous section?” By the end of the lesson, the materials include a writing prompt in which students cite evidence to explain how Desai builds tension in the rising action and climax of the story. To continue, in Unit 3, Lessons 6 and 7, students analyze two accounts of an important event in Helen Keller’s life. To begin the lesson, students draw on and share any prior knowledge they may have about Helen Keller and discuss with a partner what they notice, admire, and wonder about Keller’s life based on the provided background information. Students then generate questions about Keller’s life. A discussion and dialogue opportunity follows as students consider: “How do your questions connect to the Guiding Question of the unit, ‘What shapes our identities?’ How do they spark thinking about the experiences that shaped Keller’s identity?” As the lesson continues, students respond to more text-specific questions including, “How might Keller’s experiences have shaped her identity?” Students then respond to text-specific multiple choice questions including,</p>	

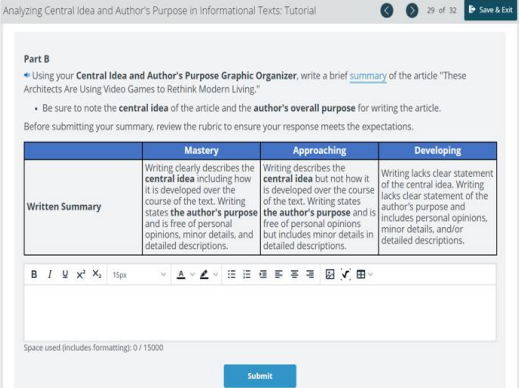
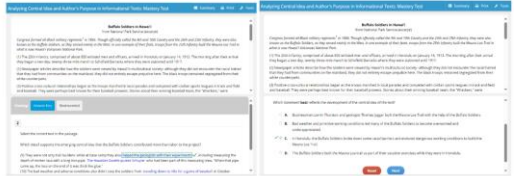


CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>“Look at paragraphs 6–8 again. What do the descriptions of learning with Sullivan emphasize about Keller?” and “What is emphasized about Keller meeting with her family in the last paragraph?” By the end of this lesson, students respond to the following writing prompt that again demands the use of cited evidence: “Draft your comparative analysis by responding to these questions: “Which details are emphasized in each account of the event (Helen Keller learning how to speak)?” and “What impact does that emphasis have on the two portrayals of the event?” Students include a claim, supporting evidence, and original commentary in their writing. In Semester B, Unit 2, Lesson 1, Determining and Analyzing Theme in “The Perfect Match,” students support answers using the text “The Perfect Match” by Ken Liu in response to how the characters changed or what they learned. Also, in this lesson, students use “The Perfect Match” to identify details that support the theme. Students continue to analyze theme and message in small groups as they read and annotate paragraphs 11-18, collecting details that reveal characters’ perspectives and choices. These text details answer the question: “What theme, or message, might the author be developing around technology?” Finally, the Guiding Question of Semester B, Unit 4 is “How can disruption result in change?” Students work throughout the unit “to determine the usefulness, credibility, and</p>	

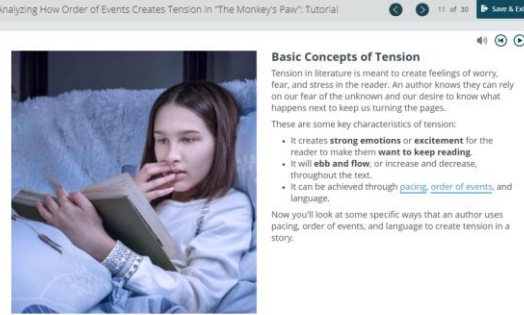
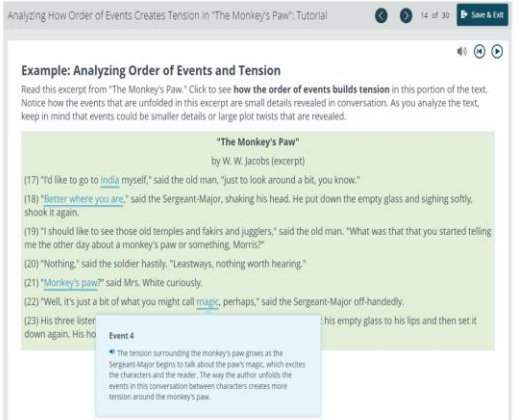
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			reliability of sources” and to summarize and synthesize their knowledge. In Lesson 3, Evaluating Sources to Determine Usefulness and Connections to the Research Topic, students read “My Hood is Bad for My Health” and respond by constructing a summary and identifying the central idea of the text. Students discuss the text with a partner and “qualify or justify their own understanding as they engage with their partner’s bias.” These text-specific questions and tasks allow students to evaluate the sources on the basis of usefulness to the reader.	
	<p><b>Required</b></p> <p><b>2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity</b> required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<b>No</b>	<p>While some questions and/or tasks include the language of the standards, they do not require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. The Curriculum Coverage Report outlines all the grade-level standards addressed across the units. In Unit 1, Page Turners and Plot Twists, Analyzing Theme Development in “New Chicago,” the report lists RL.9-10.2, which focuses on analyzing the theme or central idea as it develops over the course of the text, as being addressed. Students interact with the text over the course of several lessons. While each lesson offers a focus on the theme, the majority of questions do not meet the grade-level standard. Questions such as, “In ‘New Chicago,’ what theme does the author develop about challenging fate?” “Which three sentences from the text</p>	<p>The course includes questions and tasks that include the language of the standards and addresses standards across multiple lessons, which we believe do require students to engage in thinking at the depth and complexity required by the grade-level standards. When taken together, the lessons in both Semester A and B of English I do advance and deepen student learning over time. The standard RL.9-10.2 requires that students develop skills to “determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.” In addition to those lessons listed in the Curriculum Coverage Report, students get practice working with the “central idea” component of this standard over time and at additional depth in Semester B, Unit 2, “Analyzing</p>

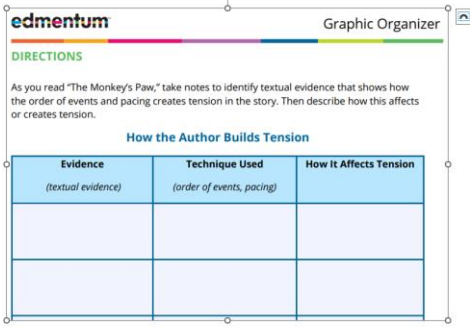

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>demonstrate how the author unfolds the theme that there are consequences for challenging fate?" and "What detail best helps you understand the theme there are consequences for challenging fate?" In the Your Turn: Close Reading for Theme in "New Chicago," students read an excerpt from the text and "mark details that are flashbacks." Then, students respond to the question, "How do these details develop the theme there are consequences for challenging fate?" While questions are theme-based, they do not demand students to think at the depth of the standard or determine how the theme develops over time. Theme is addressed again in Semester B. In Unit 2, Lesson 1, Determining and Analyzing Theme in "The Perfect Match," standard RL.9-10.2 is addressed, but not to the full depth of the standard, in the Build Key Concepts section of the materials. Students brainstorm why "conflict or a change in a character's perspective might reveal a theme by considering the book or film they discussed earlier...." Again, the lesson focuses on identifying the theme rather than its development over time. Standard RI.9-10.6 is addressed, but not at the full depth of the standard, in Unit 3, Looking Inward, Comparing Point of View in "The Cutting of My Long Hair" and "By Any Other Name." The standard specifies that students are to determine the author's point of view or purpose and analyze how the author uses rhetoric to advance that point of view or</p>	<p>Central Idea and Author's Purpose in Informational Texts" and, Unit 3, "Analyzing an Author's use of Rhetoric to Advance Purpose in 'What to a Slave is the Fourth of July?'"</p> <p>In the Unit 2 lesson "Analyzing Central Idea and Author's Purpose in Informational Texts", for example, students engage in learning tasks that cover not only the determination of the central idea, but also are required to demonstrate the ability to identify how that central idea is shaped and refined by specific details when they are asked to "mark details that develop the central idea" as they engage with the informational text "Video Games Level Up Life Skills."</p>  <p>Figure 1. Direct instruction about central idea in an informational text.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>purpose. The focus of this lesson, however, is comparing the two points of view presented in the two personal narrative texts. The lesson does not meet the grade-level standard nor require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.</p>	 <p>Figure 2. Students then get to practice marking details that develop the central idea.</p> <p>Students also engage with the requirement to summarize later in the lesson when they go at their own pace through a worked example of a summary that determines the central idea and includes details that developed over the course of the text.</p>  <p>Figure 3. Students can click at their own pace as this slide builds a worked example of a summary that identifies key components of what is required by the standard.</p> <p>They are then asked to write their own summary of an article. This task aligns with</p>

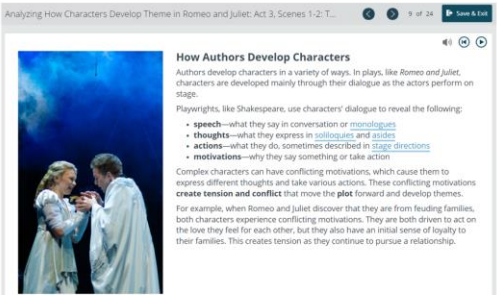
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p>the depth of the standard as it provides students with a rubric indicating that achieving mastery shows that their “Writing clearly describes the central idea including how it is developed over the course of the text.”</p>  <p>Figure 4. This zero-stakes self-checked activity gives students the opportunity to practice writing a summary that “clearly describes the central idea including how it is developed over the course of the text,” which draws on the language of the standard and gives students the depth of learning the standard expects.</p> <p>The Post-Test for Unit 2 also assesses this standard in depth and with respect to both theme and central idea, ensuring that they can demonstrate the fullness and complexity of this standard.</p>  <p>Figures 5a-b. Two sample questions from the test assessing students' ability to identify details that support the “emerging central idea” and its “development” over the text. Both utilize the language of the standard.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p>Teachers and students will see similar attention to the central idea aspect of RL.9-10.2 in Unit 3, "Analyzing an Author's use of Rhetoric to Advance Purpose in 'What to a Slave is the Fourth of July?'" As such, we believe the course gives students a variety of lessons that contribute to their ability to demonstrate mastery of this standard with both literature and informational texts, across both semesters of the course, and engages them in learning all aspects of the standard to the depth and complexity required.</p> <p>Another example of how the course meets this expectation of the evaluation can be seen in Semester A, Unit 1 lesson "Analyzing How Order of Events Creates Tension in Monkey's Paw", which addresses, in part, standard RL.9-10.5. In this tutorial, students analyze how an author uses the order of events to create tension and mystery in "The Monkey's Paw" through a layered approach throughout the unit. In the early part of the tutorial, students receive instruction on techniques authors use to create and build tension and suspense.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				 <p>Figure 6. An example of the direct instruction students receives about how authors' choices create the effect of tension. The language of standard RL.9-10.5 is included in the instruction.</p> <p>Students are then given a worked example of a close read identifying the sequence of events and how tension is created.</p>  <p>Figure 7. Students proceed at their own pace through a worked example analyzing the order of events that the author uses to build tension.</p> <p>Then, students are given a graphic organizer which they revisit at various points in the lesson. This graphic organizer helps students respond to the overarching question—how</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p>an author uses the order of events to create tension and mystery—as the lesson progresses. Students track the events, and techniques and offer connections and analysis.</p>  <p>Figure 8. The graphic organizer that accompanies this lesson and helps to scaffold students' learning for standard RL.9-10.5.</p> <p>The Read and Analyze activity provides students with another opportunity to dive deeper into answering the overarching question.</p>  <p>Figure 9a-b. Two of the questions in the Read and Analyze activity in this lesson also use the language of the standards and help ensure that students are engaging in thinking at the depth and complexity that the standard requires.</p> <p>In these ways, the lesson contributes to students' understanding and ability to “Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				<p>(e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise” (RL.9-10.5). Similarly, we believe that RL.9-10.3 is addressed at the depth and complexity required by this standard, in part through the learning students do with <i>Romeo and Juliet</i>. See for example, Semester B, Unit 1’s lesson “Analyzing Character Motivations in <i>Romeo and Juliet</i> Act 1, Scenes 1-2.” In this tutorial, students analyze Romeo’s character development. Students are introduced to elements that offer insight into how characters are developed- language, conflict, etc.</p>  <p>Throughout the tutorial, students are asked questions that layer their understanding of Romeo’s character development, especially in the Read and Analyze components of the lesson. They are also provided with a graphic organizer that helps them analyze some of the complex characters in the play.</p>

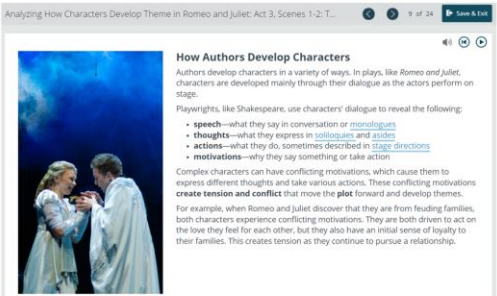


Figure 10. Direct instruction that uses the language of standard RL.9-10.3 as students learn to analyze how complex characters develop over the course of a text, interact with each other, and advance the plot.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE																								
				<p>Analyzing How Characters Develop Theme in Romeo and Juliet: Act 3, Scenes 1-2: T...</p> <p><b>Read and Analyze</b></p> <p><b>Characters and Theme in Act 3, Scene 1</b></p> <p>* Read Act 3, Scene 1 and answer the questions. As you read, use the highlighting tool (H) to <b>highlight the characters' motivations, actions, and interactions</b>. As you note these details, be sure to fill in your graphic organizer. Remember to examine the meaning of <b>figurative language</b> in the characters' dialogue to determine what that reveals about the characters. Think about how the conflict and actions of the characters develop this theme:</p> <ul style="list-style-type: none"> <li>When conflict is not resolved, it can escalate to violence, which can have damaging consequences.</li> </ul> <p>TIP: Remember to use these other <a href="#">strategies</a> to help you make meaning of the text and understand the characters.</p> <div style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>Romeo and Juliet</b> Act 3, Scene 1 A public place</p> <p>(Enter MERCUTIO, BENVOLIO, Page, and Servants)</p> <p>BENVOLIO: I pray thee, good Mercutio, let's retire: The day is hot, the Capulets abroad, And, if we meet, we shall not scape a brawl; For now, these hot days, is the mad blood stirring.</p> <p>(S) MERCUTIO: Thou art like one of those fellows that when he enters the confines of a tavern claps me his sword upon the table and says 'God send me no need of thee!' and by the operation of the second cup draws it on the drawer, when indeed there is no need.</p> </div> <p>Figure 11. In the Read and Analyze section of the lesson, students get zero-stakes opportunities to practice analyzing complex characters.</p> <p><b>edmentum</b> <span style="float: right;">Graphic Organizer</span></p> <p><b>DIRECTIONS</b> Use this graphic organizer to take notes about Mercutio, Romeo, and Tybalt. In the first three columns, identify each character's actions, motivations, and interactions in the scene. In the last two columns, describe how each character moves the plot forward and develops the theme.</p> <p style="text-align: center;"><b>Character Analysis</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Characters</th> <th style="width: 15%;">Actions</th> <th style="width: 15%;">Motivations</th> <th style="width: 15%;">Dialogue/interactions</th> <th style="width: 15%;">How does this character move the plot forward in this scene?</th> <th style="width: 15%;">How does this character develop theme in this scene?</th> </tr> </thead> <tbody> <tr> <td>Mercutio</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Romeo</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tybalt</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Graphic Organizer: Analyzing How Characters Develop Theme in Romeo and Juliet: Act 3, Scenes 1-2</p> <p>Figure 12. The graphic organizer supports students' learning about standard RL.9-10.3, using the language of the standard and ensuring that they get practice at the depth and complexity expected by the standard.</p> <p>Students continue to get practice and develop a depth of understanding of how to “analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a</p>	Characters	Actions	Motivations	Dialogue/interactions	How does this character move the plot forward in this scene?	How does this character develop theme in this scene?	Mercutio						Romeo						Tybalt					
Characters	Actions	Motivations	Dialogue/interactions	How does this character move the plot forward in this scene?	How does this character develop theme in this scene?																							
Mercutio																												
Romeo																												
Tybalt																												

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				text, interact with other characters, and advance the plot or develop the theme” (RL.9-10.3) throughout Unit 1’s lessons as they engage with Shakespeare’s text.
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>3. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>3a) Coherent sequences of questions and tasks</b> focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p><b>Yes</b></p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Each unit is anchored by a Guiding Question which provides a connection between the texts within a Unit. For example, in Semester A, Unit 1, the Guiding Question is “How do authors keep us on the edge of our seats?” In Lesson 1, Analyzing How Order of Events Creates Tension in “The Monkey’s Paw,” students read “The Monkey’s Paw.” The materials build knowledge across the lesson that connects to the Unit’s Guiding Question. For example, the teacher reads aloud paragraphs 19–23 and asks students to focus on paragraph 23 to identify language that creates tension. In Lesson 7, Analyzing Nuance in Words in “The Tell-Tale Heart,” students make meaning of complex texts by analyzing the impact of word choice on meaning and tone in “The Tell-Tale Heart.” Students respond to the question, “In texts meant to keep readers on the edge of their seats, why might it be particularly important to consider the impact of word choice on tone?” Finally, the Unit Activity demands the use of multiple texts and requires students to express their</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>understanding of the texts with the following prompt: “In this activity, you’ll write a literature analysis essay. This is writing that carefully examines a literary text and analyzes how the author creates an experience for the reader. You will use evidence from the texts in this unit to analyze the authorial techniques used to build mystery, tension, or surprise.” Likewise, Unit 4 contains a coherent sequence of questions and tasks that also align to a Unit Guiding Question, “What is our place in nature?” Throughout this unit, questions are aligned to build knowledge towards this Guiding Question. For example, in Lesson 4, Analyzing How Ideas are Developed and Refined in “Nobel Goes for Developing Drugs from Nature,” students read the scientific article, “Nobel Goes for Developing Drugs from Nature,” by Tina Hesman Saey and Laura Sanders, and answer questions, such as “Now that you have read the text, how do you think the authors would answer the Unit’s Guiding Question: What is our place in nature?” Finally, the Unit Activity includes a discussion question aligned to the Guiding Question, “What conclusions can you draw about humans’ place in nature—the way it is or the way it should be—based on the knowledge you’ve gathered from the texts in this unit?” Following this discussion, students write an expository essay citing evidence from multiple texts in the unit. In addition, the Semester B, Unit 2 Activity is</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>an expository essay that requires students to use texts from across the unit to answer the question: "How does technology impact our lives in unexpected ways?" This question connects to "The Perfect Match," by Ken Liu, in Lesson 1, Determining and Analyzing Theme in "The Perfect Match" as students complete a close read of paragraphs 11-18 and mark details that reveal characters' perspectives and choices. Following this activity, students discuss the following question: "What theme, or message, might the author be developing around technology?" Guidance within the materials indicates that students should recognize that "a theme could be that relying on technology to make decisions may be dangerous." Exploration of the Unit's Guiding Question continues in Lesson 4, Analyzing Connections Between Ideas in Informational Text, in the Discuss and Think section of "What is Artificial Intelligence?" In small groups, students discuss and respond to the question, "What are the AI technologies you have experienced, and how do they impact or influence your life?" Again, the lessons within the unit support students' ability to respond to the Unit Activity. In Semester B, Unit 3, Lesson 6, Comparing the Development of Claims and Counterclaims in "On Women's Right to Vote" and "I am the Equal Rights Amendment" Speeches, students read "On Women's Right to Vote" and "I am for the Equal Rights Amendment." They analyze the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>argumentative and rhetorical components in the speeches. The analysis of rhetoric continues in Lesson 7, Drafting a Rhetorical Analysis, with a Rhetorical Analysis Graphic Organizer and then a paired discussion. The unit's culminating task is to write an argument using a variety of rhetorical techniques. Students include "the key portions of a speech: hook, thesis, claims, support, call to action." Examples are provided and students draft, revise, and peer review before submitting the final task. This task requires students to express their understanding of the ideas presented in the texts within this unit.</p>	
	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. In Semester A, Unit 1, students read, write about, and discuss complex texts. For example, in Lesson 3, Analyzing How Pacing and Structure Create Suspense in "New Chicago," students read the science fiction text "New Chicago," by Kelly Armstrong. This lesson begins with a teacher model in which students listen to the teacher read aloud paragraph 1. They deepen their understanding of the tension in the text's first paragraphs by discussing, "How does the author convey tension in the relationship between Tyler and Cole?" Later in this lesson, students write a two-paragraph analysis of how Kelly Armstrong builds tension and suspense in the rising</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>action of “New Chicago.” In Lesson 4, Analyzing Theme Development in “New Chicago,” students engage in an analysis of the language of “New Chicago.” Specifically, they reread the model paragraph without the transition words and discuss how text structure remains intact. By the end of this lesson, students complete a writing task planning document that analyzes the development of theme over the course of the text. Students express their understanding of the text by citing textual evidence that supports the theme and describing how the evidence supports the theme. The series of tasks across the units consistently include reading, writing, speaking, listening, and language. This is evident in Unit 3, Lesson 3, Analyzing Word Choice in “By Any Other Name,” as students read the text “By Any Other Name,” by Santha Rama Rau. The lesson begins with the teacher providing key background information about the story and the students discussing their thoughts on the question, “What words help you understand how the sisters are alike and how they are different? Why do you think the author chose those words?” As the lesson continues, students analyze language by responding to the question, “What words can you think of that have similar shades of meaning?” This language analysis is again evident on Day 2 of the lesson when students share their annotations as evidence to support their analysis of the question,</p>	

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			<p>“What connotation does a phrase like ‘passing interest’ have? What does this choice of language reveal about the author’s perspective?” Discussion opportunities are evident throughout the lesson as students engage in conversation about the complex text by responding to embedded questions such as, “How does Rau use word choice to answer the question: What shapes our identity?” Finally, the lesson ends as students complete a chart identifying words and phrases from the text that “establish the tone and impact the text’s meaning.” Likewise, in Semester B, Unit 2, Lesson 2, Analyzing Central Idea and Author’s Purpose in Informational Texts, students respond to two articles, “Video Games Level Up Life Skills” and “These Architects Are Using Video Games to Rethink Modern Living.” The teacher leads an introductory discussion on the topic of video games and then facilitates further class discussion on the topic, “How might the skills required for gaming be useful for more than just fun?” In the lesson, students engage with the texts to determine the author’s purpose and central idea before close reading a passage to determine the purpose and central idea. Students select evidence to complete the Guided Notes form. After these assignments, students work in small groups to discuss what they learned while reading these texts and whether they look at video games any differently afterwards. This lesson consistently addresses analyzing the</p>	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>author's purpose and central idea. In Semester B, Unit 4, Lesson 4, Evaluating Sources for Credibility and Reliability, students work with the informational blog post: "Two Communities, Two Stories: The Urban Food Crisis." In this lesson, students develop a thorough understanding of the vocabulary words credible and reliable and "brainstorm elements of a text that may suggest that it is credible or reliable (e.g., an author's name, statistics with citations, logical ideas and arguments)." Later in the lesson, the teacher completes a close read of paragraph 1 and models "the process of evaluating a source for bias and omission: The first two sentences in paragraph 1 begin with the phrase 'most of us.' This example of absolute language suggests that the author is speaking on behalf of large groups of people. There are not any citations that reference studies of people's attitudes toward food access, so this may be an example of bias." This examination of language is continued on Day 3 of this lesson as students examine their sources for credibility and reliability and record their finalized sources using MLA citation guidelines.</p>	
	<p><b>Required</b>  <b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and</li> </ul>	<p><b>Yes</b></p>	<p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and</p>	

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	<p>thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>		<p>relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. In Semester A, Unit 1, Lesson 3, Analyzing How Pacing and Structure Create Suspense in “New Chicago,” students analyze how pacing and structure create suspense in “New Chicago.” This lesson requires students to advance their understanding of word relationships. The materials provide teacher guidance such as, “Paragraph 1 establishes that Cole is ‘hurrying’, which creates a sense of urgency. The sellers are called ‘predators’ who are ‘preying on hope,’ which creates a pessimistic tone. People have few resources. This context suggests conflict, which creates tension. How does the author convey tension in the relationship between Tyler and Cole?” Later, Unit 1, Lesson 7, Analyzing Nuance in Words in “The Tell-Tale Heart” includes questions and tasks that support students in examining vocabulary. For example, on Day 1, teachers “Reiterate that Poe is known for his macabre tone. Direct learners to use a reference material to verify the meaning of the words tell-tale (‘revealing something’) and macabre (‘disturbing’ or ‘gruesome’). Encourage learners to think about how these words may relate to the idea of keeping readers on the edge of their seats. Prompt learners to make predictions about the language they may encounter in a text with a macabre tone.” This examination of language</p>	

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			<p>continues within the lesson as students examine connotative meanings in “The Tell-Tale Heart,” “When describing the man’s eye, Poe writes, ‘it fell upon me.’ Fell upon is similar in denotative meaning to phrases like gazed at or leered at. Gazed at has a neutral connotation; it suggests that someone is looking without concentration.” This study of words is connected to the complex text rather than done in isolation. Unit 4 also includes questions and tasks that focus on advancing depth of word knowledge. For example, in Lesson 6, Drawing Connections Between Ideas in “The Wild Parks and Forest Reservations of the West,” students build their understanding of thematically related words such as ‘environmental consciousness’ with the following guidance: “Explain to learners that John Muir’s poetic texts about nature became important in the “environmental consciousness movement.” Prompt students to draw on their prior knowledge of the words in this phrase and make a guess about what this movement was. Alternatively, draw lines to split a piece of chart paper into thirds, write one of the words in each section, and invite students to sketch drawings that capture the meaning of that word.” Materials also provide an ELA vocabulary list that is supported by tutorials within the lessons. For example, in Semester B, Unit 3, Lesson 4, Analyzing Purpose, Audience, and Message in “Four Freedoms,” words, such as evidence, message, and purpose, are outlined in the teacher-led</p>	

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			<p>introduction to build key concepts prior to reading President Roosevelt's speech. The tutorial section also includes words and phrases, such as alliteration, call to action, claim, and ethos. More terms are provided as students discuss revising and editing. Grammar Connection provides students "practice with editing for grammar by asking volunteers to edit a sentence for subject-verb agreement." Semester B, Unit 4, Lesson 7, Strengthening Writing through Editing, Revising, and Feedback includes a Grammar Connection for students to examine parallel structure. Students practice correcting sentences that use parallel structure. Support for English Learners is provided in a discussion about recognizing patterns for each descriptive phrase. A Grammar Connection then follows with a focus on commas, an essential component in parallel phrases. Support for students at multiple levels is provided through teacher guidance, such as "If learners struggle with revising for semicolons, provide modeling on taking two independent clauses and connecting with a semicolon."</p>	
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>				
<p><b>Non-negotiable*</b>  <b>4. FOUNDATIONAL SKILLS:</b>  Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics,</p>	<p><b>Required *Indicator for grades K-5 only</b>  <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p><b>N/A</b></p>	<p>Not applicable for this grade level.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
<p>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>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required *Indicator for grades K-1 only</b> <b>Indicator 4b)</b> Materials provide grade-appropriate instruction and practice for the <b>concepts of print</b> (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).</p>	N/A	Not applicable for this grade level.	
	<p><b>Required *Indicator for grades K-1 only</b> <b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A	Not applicable for this grade level.	
	<p><b>Required *Indicator for grades K-5 only</b> <b>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	N/A	Not applicable for this grade level.	
	<p><b>Required *Indicator for grades K-5 only</b> <b>Indicator 4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency words using</b> multisensory techniques.</p>	N/A	Not applicable for this grade level.	
	<p><b>Required *Indicator for grades K-5 only</b> <b>4f)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p>	N/A	Not applicable for this grade level.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	<p>This should include monitoring that will allow students to receive regular feedback.</p>			
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4g)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate <b>rate, expressiveness, and accuracy.</b></p>	N/A	Not applicable for this grade level.	
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4h)</b> Materials provide <b>instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>• In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>)</li> <li>• 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</li> </ul>	N/A	Not applicable for this grade level.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	automaticity with grade-level regular and irregular spelling patterns.			
	<b>Required *Indicator for grades K-2 only</b> <b>4i)</b> Materials provide opportunities for teachers to <b>assess</b> students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.	<b>N/A</b>	Not applicable for this grade level.	
	<b>Required *Indicator for grades K-5 only</b> <b>4j)</b> Foundational Skills materials are <b>abundant and easily implemented</b> so that teachers can spend time, attention and practice with students who need foundational skills supports.	<b>N/A</b>	Not applicable for this grade level.	
<b>Section III. Additional Criteria of Superior Quality</b>				
<b>5. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>5a)</b> Materials seek a <b>balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) <ul style="list-style-type: none"> <li>The majority of informational texts have an informational text structure.</li> <li>In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<b>Required</b> <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.<sup>5</sup></p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required *Indicator for grades 3-12 only</b> <b>6b)</b> The <b>majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b>, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required</b> <b>6c)</b> Materials include multiple <b>writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> <li>As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required</b> <b>6d)</b> Materials address the <b>grammar and language</b> conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

<sup>5</sup> Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	<ul style="list-style-type: none"> <li>For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction as a way to develop more complex sentence structure and usage.</li> </ul>			
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative and self-assessment measures.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required</b> <b>7b)</b> Materials <b>assess student understanding of the topics, themes, and/or ideas</b> presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required</b> <b>7c)</b> Aligned <b>rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required</b> <b>7d)</b> Measurement of progress via assessments include <b>gradual release of supporting scaffolds</b> for students to measure their independent abilities.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> to all students.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
<p><b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend</p>	<p><b>Required</b> <b>8a)</b> As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with <b>understanding the text</b> itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
<p>grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>8b)</b> Materials <b>do not confuse or substitute</b> mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required</b>  <b>8c)</b> Materials include <b>guidance and support</b> that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required</b>  <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required</b>  <b>8e)</b> Materials are <b>easy to use and well organized</b> for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required</b>  <b>8f)</b> Support for English Learners and diverse learners is provided. Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, etc.).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	<b>8g)</b> The content can be <b>reasonably</b> completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.				
<b>Compile the results for Sections I-III to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>6</sup></b>	1. Quality of Texts	<b>Yes</b>	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. The texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials also provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language and a sequence or collection of quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.	
	2. Text-Dependent Questions	<b>No</b>	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both	Click or tap here to enter text.

<sup>6</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			written and spoken responses. Questions and tasks do not include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.	
	3. Coherence of Tasks	<b>Yes</b>	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.	
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)</b> <sup>7</sup>	4. Foundational Skills	<b>N/A</b>	Not applicable to this grade level.	
<b>III. Additional Criteria of Superior Quality</b> <sup>8</sup>	5. Range and Volume of Texts	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	

<sup>7</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

<sup>8</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	6. Writing to Sources, Speaking and Listening, and Language	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	7. Assessments	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	8. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b>Tier 3, Not representing quality</b>				

\*As applicable

Appendix II.

Public Comments

There were no public comments submitted.