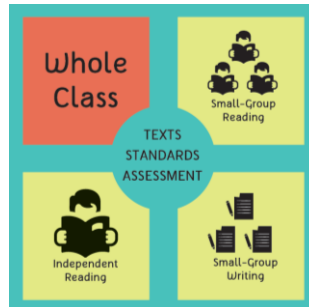



Qualified for Abbreviated Review¹

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


 Title: **EL Education Language Arts Curriculum 2nd Edition**

 Grade: **6-8**

 Publisher: **EL Education, Inc.**

 Copyright: **2019**

 Overall Rating: **Tier 1, Exemplifies 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)	
4. Foundational Skills (Non-negotiable)	
5. Range and Volume of Texts	
6. Writing to Sources, Speaking and Listening, and Language	
7. Assessments	
8. Scaffolding and Support	

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

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

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

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

Click below for complete grade-level reviews:

[Grade 6 \(Tier 1\)](#) [Grade 7 \(Tier 1\)](#) [Grade 8 \(Tier 1\)](#)

¹ Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://www.edreports.org/reports/overview/el-education-6-8-2019/grades-6-8>.

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

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



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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>			
<p>Non-negotiable 1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. 	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. In Module 1, Greek Mythology, students read both informational and literary texts as they explore Greek mythology. For example, students read the literary text <i>Percy Jackson & The Olympians: The Lightning Thief</i> (680L), by Rick Riordan, as the anchor text. The text analysis notes that, although the quantitative measure is below the recommended grade level, the qualitative measures of Meaning/Purpose, Text Structure, Language Features, and Knowledge Demands are all very complex due to the complexity of themes, multiple shifts in time and setting, intersecting subplots, extensive dialogue, use of figurative language, and strong background knowledge needed in classic Greek mythology. To assist in building the necessary Greek mythology base, students also read the classic myths “Cronus” (990L) and “Medusa” (1000L), by E.M. Berens. These literary works fall within the 6-8 grade band for Lexile and support the overall topic of the module. Though they are at the lower end of the quantitative range, the qualitative measures of the texts range from</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>slightly complex, due to the narrative structure of the text, to very complex, due to the knowledge demands and meaning/purpose of the text. The texts are intentionally used to make “the topic of Greek mythology engaging and empathy-building for students,” and work “to build a deeper knowledge about Greek mythology and its relevance today.” In Module 2, Critical Problems and Design Solution, students read the anchor text, <i>The Boy Who Harnessed the Wind</i>, by William Kamkwamba and Bryan Mealer (RL 850). The text is below grade level following quantitative measures, but qualitative measures, such as tasks including determining the central idea and finding figurative language in Unit 2, increase the complexity. Students also read additional texts “William Kamkwamba’s Electric Wind,” by Cynthia Levinson (RL 940), and “The Hippo Roller” (RL 1100) which are appropriate by quantitative measures. In Module 3, American Indian Boarding Schools, students read both literary and informative texts on the topic of American Indian Boarding Schools. For example, students read the literary text, <i>Two Roads</i> (740L), by Joseph Bruchac. The text analysis states that, while the quantitative measure of the text is below the recommended grade level (Grades 2-3), the qualitative complexity is appropriate for Grade 6. According to the Text Complexity Analysis, “The low Lexile of this text is largely owing to the voice of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>narrator, who speaks in short, simple sentences. However, the task of making meaning from this text is far from simple. To understand the novel, students must identify interwoven and nuanced themes, as well as, consider multiple perspectives.” Students also read the informational text, “The Land of Red Apples” (1040L), an excerpt from a memoir by Zitkala-Sa. Quantitatively, the text falls within the 6-8 grade band and is deemed appropriate for the grade. Qualitatively, the text is moderately complex relative to meaning/purpose, text structure, and language features. The text is mainly sequential from the perspective of the narrator; however, the vocabulary is sophisticated and likely unfamiliar to students. The knowledge demands are very complex due to the context and background knowledge most students have - especially at the beginning of the module when the text is studied. Students work with the text in a supported close read so that it is more accessible to all students. In Module 4, Remarkable Accomplishments in Space Science, students read the anchor text <i>Hidden Figures</i> Young Readers’ Edition (1120L), by Margot Lee Shetterly. The text and additional texts including, <i>Hidden Figures: The True Story of Four Black Women and the Space Race</i> (980L), by Margot Lee Shetterly and Laura Freeman, “Special Message to the Congress on Urgent National Needs” (1370L), by President John F.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Kennedy, “This is How the Space Race Changed the Great Power Rivalry Forever” (1310L) by Martand Jha, and “Moon Dust and Black Disgust” (1190L), by Booker Griffin, are all at or above grade-level expectations using quantitative measures. The meaning, structure, and knowledge demands raise the complexity.</p>
	<p>Required Indicator 1b) At least 90% of provided texts, including read-alouds in K-2, 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.</p>	<p>Yes</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. In Module 1, Greek Mythology, students read <i>Percy Jackson and the Olympians: The Lightning Thief</i>, by Rick Riordan. The widely published novel shares the story of Percy Jackson, a twelve-year-old diagnosed with dyslexia and ADHD, who discovers that he is a demigod. This novel has been made into a movie and spawned sequels and subsequent book series based on various types of mythology. Students also read a variety of classic myths adapted by highly regarded authors such as Nathaniel Hawthorne and E.M. Berens. In Module 2, Critical Problems and Design Solution, students read the anchor text <i>The Boy Who Harnessed the Wind</i>, by William Kamkwamba and Bryan Mealer, which has won several awards. The text tells the story of co-author William Kamkwamba’s invention to save his family and village from famine. Students use the text to connect</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>with scientific concepts. The text also introduces new academic and domain-specific vocabulary with a scientific focus. In Module 3, American Indian Boarding Schools, students read the historical fiction novel <i>Two Roads</i>, by Joseph Bruchac. The award-winning author shares the story of Cal Black, a 12-year-old Native American boy during the Great Depression, who is grappling with his personal identity. The narrative requires students to understand a number of themes woven together through a multitude of perspectives. In Module 4, Remarkable Accomplishments in Space Science, students read the anchor text <i>Hidden Figures</i>, by Margot Lee Shetterly. This award-winning text has also been made into an award-winning movie. The text crosses disciplines by sharing knowledge of the Civil Rights Era, developments in space travel, the Cold War, and Scientific and Mathematical concepts.</p>
	<p>Required 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes 	<p>Yes</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 Module 1, Greek Mythology, students focus on supporting their reasoning with evidence as they read the contemporary, mythology-based anchor text <i>Percy Jackson & The Olympians: The Lightning Thief</i>. Other texts, such as “Why Ancient Greek Mythology Is Still Relevant Today” and “Prometheus” continue to build</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.		and connect to the Big Questions and Big Ideas of the mythology-based module such as: “What is mythology, and what is the value of studying mythology from other cultures?” “Why have stories from Greek mythology remained popular” and “How does point of view change with experience?” Beginning with Unit 1, Lesson 1, students add words to the Academic Word Wall and the Domain-Specific Word Wall. These word walls provide students with a reference that develops as they work with the module texts. Students engage in learning activities, such as Turn and Talk, to discuss the added terms. Students refer back to the word walls to support their learning as they complete assessments and Performance Tasks that rely on these understandings. For example, students compare traditional Greek myths to those within <i>The Lightning Thief</i> and write a mythology-based narrative. These tasks require a deep understanding of the terms on Academic and Domain-Specific Word Walls. In Module 2, Critical Problems and Design Solution, students read <i>The Boy Who Harnessed the Wind</i> , TED Talk Transcript: “William Kamkwamba,” “How I Built a Windmill,” “William Kamkwamba’s Electric Wind,” and “The Hippo Roller.” Each of the texts and activities build on the theme of using design to solve critical problems. In Unit 3, students participate in a culminating activity, Fishbowl Discussion, using information from all texts to show the habits

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>of characters who solve critical problems. In Module 3, American Indian Boarding Schools, students explore the history of American Indian Boarding Schools. Students read the anchor text <i>Two Roads</i> and supporting texts that encourage a deeper understanding of the topic. In Unit 1, students build background knowledge to understand and then analyze points of view in reference to American Indian boarding schools. The anchor text, <i>Two Roads</i>, introduces students to the concept of American Indian boarding schools. Additional texts, such as “The Land of Red Apples” and the “Meriam Report” provide further information and varying perspectives on the topic. In Unit 2, students deepen their understanding of the topic and work to discover themes across the texts. In Unit 3, students synthesize their learning by writing a literary argument essay focused on what the main character in the anchor text should do. Students reference the text they have read and analyzed to prepare their response. In Module 4, Remarkable Accomplishments in Space Science, students learn about remarkable accomplishments in space science, specifically the accomplishments and people that may have gone overlooked through the texts, <i>Hidden Figures</i>, <i>Hidden Figures: The True Story of Four Black Women and the Space Race</i>, “Special Message to the Congress on Urgent National Needs,” “This is How the Space Race Changed the Great Power Rivalry</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Forever,” and “Moon Dust and Black Disgust.” In Unit 3, students use information from the texts to create collaborative argumentative essays by explaining, “Why are Mary Jackson’s/Katherine Johnson’s accomplishments remarkable?” Students display an understanding of themes and topics from the module in the essays.</p>
	<p>Required 1d) Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>Yes</p>	<p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Each module has an anchor text and supporting texts. These texts are the foundation for knowledge building throughout the unit. Texts support knowledge building through multiple, careful readings that include using Note-Catcher handouts and annotation skills. Texts are regularly reread to deepen understanding of the topic being studied. Texts are sequenced to deepen understanding as students work through a unit. Texts are reread for specific purposes and emphasize building knowledge of the topic that is the focus of the module. For example, in Module 1, Greek Mythology, Unit 3, students rewrite a scene in <i>The Lightning Thief</i> by including themselves as a different demigod from Camp Half-Blood. Students closely read and reread the scene of their choice, reference their close readings of classic myths, and reflect on other readings within the module to create their new characters. Students then create relevant aspects of their new character and</p>

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			<p>rewrite their chosen scene with their new character included without changing the ending of the story. Students then create a presentation sharing the reasoning behind the choices they made. This Performance Task requires students to read and closely reread multiple texts from throughout the module. In Module 2, Critical Problems and Design Solutions, students read the text <i>The Boy Who Harnessed the Wind</i>. Students revisit the text in assignments and activities. In Unit 2, students complete a close read of Chapter 10. This activity requires students to reread for a specific purpose. Students focus on particular passages and answer questions such as, “Why do you think this sentence is included?” “What is actually happening in this section of the text?” and “What are the last two sentences on this page telling us? Why are they important?” In Module 3, American Indian Boarding Schools, Unit 1, Lesson 3, students analyze the point of view of Captain Richard H. Pratt based on an excerpt from his speech, “The Advantage of Mingling Indians with Whites.” Students listen to the speech multiple times while completing a Note-Catcher with questions and prompts addressing key concepts and ideas of the speech. Students then read a transcript of the excerpt of the speech and reflect on the same questions and prompts. Students then share their ideas with one another by creating an anchor chart using the Final Word Protocol where they number off and share responses from their Note-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Catchers in a numbered order where each speaker adds to the comments of the previous speaker's thoughts. The student who answers the question first gets the Final Word by sharing how their thinking evolved as answers and ideas were shared. Students continue answering questions until all the questions have been answered. Students reference this text and their analysis of it as they continue to build their understanding of the perspectives relative to American Indian boarding schools. In Module 4, Remarkable Accomplishments in Space Science, students read <i>Hidden Figures</i>. In Unit 2, Lesson 6, students reread Chapter 8 and complete a Chalk Talk. Students read excerpts from the chapter on chart paper displayed around the room. Each chart paper includes a Focus Question that students respond to on a sticky note. Students also build knowledge by responding to peer responses on sticky notes.</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 2. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p>	<p>Required 2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</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. Throughout the materials, student ideas are expressed through both written and spoken responses. Students are required to cite evidence through constructed responses, writing prompts, and spoken responses throughout each of the units. The majority of questions require students to support their responses with text evidence and valid reasoning.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>Materials include both text-dependent and text-specific questions. For example, in Module 1, Greek Mythology, Unit 2, Mid-Unit Assessment, students read the Greek myth “Prometheus” and answer several text-dependent and text-specific questions, such as the following: “Reread this sentence from the story: ‘He watched more closely and realized with terrible wrath that what he saw came from fire.’ Using the context, what is the meaning of the word wrath as it is used in the text?” and “Which best describes a theme conveyed by the details in ‘Prometheus?’” The assessment also requires students to write a summary of the myth. In Module 2, Critical Problems and Design Solutions, students read various texts about using design to solve critical problems including the anchor text, <i>The Boy Who Harnessed the Wind</i>. In Unit 2, students use the texts to research design solutions. In Unit 3, Lesson 8, students write an independent research essay for the prompt, “How was design thinking used to solve a critical problem?” Students use specific evidence from the texts in each of their body paragraphs and elaborate on the evidence by answering the question, “How does the innovator respond to this problem?” Students also answer text-dependent questions throughout the module. For example, in Unit 2, Lesson 2, students complete an Entrance Ticket by answering the following text-dependent questions: “Reread the final section of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>chapter that starts at the bottom of page 184 ‘One Friday in July . . . ‘ and ends on page 186. Which of the following best describes the function of this section within the overall structure of Chapter 10?” and “How does this paragraph help to develop the reader’s understanding of William and a central idea of this chapter?” In Module 3, American Indian Boarding Schools, Unit 2, Lesson 10, students participate in a text-based discussion after reading part of Chapter 30. After completing the corresponding portion of the Text Guide, students move into a circle and begin the discussion. The focus question asks, “Should Cal return to Challagi Indian Industrial School?” Students respond to the question and then share their responses with a partner. Additional questions include the following: “How have the challenges Cal faced in the book influenced his identity?” “How does Cal’s view of himself and his identity play into his decision to return to school or not?” and “Are there any other options besides the two presented: return or stay with Pop?” In Module 4, Remarkable Accomplishments in Space Science, students read <i>Hidden Figures</i>. Students answer text-dependent questions throughout the module. In Unit 2, Lesson 5, after reading Chapter 7, students complete an Exit Ticket with the following multiple-choice questions: “Which sentence best represents a claim that could be supported from this excerpt?” and “Which two of the following</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>sentences are reasons that support the claim in Part A?” Students analyze a specific part of the text to answer the questions. In Unit 2, Lesson 10, students complete a Note-Catcher comparing Chapter 11 of <i>Hidden Figures</i> and “Mary Winston Jackson” to analyze how Shetterly’s and Williams’s presentations of Mary’s life compare and contrast in terms of the content included, the authors’ methods used to convey content, and the points of view being conveyed. Students include evidence from the texts in the Note-Catcher chart.</p>
	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p>Yes</p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. For example, in Module 1, Greek Mythology, Unit 1, End-of-Unit Assessment, Part One, students participate in a text-based discussion anchored by the focus questions “How does Percy respond to challenges?” and “What can we infer about his character from these responses?” (RL.6.1). Students ask and respond to additional questions as they dive more deeply into the answering of the focus question. All responses must be grounded in text. In Part Two of the assessment, students identify the three most important events in the first twelve chapters of <i>The Lightning Thief</i> and write a summary for each (RL.6.2). In Module 2, Critical Problems and Design Solutions, students read various</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>texts about using design to solve critical problems including the anchor text, <i>The Boy Who Harnessed the Wind</i>. In Unit 3, Lesson 15, students complete the End-of-Unit Assessment, Fishbowl Discussion: Habits of Character to Solve Critical Problems on the topic by responding to the question, “How do habits of character help people solve critical problems?” Students use details and examples from the text, their own research, and their Solution Symposium Note-Catcher to support and explain their thinking (RI.6.1). In Module 3, American Indian Boarding Schools, Unit 2, Lesson 2, students read an excerpt of Chapter 21 from <i>Two Roads</i>. After reading, students respond to the following questions: “What does Cal mean when he says, ‘When I first arrived, I was expecting Indians.’?” (RI.6.5) and “What does this imply about what he actually found at the school?” (RI.6.1). On the Culminating Task, students cite evidence to support the stated theme when responding to the following prompt: “The following theme could be inferred from this excerpt: Finding one’s identity often involves recognizing one’s values. What evidence from the text supports this theme?” (RI.6.1 and RI.6.3). In Module 4, Remarkable Accomplishments in Space Science, students read the anchor text, <i>Hidden Figures</i>, about Katherine Johnson and then read an excerpt from “Katherine Johnson: A Lifetime of STEM” that describes the same events as the anchor text. In Unit 2, Lesson 16, students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			complete the End-of-Unit Assessment. Students respond to selected response and short constructed response questions to compare and contrast each author’s presentation of those events in terms of content, author’s methods, and point of view (RI.6.9).
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p>Yes</p>	<p>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. Students build knowledge across sequences of texts through the use of questioning that support students in making meaning of complex texts. Tasks and assessments require students to refer to multiple texts on a shared theme or topic. For example, in Module 1, Greek Mythology, Unit 2, Lesson 3, students complete a close reading of the classic myths “Cronus” and “Medusa” using a jigsaw protocol. As students work with their group to closely read their assigned myths, they answer questions about vocabulary as used in text, characterization, and theme. Students also write a summary of their assigned myth. Students then jigsaw to share their summaries and themes with students who read the other myth. The whole group is then reconvened to connect the two myths with events they discovered while reading the anchor text, <i>The Lightning Thief</i>. In Module 2, Critical Problems and Design Solution, students read the anchor</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>text <i>The Boy Who Harnessed the Wind</i> as well as the TED Talk Transcript from William Kamkwamba’s “How I Built a Windmill,” “William Kamkwamba’s Electric Wind,” and “The Hippo Roller.” Students make connections between the texts and the idea of using design as a solution. On the Unit 3, Mid-Unit Assessment, students write a problem-solution essay using information from the texts as evidence. At the end of the module, students use themes and ideas from the texts to participate in the Fishbowl Discussion about using design solutions to resolve critical problems. In Module 3, American Indian Boarding Schools, Unit 3, Lesson 7, students prepare to write an argumentative essay. In previous lessons, students analyzed components of a model essay. In this lesson, they begin to plan their independent literary arguments by using a graphic organizer to break down the aspects of their literary arguments. Students respond to the focus question, “Should Cal return to Challagi Indian Industrial School?” The graphic organizer guides students through the writing process by asking questions such as, “What context does the reader need to understand the evidence you’re using?” and “How does this evidence connect to and support your point? How does your point prove your claim?” Students work through the foundation of their introduction, two body paragraphs, and their conclusion as they complete the Independent Literary Argument Writing Plan</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Graphic Organizer. In Module 4, Remarkable Accomplishments in Space Science, students read the anchor text, <i>Hidden Figures</i>, “Hidden Figures: The True Story of Four Black Women and the Space Race,” “Special Message to the Congress on Urgent National Needs,” and “Moon Dust and Black Disgust.” While reading, students build knowledge on the idea of space travel, the space race, and the role of race in early space exploration. In Unit 3, Lessons 11-17, students demonstrate knowledge of the texts by creating a Narrative Nonfiction Picture Book in groups showing one figure’s remarkable accomplishments in the space race. After creating the picture book, students present their books to the class and participate in a collaborative discussion about the different figure’s accomplishments.</p>
	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p>Yes</p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Tasks directly involve the analysis of complex texts and require students to express their understanding through both writing and speaking. For example, in Module 1, Greek Mythology, Unit 1, Lessons 15-16, students complete the End-of-Unit 1 Assessment: Text-Based Discussion: <i>The Lightning Thief</i>, Chapters 1-12. After reflecting on their Mid-Unit Assessments in an Entrance Ticket, students read and annotate an excerpt from Chapter 12 of the novel in preparation for the text-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>based discussion. The discussion includes two parts, a collaborative discussion within a small group and short response questions. The collaborative discussion focuses on the following prompt: “How does Percy respond to challenges? What can we infer about his character from these responses?” As the group discusses the topic, they score their contributions to the conversation on the rubric provided. Students then complete a graphic organizer for the second portion of the assessment. The graphic organizer focuses on describing the most important events in the novel so far and their impact on the plot. In Module 2, Critical Problems and Design Solution, students read the anchor text <i>The Boy Who Harnessed the Wind</i> as well as other texts showing design solutions for solving critical problems. In Unit 1, Lesson 10, students analyze figurative language in Chapter 6 of <i>The Boy Who Harnessed the Wind</i>. Students first work individually to interpret figurative language and use connotations to determine the meaning of the text. After analyzing the text, students Turn and Talk to answer and discuss questions such as, “How does the author’s use of figurative language help to develop a key idea of this chapter?” In Module 3, American Indian Boarding Schools, Unit 3, Lessons 10-13, Performance Task, students create an Audio Museum: Voices of American Indian Boarding Schools. Students design and create short audio presentations to share the stories of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>American Indian Boarding School students. These presentations are created after reading <i>Two Roads</i> and other texts on the topic. Students also study point of view through the use of chosen texts and must choose one of the texts for which to write a preface that provides the reader with the context necessary to understand the selected text and a reflection of their audio presentation of the selected text. Students begin this process by analyzing a model recording and then planning and presenting their own recordings. In Module 4, Remarkable Accomplishments in Space Science, students read the anchor text, <i>Hidden Figures</i> and other texts showing remarkable figures in the race to space. In Unit 1, students listen and analyze “Special Message to the Congress on Urgent National Needs.” In Unit 2, Lesson 1, students participate in a Back-to-Back and Face-to-Face activity in which students face away from their partners as they listen to a question whose response determines students’ level of understanding of the text and the unit topic. Students turn around when the signal is given and take turns sharing their response and actively listening to their partner’s response. After each question, students move back-to-back with a different partner.</p>
	<p>Required 3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p>	<p>Yes</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</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening). 		<p>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. Questions and tasks support skills in language, vocabulary, sentences, and structure relative to the texts being analyzed. Questions and tasks focus on depth of word knowledge and connections between words and their associated texts. Questions and tasks also focus on emphasizing word meaning and relationships among words. For example, in Module 1, Greek Mythology, Unit 1: Lesson 5, students complete a close read of the informational text “Why Ancient Greek Mythology Is Still Relevant Today” using a graphic organizer with questions guiding students through the text. The Note-Catcher includes multiple sections on key vocabulary throughout the text. Students explore terms such as, immortal, moral, and philosophies, by defining them in context and then using them to summarize portions of the text. Students then complete a Language Dive further analyzing the structure and meaning of follies and hubris. Students continue examining language as they closely read and analyze portions of the text. In Module 2, Critical Problems and Design Solution, Unit 2, Lesson 2, students complete a Language Dive for <i>The Boy Who Harnessed the Wind</i> in which they find definitions of words in the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>text and correctly use the words in a sentence frame. Students then analyze the connotation of each term to determine its meaning and make connections to other words. In Module 3, American Indian Boarding Schools, Unit 2, Lessons 11 and 12, students begin to gather and analyze evidence for their argument essays while focusing on correctly using pronouns in their writing. On the Entrance Ticket, students revise a short text to “improve meaning and sentence variety” by combining sentences and using conjunctions. Students also explain their choices in a short reflection. After completing an Entrance Ticket, students begin gathering evidence to argue whether or not Cal should return to the Challagi Indian Industrial School. Students review appropriate personal pronoun usage through a short mini lesson. Students are reminded that this skill is necessary as they write the narrative letters introduced in a previous lesson. Students then practice using pronouns correctly in a homework assignment. The Entrance Ticket for the following lesson requires students to revise sentences “to correct a vague or ambiguous pronoun” using their understanding of pronouns from the previous day. Students continue to use these skills as they write their argument essays and narrative letters. In Module 4, Remarkable Accomplishments in Space Science, Unit 2, Lesson 11, students complete a Language Dive Note-Catcher for <i>Hidden Figures</i>. In small groups, students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			discuss ways to rearrange the sentence chunks to make a meaningful sentence. Students then locate all pronouns in the sentence. Students also use knowledge of sentence structure to rewrite sentences with a clearer structure.
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable⁶ 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A	Not applicable for this grade level.
	Required *Indicator for grades K-1 only Indicator 4b) Materials provide grade-appropriate instruction and practice for the concepts of print (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).	N/A	Not applicable for this grade level.
	Required *Indicator for grades K-1 only 4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).	N/A	Not applicable for this grade level.
	Required *Indicator for grades K-5 only 4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).	N/A	Not applicable for this grade level.

⁶ As applicable.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>Required *Indicator for grades K-5 only Indicator 4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency words using multisensory techniques.</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-5 only 4f) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct 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>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-5 only 4g) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct 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 rate, expressiveness, and accuracy.</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required *Indicator for grades K-5 only</p> <p>4h) Materials provide instruction and practice in word study.</p> <ul style="list-style-type: none"> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>) In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. 	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-2 only</p> <p>4i) Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only</p> <p>4j) Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.</p>	N/A	Not applicable for this grade level.
Section III. Additional Criteria of Superior Quality			
<p>5. RANGE AND VOLUME OF TEXTS:</p> <p>Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4,</p>	<p>Required</p> <p>5a) Materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<ul style="list-style-type: none"> The majority of informational texts have an informational text structure. In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. 		
	<p>Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>		
	<p>5c) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>		
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.⁷</p>		
	<p>Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>		

⁷ 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>Required 6c) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks may include blended modes (e.g., analytical writing). 		
	<p>Required 6d) Materials address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> 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. 		
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 7a) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>		
	<p>Required 7b) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>		
	<p>Required 7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	The reading selections are centrally located within the materials and the center of focus.		
	Required 8f) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		
	8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.		

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality⁸	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. The texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.

⁸ 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
			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	Yes	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 include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	Yes	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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁹	4. Foundational Skills ¹⁰	N/A	Not applicable for this grade level.
III. Additional Criteria of Superior Quality¹¹	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: Tier 1, Exemplifies quality			

⁹ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

¹⁰ As applicable.

¹¹ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.



Qualified for Abbreviated Review¹

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



Title: **EL Education Language Arts Curriculum 2nd Edition**

Grade: **7**

Publisher: **EL Education, Inc.**

Copyright: **2019**

Overall Rating: **Tier 1, Exemplifies 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)	
4. Foundational Skills (Non-negotiable)	
5. Range and Volume of Texts	
6. Writing to Sources, Speaking and Listening, and Language	
7. Assessments	
8. Scaffolding and Support	

¹ Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://www.edreports.org/reports/overview/el-education-6-8-2019/grades-6-8>.

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

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



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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</p> <p>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.</p>			
<p>Non-negotiable</p> <p>1. QUALITY OF TEXTS:</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>Required</p> <p>1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. 	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. In Module 1, The Lost Children of Sudan, students read both informational and literary texts as they explore the impact of the Second Sudanese Civil War on the lives of the hundreds of thousands of children in Southern Sudan who were lost. For example, students read the anchor literary text <i>A Long Walk to Water</i> (720L), by Linda Sue Park. The text analysis notes that although the quantitative measure is below the recommended grade level, the “alternating plot structure; frequent changes of setting and perspective; and content that revolves around issues like drought, civil war, and displacement make this text quite complex for seventh-graders.” In addition, students also read informational texts such as “The Lost Girls of the Sudan,” by Ishbel Matheson. This short text “describes how the girls who fled the war in Sudan have fared.” While there are no quantitative text measures or grade-level associations, the qualitative measures indicate that the text is moderately complex in meaning/purpose, text structure, and language features. Students encounter unfamiliar vocabulary, and the knowledge</p>

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			<p>demands are very complex due to the need to understand the context of the situation being depicted. The informational texts provide the background knowledge necessary to understand the anchor text. The texts are intentionally layered to build student content knowledge as they read the anchor text. In Module 2, Epidemics, students read the anchor text <i>Patient Zero</i> (1010L), by Marilee Peters. The text falls within the grade band using quantitative measures. The text is also appropriate by qualitative measures regarding the structure of text features, meaning, and knowledge demands. In Module 3, The Harlem Renaissance, students read a variety of texts related to the cultural renewals of the Harlem Renaissance. For example, students read <i>One Last Word: Wisdom from the Harlem Renaissance</i>, by Nikki Grimes. This award-winning, illustrated book of poetry showcases the contemporary poetry of Grimes and the poems of the Harlem Renaissance that inspired them. The Anchor Text Guidance notes that “students will likely relate to Grimes’s and other poets’ encouragement to work hard to realize dreams through hardships.” Although quantitative measures are not provided for poetry, the qualitative measures indicate that the collection of poetry is moderately complex in regard to text structure and knowledge demands and very complex in regard to meaning/purpose and language features. The additional texts include the</p>

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			<p>literary short stories “His Motto” (970L), by Lottie Burell Dixon, and “The Boy and Bayonet” (1110L), by Paul Laurence Dunbar. “The Boy and Bayonet” is considered moderately complex in meaning/purpose, text structure, and knowledge demands and very complex in regard to language features. “His Motto” is considered moderately complex in all four qualitative measures due to the number of unfamiliar vocabulary words and religious references that students need to closely read to understand. The texts are intentionally sequenced to build and deepen student content knowledge as they read the anchor text and the additional supporting texts. In Module 4, Plastic Pollution, students read the anchor text <i>Trash Vortex</i> by Danielle Smith-Llera. The text falls within the appropriate grade band (1120L) according to quantitative measures. The qualitative demands of text features, structure, inferencing, and making connections also support the text complexity.</p>
	<p>Required Indicator 1b) At least 90% of provided texts, including read-alouds in K-2, 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.</p>	<p>Yes</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. In Module 1, The Lost Children of Sudan, students read the literary text <i>A Long Walk to Water</i>, by Linda Sue Park. This award-winning text is based on a true story as it follows two</p>

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			<p>different children in two different time periods who are caught in the civil war in Sudan. Students also read published texts such as <i>The Lost Girls of the Sudan</i>, by Ishbel Matheson through BBC News World Edition in 2002, and <i>The Lost Boys of the Sudan</i>, by UNICEF in 1986. In addition, the drama “God Grew Tired of Us,” directed by Christopher Quinn in 2007, is included as a required resource. In Module 2, Epidemics, students read the anchor text, <i>Patient Zero</i>, by Marilee Peters, as well as supplemental texts including: “Kindness Contagion” by Scientific American, by Jamil Zaki; T.C.’s “Conflicting Ideas” by The Economist; and “Disease Detective” National Geographic Extreme Explorer, by Marylou Tousignant. Each of these contains real-world stories of epidemiologists and some of the world’s most notorious epidemics. In Module 3, The Harlem Renaissance, students read <i>One Last Word: Wisdom from the Harlem Renaissance</i>, by Nikki Grimes. This award-winning collection pairs poems written by the author with poems from the Harlem Renaissance that inspired each of them. Additional texts include short stories from <i>The Upward Path, A Reader for Colored Children</i>, a historical textbook for African-American students. As well, the drama “Shuffle Along,” by Flournoy Miller and Aubrey Lyle, and its musical adaptation by Eubie Blake are also included as required resources. In Module 4, Plastic Pollution, students read the text <i>Trash Vortex</i>, by</p>

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			Danielle Smith-Llera, view the documentary “A Plastic Ocean,” directed by Craig Leeson, and read several additional supplemental texts. The texts and documentary address the real problem of plastic pollution in the world’s oceans along with the consequences of this pollution. Through the texts, students learn ways to mitigate the problem and offer solutions.
	<p>Required</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. 	Yes	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. In Module 1, The Lost Children of Sudan, students focus on strengthening their analysis of narrative texts. Students research the stories of the hundreds of thousands of children fleeing their war-torn homeland of Sudan as they read the novel <i>A Long Walk to Water</i> . The novel provides the foundation for the content that is built over the course of the module. Additional texts provide context that deepens student understanding as they address the questions generated by the reading of the anchor text. Content-related vocabulary and academic vocabulary are intentionally taught throughout the module. For example, in Unit 1, Lesson 1, students begin adding to the Academic Vocabulary Wall and the Domain-Specific Vocabulary Wall. Words such as haven and infer are added to the Academic Word Wall and each student’s corresponding notebook. The

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			<p>phrase habits of character are added to the Domain-Specific Word Wall and each student’s corresponding notebook. As students continue their reading and research, they continue to add to these resources. These resources are then available as they write informational texts comparing a factual account to a fictional one, and then as they write their own narrative children’s books about a Lost Child of Sudan. In Module 2, Epidemics, students read the anchor text, <i>Patient Zero</i>, as well as supplemental texts including: Jamil Zaki’s “Kindness Contagion” published in Scientific American, “Conflicting Ideas” from The Economist, and Marylou Tousignant’s “Disease Detective” from National Geographic Extreme Explorer. These texts build student knowledge of medical and social epidemics. In Unit 3, students research an epidemic. After researching, students draft a podcast. Students present their podcast in Lessons 12-13 and participate in a Chalk Talk, responding to other’s podcasts on chart paper displayed in the room. In Module 3, The Harlem Renaissance, students “examine political artwork and cartoons, informative articles, and short stories to explore the social and political context of the Harlem Renaissance.” The foundation for this exploration is <i>One Last Word: Wisdom from the Harlem Renaissance</i>. In addition to this award-winning collection of poetry and the works on which they are based combined, students</p>

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			<p>read informational texts, analyze the Broadway musical “Shuffle Along,” and read the short stories, “His Motto” and “The Boy and the Bayonet.” These works provide the background and inspiration for the student-created museum exhibits showcasing three pieces from the Harlem Renaissance and a contemporary piece either created or analyzed by the students. In conjunction with the museum exhibit, students write a “curator’s statement explaining how the works are connected by theme and create labels discussing the details of structure, language, and theme in each piece” and then share their exhibits with one another. In Module 4, Plastic Pollution, students read the text <i>Trash Vortex</i> and view the documentary “A Plastic Ocean.” Students also read several supplemental texts. The texts all relate to the Guiding Questions, “What can be done about plastic pollution?” and “What is being done about plastic pollution?” In Unit 3, Lessons 4-5, students create a documentary clip pitching their ideas for saving the world’s oceans from plastic pollution. Students use knowledge from the texts in the documentary pitch.</p>
	<p>Required 1d) Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>Yes</p>	<p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Each module has an anchor text and supporting texts. These texts are the foundation for knowledge building throughout the unit. Texts support knowledge building through multiple,</p>

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			<p>careful readings that include using Note-Catcher handouts and annotation skills. Texts are regularly reread to deepen understanding of the topic being studied. Texts are sequenced to deepen understanding as students work through a unit. Texts are reread for specific purposes and emphasize building knowledge of the topic that is the focus of the module. For example, in Module 1, The Lost Children of Sudan, Unit 3, Lessons 9-11, students complete the Performance Task in which they create an ebook of the narratives about a Lost Child of Sudan that they wrote in Unit 2. In Lesson 9, students write an author’s note for the narratives they each authored in Unit 2. To write their author’s notes, students carefully reread and analyze the author’s notes from the anchor text <i>A Long Walk to Water</i> and from “Nasreen’s Secret School” and employ them as models for their own version. Students reflect on their writing as a finished product and the process by which they created the final draft of their children’s narrative. As they analyze their own work, students revisit the anchor charts, graphic organizers, and drafts they used to produce their final piece. In Module 2, Epidemics, students read <i>Patient Zero</i>. In Unit 1, Lesson 10, students closely read a section of the text and define unfamiliar vocabulary, reflect on their reading, and put the gist of the section on sticky notes. Students also complete a Note-Catcher activity answering the following questions:</p>

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			<p>“How do the events and ideas surrounding epidemics affect the individual?” and “How does the individual affect the events and ideas?” In Module 3, The Harlem Renaissance, Unit 2, Lessons 13-14, students complete the Unit 2 End-of-Unit Assessment by writing a literary argument essay “about three Harlem Renaissance works that powerfully illustrate the theme of the power of dreams.” In preparation for the essay, students reflect on and further analyze texts and works of art from throughout Units 1 and 2. Students also reference their Note-Catchers and anchor charts from the previous units as they select and support the three works most effectively portraying the theme of power of the dreams. In subsequent lessons, students revise and edit their argumentative essays. In Module 4, Plastic Pollution, students read <i>Trash Vortex</i>. In Unit 1, Lesson 11, students closely read a portion of the text. After reading, students re-read and complete the Author’s Purpose and Point of View Note-Catcher, finding evidence of the central idea in the text, the author’s purpose and how it adds to the text, evidence of the author’s point of view and others’ points of view, and how the author distinguishes her point of view from others.</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 2. TEXT-DEPENDENT QUESTIONS:</p>	<p>Required 2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</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. Throughout the materials, student ideas are expressed</p>

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<p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>through both written and spoken responses. Students are required to cite evidence through constructed responses, writing prompts, and spoken responses throughout each of the units. The majority of questions require students to support their responses with text evidence and valid reasoning. Materials include both text-dependent and text-specific questions. For example, in Module 1, The Lost Children of Sudan, Unit 1, Lesson 7, students independently read Chapter 5 of <i>A Long Walk to Water</i>. As students read, they document unfamiliar vocabulary, record the gist, and refer back to the Work to Become Ethical People and Questions About a <i>Long Walk to Water</i> anchor charts. Students then express their learning through a Think-Pair-Share exercise focusing on the question, “Which habit of character does Marial show when he understands Salva’s loneliness and need to find his family?” Students then work in triads to complete the Text-Dependent Questions for Chapter 5 activity sheet. Text-dependent questions include, “How does the setting shape the characters and plot in Chapter 5 of <i>A Long Walk to Water</i>? Use details from the text to support your response.” In Module 2, Epidemics, students read <i>Patient Zero</i>. In Unit 1, Lesson 14, students participate in a text-based Fishbowl Activity. Students reference the Chapter 4 Note-Catcher they completed in Lessons 12-13 to participate in the Fishbowl Activity. Using text evidence, students answer the</p>

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			<p>following questions: “What events led to Mary being released from North Brother Island?” “How did the conditions of immigrants mentioned on page 91 influence people’s ideas about them during this time?” “Which ideas, events, and actions by individuals would you use to support the idea that Mary was a ‘villain’?” and “Which ideas, events, and actions by individuals would you use to support the idea that her life was ‘ruined by an uncaring system’?” In Module 3, The Harlem Renaissance, Unit 2, Lesson 5, students read “The Boy and the Bayonet” Part II. After reading, students answer text-dependent and text-specific questions, such as “What is Bud’s main concern following the bayonet incident?” and “Which phrase best develops Bud’s point of view about the incident?” In Module 4, Plastic Pollution, Unit 2, Lesson 3, students read excerpts from <i>Trash Vortex</i> and <i>The Week</i> and compare the evidence in each. Students complete a Note-Catcher handout answering text-dependent and text-specific questions, including the following: “How do the authors present evidence about the biodegradable materials differently?” “How do the authors present evidence about the effect of improving waste management and recycling efforts differently?” and “How does the information the authors choose to include affect their interpretations of the facts about waste management and recycling?” Students then</p>

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	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p>Yes</p>	<p>participate in a Think-Group-Share to discuss the evidence on the Note-Catcher handout.</p> <p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. For example, in Module 2, The Lost Children of Sudan, Unit 1, Lesson 4, students begin class with an Entrance Ticket focused on vocabulary. Students use context to define determine and to then identify the word as an academic or domain-specific term (RI.7.4). Next, students analyze the word protested in context by reading the quote from <i>A Long Walk to Water</i> to determine, “What is the root of the word protested? What does the root mean? What do the affixes mean? What is the origin of each part of the word?” (L.7.4.b). Then students read Chapter 3 of <i>A Long Walk to Water</i> and reflect on the text through a Think-Pair-Share focused on the following questions: “How does Linda Sue Park contrast Nya’s and Salva’s points of view?” “What is Nya’s point of view of arriving at the pond?” “How do you know?” “How has the author developed this point of view?” “What is Salva’s point of view of finding the old woman?” “How do you know?” and “How has the author developed this point of view?” (R.L.7.1, R.L.7.3, and R.L.7.6). In Module 2, Epidemics, students read <i>Patient Zero</i>. In Unit 1, Lesson 5, students analyze the structure used to organize a section of</p>

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			<p>the text, including how the major sections contribute to the whole and to the development of the idea (RI.7.5). Students read pages 34–41 and answer selected response questions including the following: “How is the section ‘Cures for a Penny’ mostly structured?” “How does this section add to the chapter overall?” and “How does ending the section ‘It’s All Gone Quiet’ in this way contribute to the whole?” (RI 7.5). Students also make an inference about what the author is suggesting in the excerpt using evidence and clues from the text. In Module 4, Plastic Pollution, students read several texts related to plastic pollution and potential solutions. In Unit 2, Lesson 2, students read the article “Five Things You Can Do to End Plastic Pollution” and complete a Close Read Note-Catcher answering the questions: “What is the author’s purpose in this text? How does she distinguish her position from other possible positions?” for each paragraph of the text (RI 7.1 and RI 7.6). Students also look for language that reveals the purpose or point of view of the text (RI 7.4).</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts</p>	<p>Required 3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p>Yes</p>	<p>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. Students build knowledge across sequences of texts through the use of questioning that support students in making meaning of</p>

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<p>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>complex texts. Tasks and assessments require students to refer to multiple texts on a shared theme or topic. For example, in Module 1, The Lost Children of Sudan, Unit 3, End-of-Unit Assessment, students compose “a narrative about a Lost Boy or Girl of Sudan, using information from <i>A Long Walk to Water</i> and the informational texts you have read in this module.” Students include “key habits of character” for their main characters. To prepare for writing their narratives, students analyze a model narrative to determine the elements that make a strong narrative. Students then plan their plot by intentionally incorporating figurative language, adding dialogue and descriptive language to “change the pacing during action to engage the reader,” and appropriately using transition words and phrases. As they plan, students reflect on and revisit the anchor text and supporting informational texts to maintain authenticity and accurately reflect the main character’s journey. On the Performance Task, students convert their narrative stories to ebooks. In Module 2, Epidemics, students read the anchor text <i>Patient Zero</i> as well as supplemental texts, “Kindness Contagion,” “Conflicting Ideas,” and “Are Social Epidemics Real?” In Unit 2, Lessons 13-15, students use the three articles, as well as the anchor text, to write an informative essay about how social scientists use epidemics to explain human behavior. In Module 3, The Harlem Renaissance, Unit 1,</p>

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			<p>Lesson 2, students “analyze the impact of repetition on the first scene in ‘Shuffle Along’” and “compare the written version of ‘Election Day’ to its audio version, analyzing the effects of techniques in each medium.” Students begin the lesson by responding to two prompts on the Entrance Ticket. The prompts are designed for students to focus attention on the analysis of the audio of “Election Day.” The first prompt asks, “How does the music and singing impact the meaning of the words?” The second prompt requires students to reflect on the techniques used by the singers to convey the meaning of the text, which asks “What techniques do you notice the singers using to convey the meaning of the words? For example, volume (loud and soft), tempo (fast and slow), tone (emotions shown), etc. And what is the effect of these techniques (for example, emphasis, developing theme, etc.)?” Students conduct a close read of the text to compare it to the audio version using the Think-Pair-Share protocol. In Module 4, Plastic Pollution, Unit 2, Lessons 7-15, students write an argumentative essay about ending plastic pollution by targeting the end of the plastic life cycle utilizing information and knowledge gained by reading texts from Units 1 and 2 in the essay. Students demonstrate knowledge of the common topics from the following texts: <i>A Plastic Ocean</i>, <i>Trash Vortex</i>, “Five Weird Materials That Could Replace Plastic,” “Five Things You Can Do to End Plastic Pollution,”</p>

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	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p>Yes</p>	<p>and “Boyan Slat: The Great Pacific Garbage Patch Kid.”</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. Tasks directly involve the analysis of complex texts and require students to express their understanding through both writing and speaking. For example, in Module 1, the Lost Children of Sudan, Lesson 8, students take the Mid-Unit 1 Assessment: Analyze Setting, Plot, and Point of View: <i>A Long Walk to Water</i>, Chapter 6. Students analyze how the setting shapes the characters and plot and how the author develops and contrasts the perspectives of multiple narrators in Chapter 6 of the anchor text. Students read the assigned chapter independently using the protocols previously established. Students then reference the various anchor charts used throughout the module as they answer the assessment questions that require analysis of the text. For example, on Part II, students complete a graphic organizer in response to the following questions: “In Chapter 6, the narrator describes how Nya and Salva feel about an adult. We see Nya’s point of view of her mother on page 33, and Salva’s point of view of his uncle on pages 35 and 37. How does Linda Sue Park contrast Nya’s and Salva’s points of view of their family members in this chapter?” Students support their responses with</p>

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			<p>evidence from Chapter 6. In Module 2, Epidemics, Unit 3, students research an epidemic and the response to the epidemic. Students use the texts provided, as well as other credible sources. In Lessons 8-13, students work in groups of three to create and present a podcast, sharing the information from their research. After presenting podcasts, students use the Chalk Talk protocol to respond to others' podcasts. In Module 3, the Harlem Renaissance, Lesson 12, students participate in a collaborative discussion regarding structure, language, and them in the poetry and art in response to the following prompt: "How do the poems 'The Negro Speaks of Rivers' and 'I Shall Return' develop similar themes? How are these themes related to the artworks Ethiopia Awakening and African Phantasy: Awakening?" Students reference a variety of materials from throughout the module as they discuss with their peers. The lesson culminates with students reflecting "on their progress toward the relevant learning target." In Module 4, Plastic Pollution, Unit 3, Lessons 13-14, students create a documentary clip to pitch a solution to the problems of plastic pollution. Students create a script, then film and edit the clip. After presenting clips, students use a Chalk Talk protocol to respond to others' documentary clips. Students must display knowledge through writing, speaking, and listening skills.</p>

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	<p>Required</p> <p>3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> • Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening). 	<p>Yes</p>	<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. Questions and tasks support skills in language, vocabulary, sentences, and structure relative to the texts being analyzed. Questions and tasks focus on depth of word knowledge and connections between words and their associated texts. Questions and tasks also focus on emphasizing word meaning and relationships among words. For example, in Module 1, the Lost Children of Sudan, Unit 1, Lesson 4, students analyze point of view in Chapter 3. Students begin class with an Entrance Ticket focused on analyzing the meanings of the words <i>determine</i> and <i>protested</i>. Students select strategies to “determine the meaning of the word <i>determine</i>” and then identify it as an academic or domain-specific word. Students then analyze the word <i>protested</i> based on the quote, “Salva watched as one man protested that he did not want to go with the rebels.” Students then answer several questions as they apply their analysis, such as “What is the root of the word <i>protested</i>?” “What does the root mean?” “What do the</p>

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			<p>affixes mean?” and “What is the origin of each part of the word?” Students then “Use the affix list at your work space to break the word down into its affixes and root using this chart.” Students continue the lesson by completing a graphic organizer analyzing the role point of view plays in Chapter 3. In Module 2, Epidemics, Unit 2, Lesson 1, students read <i>Kindness Contagion</i>. While reading, students complete a Close Read Note-Catcher, defining words and phrases from each paragraph of the text. Students reread several phrases describing kindness and then answer the question, “How do these phrases develop the author’s ideas about kindness?” Students also examine the meaning of words through context clues and answer the following questions: “What is the largesse the author mentions?” and “How might the ‘largesse’ affect ‘do-gooders’? (Hint: use context clues to determine the definition of inhibit.)” In Module 3, the Harlem Renaissance, Unit 2, Lesson 9, students draft the introduction for their literary argument essays while focusing on correctly using phrases in their writing. On the Entrance Ticket, students review their responses to their previously written main claim statements and then work with their essay partner to identify phrases in their main claim statement from their pair argument essay by recording them and explaining the function of each phrase. After discussing the phrases and their functions, students complete the Language Dive:</p>

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			<p>Model Argument Essay, Main Claim Note-Catcher. In the activity, students work in groups to “rearrange the chunks (of text) to make a meaningful sentence” from a model essay. They then choose the themes the three works share and complete a sentence frame for their introductory paragraph. Students reference the Argument Writing Checklist as they work. In Module 4, Plastic Pollution, Unit 3, Lesson 3, students define concept related words using prior knowledge or a dictionary. Students define words such as: precisely, concisely, eliminating, wordiness, and redundancy. Students then re-read the narrative lead of the documentary script and make notes in the margins to indicate where they could write more precisely or concisely or eliminate wordiness and redundancy.</p>
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
<p>Non-negotiable⁶ 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are</p>	<p>Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-1 only Indicator 4b) Materials provide grade-appropriate instruction and practice for the concepts of print (e.g., following words left to right,</p>	N/A	Not applicable for this grade level.

⁶ As applicable.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required *Indicator for grades K-5 only</p> <p>4g) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct 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 rate, expressiveness, and accuracy.</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only</p> <p>4h) Materials provide instruction and practice in word study.</p> <ul style="list-style-type: none"> • In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>) • In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. 	N/A	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required *Indicator for grades K-2 only 4i) Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.	N/A	Not applicable for this grade level.
	Required *Indicator for grades K-5 only 4j) Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.	N/A	Not applicable for this grade level.
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 5a) Materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) <ul style="list-style-type: none"> • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. 		See EdReports for more information.
	Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).		
	5c) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:	Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.⁷</p>		
	<p>Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>		
	<p>Required 6c) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing). 		
	<p>Required 6d) Materials address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> • 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 		

⁷ Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	sentence construction as a way to develop more complex sentence structure and usage.		
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 7a) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>		
	<p>Required 7b) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>		
	<p>Required 7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		
	<p>Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.</p>		
	<p>7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>		
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 8a) As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		
	<p>Required 8b) Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus</p>		

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality⁸	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. 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	Yes	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 include the language of the standards and require students to engage in thinking at the depth and complexity

⁸ 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
			required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	Yes	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.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁹	4. Foundational Skills ¹⁰	N/A	Not applicable for this grade level.
III. Additional Criteria of Superior Quality¹¹	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.

⁹ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

¹⁰ As applicable.

¹¹ 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
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: Tier 1, Exemplifies quality			



Qualified for Abbreviated Review¹

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



Title: **EL Education Language Arts Curriculum 2nd Edition**

Grade: **8**

Publisher: **EL Education, Inc.**

Copyright: **2019**

Overall Rating: **Tier 1, Exemplifies 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)	
4. Foundational Skills (Non-negotiable)	
5. Range and Volume of Texts	
6. Writing to Sources, Speaking and Listening, and Language	
7. Assessments	
8. Scaffolding and Support	

¹ Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://www.edreports.org/reports/overview/el-education-6-8-2019/grades-6-8>.

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

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



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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</p> <p>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.</p>			
<p>Non-negotiable</p> <p>1. QUALITY OF TEXTS:</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>Required</p> <p>1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. 	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. In Module 1, Folklore of Latin America, students read <i>Summer of the Mariposas</i> (840L), by Guadalupe Garcia McCall. Qualitative data considers the text very complex overall. The text incorporates characters from Latin American folklore and incorporates challenging subject matters that include a father leaving his family and murder, as well as fantasy elements such as magic, monsters, and witchcraft. The highly complex qualitative aspects of the text are balanced by a low Lexile. This creates a combination that “allows students to focus on the metaphor, mythology, and intricate connections that create meaning in the novel.” Students compare the novel to complex informational texts about the folklore of Mexico. The text is placed at the beginning of Grade 8 to allow students to focus on metaphor, mythology, and forming connections to the text. Placing this text early in the year creates opportunities for all students to understand the storyline and underlying themes. Students also read “La Llorona.” A quantitative measure is not provided but the qualitative measure</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>indicates that the text is “slightly to moderately complex.” The placement rationale indicates that the text is included so students can concentrate on identifying themes, which supports the work of the first two units of the module. In Module 2, Food Choices, students read the informational text <i>The Omnivore’s Dilemma: Young Reader’s Edition</i> (930L), by Michael Pollan, as they consider “the personal and global health implications of their food choices.” Combined with the quantitative measure of 930L, the qualitative text measures and reader and task considerations make it appropriately complex for the grade. Qualitative measures of meaning/purpose, text structure, and language features are noted as very complex due to the domain-specific vocabulary and concepts necessary for students to process and integrate. The knowledge demands are exceedingly complex based on the “abstract concepts and connections” the reader must consider in order to understand the arguments presented within the text. The text contains some sensitive topics in which students may have personal connections. In addition, a basic understanding of science concepts relative to nutrition is required to support student comprehension and analysis of the text and its supporting information. The placement rationale indicates that “the text is packed with information and presents a nuanced argument on the potential effects of our food choices. The qualitative</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>complexity of this informational text makes it appropriately challenging for eighth-graders.” For example, In Unit 1, students begin to read the anchor text, <i>The Omnivore’s Dilemma</i>, to build background knowledge of food choices. In Unit 3, students analyze the language of <i>The Omnivore’s Dilemma</i>, to look more closely to be able to “formulate an argument about a choice their community can make to eat healthily and sustainably.” In Module 3, <i>Maus I: A Survivor’s Tale: My Father Bleeds History</i> is very complex and the placement rationale states, “The graphic novel format makes the complex themes, characters, and subject matter of this text both accessible and appropriate for eighth-graders.” In Module 4, Lessons from Japanese American Internment, students explore multiple texts and resources as they explore the causes, impacts, and lessons learned from Japanese American internment. The anchor text for the module is <i>Farewell to Manzanar (1040L)</i>, by Jeanne Wakatsuki and James D. Houston. This informational text “told through the eyes of Jeanne Wakatsuki Houston, chronicles the experiences of Jeanne and her family at a Japanese American internment camp during, and shortly after, World War II.” Qualitative measures of meaning/purpose, text structure, and knowledge demands are very complex due to the nature of the subject matter and content-specific requirements regarding World War II. Reader and task</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>considerations include sensitive and possibly upsetting content that may be challenging for students to process. Students also read “Psychological Effects of Camp” (1390L), an article that has both a high Lexile and text complexity. The text is appropriate for the module as it “deals directly with the overall topic of the module, the Lesson from Japanese American Internment.”</p>
	<p>Required Indicator 1b) At least 90% of provided texts, including read-alouds in K-2, 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.</p>	<p>Yes</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. In Module 1, Folklore from Latin America, students read the anchor text <i>Summer of the Mariposas</i>, published by award-winning author Guadalupe Garcia McCall. The story follows the hero’s journey of Odilia and her sisters after finding a dead body at a local swimming hole. This young adult novel has been selected as one of the School Library Journal’s Best Books of the Year and included on the Texas Library Association’s Lone Star Reading List. Unit 3 incorporates “La Llorona” a Latin American folklore, which was copyrighted in 2004. This story tells the tale of the La Llorona, a Latin American folklore monster, which is also depicted in the novel <i>Summer of the Mariposas</i>. Students compare and contrast the two depictions in an essay. In Module 2, Food Choices, students read the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>informational text <i>The Omnivore’s Dilemma</i> Young Reader’s Edition. This adaptation of Michael Pollan’s award-winning book “explores the food chain, offering research, facts, photos, graphs, and visuals that support students in considering the personal and global health implications of their food choices.” Students also analyze video excerpts from the documentary <i>Nourish: Food and Community</i>. In Module 3, Voices of the Holocaust, students read the anchor text, <i>Maus I: A Survivor’s Tale: My Father Bleeds History</i>, by Art Spiegelman. This graphic novel provides an overview of the Holocaust that builds student understanding of the “scope and gravity of the Holocaust” by sharing the conversation between a father and son regarding the father’s experience as a Holocaust survivor. In addition, in Unit 2, Lesson 2, students read and analyze the poem, “Often a Minute,” by Magdalena Klein. Additionally, according to the Text Complexity, Grade 8 document, “Psychological Effects of Camp” was written as an “academic text taken from the <i>Densho Encyclopedia</i>; it describes how Issei (first generation), Nisei (second generation), and Sansei (third generation) were affected, as well as describing some of the different effects on men and Women.” In Module 4, Lessons from Japanese American Internment, students begin to read the anchor text, <i>Farewell to Manzanar</i>, by Jeanne Wakatsuki Houston to analyze the connections that the text makes between</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. 	<p>Yes</p>	<p>the individuals and events. Then, students watch <i>Farewell to Manzanar</i> to focus on certain moments of the film. Students “note the extent to which the film stays faithful to or departs from the text. On their Note-Catchers, they also explain how these moments in the film convey significant ideas from the text.” As outlined in the Module 4 Overview, “<i>Farewell to Manzanar</i> conveys a first-hand experience of young Jeanne Wakatsuki, who was imprisoned at a Japanese American internment camp with her family. The design of this module aims to support students as they process sensitive or challenging passages since the experiences described may be upsetting to the students.”</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 Module 1, Folklore from Latin America, Unit 1, Lesson 5, students build knowledge to help them better understand the anchor text, <i>Summer of the Mariposas</i>, by closely reading an excerpt from the informational text, <i>The Latin American Story Finder</i>. Students first respond to the Entrance Ticket about strategies they use in reading a complex text. The Close Reading Guide and Note-Catcher for the text excerpt provide guidance for students as they work through new vocabulary and concepts to determine</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>how “the author develops the central idea” of the text. These documents follow the text paragraph by paragraph and require students to analyze the meanings of words such as originated in Paragraph 1 and resilience in Paragraph 4. Students first use context to create meaning and then verify their definitions with a dictionary. They also determine the significance of these terms to the text. Students also reflect on the main idea and supporting details of each paragraph by determining the main idea, the details, or both. The activity is scaffolded by providing more guidance for the earlier paragraphs and requiring students to contribute more in the latter paragraphs. On the Culminating Task, students summarize the text orally with a partner, one portion at a time. A Language Dive accompanies this lesson where students analyze the structure of a sentence from the text, “Amazonian realities are still a present and active part of the lives of the non-indigenous, who now represent the majority of the population in most cities throughout the region.” Students focus on “the strategy of using affixes to determine the meaning of unfamiliar vocabulary, introduced in Lesson 4.” Students use blue and red markers to focus on specific words and their functions within chunks of the sentence. In Module 2, Food Choices, students explore the topic of Food Choices by reading and analyzing excerpts of the anchor text, <i>The Omnivore’s Dilemma</i>, and the documentary, <i>Nourish: Food and</i></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p><i>Community</i>. For example, throughout Unit 1, students focus on learning how to “delineate and evaluate the author’s argument” through the structure of the text and the author’s purpose and point of view. In Lesson 2, students read the introduction to the anchor text while using a Note-Catcher that guides them through determining how an author’s point of view is conveyed in a nonfiction text. Students note the author’s point of view and the purpose of each section and then support their findings with evidence from the text. After reflecting on each section, students note conflicting viewpoints and how the author responds to those conflicting viewpoints throughout the Introduction. This process is used throughout the module as students read the anchor text in relation to other texts on the same subject. Students then work through a Language Dive that focuses on the sentence “I decided to become a food detective, to find out where our food comes from and exactly what it is we are eating.” Students analyze the structure of the sentence and note its use of infinitive phrases as they deconstruct it to better understand how it connects to author Michael Pollan’s purpose and point of view when writing <i>The Omnivore’s Dilemma</i>. Being able to determine and understand an author’s purpose and point of view supports students as they explore other texts, such as <i>Chew on This: Everything You Don’t Want to Know about Fast Food</i>, “Is Eating Healthy</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 1d) Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>Yes</p>	<p>Really More Expensive?" and <i>Nourish: Short Films: 54 Bite-Sized Videos about the Story of Your Food by Nourish Life</i>, over the course of the module.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Each module has an anchor text and supporting texts. These texts are the foundation for knowledge building throughout the unit. Texts support knowledge building through multiple, careful readings that include using Note-Catcher handouts and annotation skills. Texts are regularly reread to deepen understanding of the topic being studied. Texts are sequenced to deepen understanding as students work through a unit. Texts are reread for specific purposes and emphasize building knowledge of the topic that is the focus of the module. For example, in Module 1, Folklore of Latin America, Unit 2, Lessons 1-3, students determine the theme and its development through multiple readings of <i>Summer of Mariposa</i>, Chapters 13-15. As students read and reread the text, students analyze the development of the theme and write a summary of the chapter. After reading Chapter 13, students reread the text to participate in a Language Dive where they complete a Note-Catcher as they explore language structures from the text. In Module 2, Food Choices, students explore the options, access, and information about</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the food Americans use to decide what to eat. In the first half of the unit, students build knowledge of this topic through accessing and reading multiple artifacts, and Guiding Questions, while keeping the Culminating Writing Task in mind. In Unit 1, Lesson 1, students review the learning target, “I can infer the topic of this module from the resources.” Students complete a Notice and Note focused on what they think they will learn in this module. Students then investigate the resources required for this unit, infer what the anchor text is about, build academic knowledge by adding words to the word wall, and review Performance Task exemplars along with the Guiding Questions that will be answered throughout the unit. In Unit 1, Lesson 3, students review the learning of previous lessons, record words in their vocabulary logs, and review close read protocols. Next, during work time, students reread <i>The Omnivore’s Dilemma</i>, and provide the gist they recorded in Section 1. The text is then read aloud by the teacher, and the students Think-Pair-Share to get the gist on a sticky note. Students then refer to the Author’s Purpose and Point of View Note-Catcher and record the required information as they read <i>The Omnivore’s Dilemma</i>. In Unit 1, Lesson 6, students repeat the procedures for Lesson 3. Students work independently to complete Section 4. After students participate in a Think-Pair-Share, they focus on the question, “What is the conflicting viewpoint</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>that is addressed in this section?" Students record the answers in the appropriate section of the Note-Catcher. In Unit 3, Lesson 1, students analyze language in Section 8 of <i>The Omnivore's Dilemma</i>. Students first read the section independently. Students then reread the section with teacher guidance as they focus on connotative and denotative meanings of words. They complete a Language Dive to further explore the connotative meaning of specific words. Students then reread Section 8 with a partner as they complete the Analyze Language: The Omnivore's Dilemma Section handout on connotation. In Module 3, Voices of the Holocaust, Unit 3, Lessons 7-12, students write a narrative for the Unit 3 Mid-Unit Assessment. Students read and reread Upstander Models of narrative interviews. Students use the models to create their own narratives. Students review the model to identify the sensory details. Then, students use the models and plan to write their own narratives.</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 2. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p>	<p>Required 2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</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. Throughout the materials, student ideas are expressed through both written and spoken responses. Students are required to cite evidence through constructed responses, writing prompts, and spoken responses throughout each of the units. The majority of questions require students to support their responses</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>with text evidence and valid reasoning. Materials include both text-dependent and text-specific questions. For example, in Module 1, Folklore of Latin America, Unit 1, Lesson 3, students answer the Entrance Ticket based on an excerpt from the passage. After the students type in their answer, they Turn and Talk about the following questions: “How did you come up with that definition? and “What clues did the context give you?” Students complete the Quick Write: Summer of Mariposas, Chapter 2 in which they respond to the following prompt: “From reading this excerpt, what do you, the reader, know that Mama doesn’t know? What effect does this create?” After a certain amount of time, students share their responses with the class. In Module 3, Voices of the Holocaust, Unit 1, Lesson 2, students read the graphic novel <i>Maus 1</i> to build background knowledge of the Japanese American Internment. Students also “analyze how the authors’ point of view is conveyed and differs from other points of view in a text about Japanese American internment.” After a brief lesson on how to effectively read a graphic novel, students discuss several text-dependent questions through a Turn and Talk protocol. These text-dependent and text-specific questions include the following: “What character and setting information is the reader given in this excerpt?” “Why does Art's father talk about being locked in a room with no food for a week?” and “What</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>do you notice about Vladek’s language? Does the variety of English he uses seem similar to varieties of English that you use?”</p> <p>In Module 4, Lessons from Japanese American Internment, Unit 2, questions are based on the text and are specific to the unit. For example, in Unit 2, Lesson 1, students read Chapter 12 of <i>Farewell to Manzanar</i>. Students read independently and prepare to answer questions such as: “What is the gist of Chapter 12?” and “What examples of habits of character were evident in this chapter?”</p> <p>In the Mid-Unit 2 Assessment, questions are aligned with the text, <i>Farewell to Manzanar</i>, and students are directed to specific excerpts of the text to answer three-part questions. For example, students read the epigraph on page 165 and answer the following questions: “What method do the authors use in the last paragraph on page 168 to make a connection between Jeanne’s experience of internment and her life afterward?” “Which statement best represents the connection between Jeanne’s experience of internment and her life afterward as conveyed by the answer in Part A?” and “What sentence from pages 165–177 best conveys the answer in Part A?”</p> <p>Lesson 8 continues to provide students with text-dependent and text-specific questions as they participate in Think-Pair-Shares discussing, “What is Jeanne’s point of view toward her father as conveyed by the final memory she shares at the end of chapter</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p>Yes</p>	<p>22?” and “Jeanne has felt deep ambivalence about Papa throughout the book. How does she resolve those feelings here at the end of her story?”</p> <p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. For example, in Module 1, Folklore from Latin America, Unit 1, Lesson 9, students read Chapter 7 of <i>Summer of Mariposas</i> with a focus on analyzing point of view and figurative language. After reading, students respond to the following questions: “What does the reader know that Ines, Zaragoza, and the other girls do not know?” (RL.8.6), “What effect does this create?” (RL.8.6), “Which line from the text best supports your response?” (RL.8.1), and “How does the author use the narrator’s point of view to create the effect in this scene? Use details from the text to support your response” (RL.8.6). In Module 3, Voices of the Holocaust, Unit 1, Guiding Questions guide students through the module to deepen their learning through tasks that use the language of the standards, such as “What was the Holocaust, and how did it occur? Why do we remember it?” To address these questions, students “discover the topic by examining multiple artifacts and encountering the Guiding Questions of the module and the culminating Performance</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Task.” By the end of Unit 1, students write a summary of the entire anchor text, <i>Maus I</i>, including a statement of a major theme developed throughout the text (RI.8.2). In Module 3, Voices of the Holocaust, Unit 2, Lesson 2, students closely read the poem “Often a Minute” and answer multiple standards-based questions. For example, as students enter class they respond to the Entrance Ticket, “Based on your discussion in our previous lesson, what are some of the key structural elements of <i>Maus I</i>?” and “How do these structures contribute to its meaning?” (RL.8.5). Using a Think-Pair-Share protocol, students discuss questions, such as “How is the theme of “Often a Minute” similar or different to that of <i>Maus 1</i>?” (RL.8.5). In the Close Reading Guide, students respond to standards-based questions, such as “What is the poet saying in this stanza?” (RL.8.1), “How does the poet feel about what is happening? What evidence helps you understand how she is feeling?” (RL.8.3), and “What is the connotation of the word prey? Why does she use this term?” (RL.8.4). Questions progress in complexity as students move through the activity. In Module 4, Lessons from Japanese Internment, Unit 3, Lesson 2, students begin a close read of the text “Psychological Effects of Camp” with a focus on understanding key words and their impact on the meaning and tone of the text. The Note-Catcher and teacher-directed questions include the specific language of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the standards and require students to extend their learning as they progress through the text. For example, students define terms “based on the context” (RI.8.4) and determine the “central idea” of specific sections of text (RI.8.2). The Culminating Task for the close explains, “The first section of the article ‘Psychological Effects of Camp’ develops the central idea and lesson that internment of people based on the group they belong to has long-lasting harmful effects. Write a paragraph that develops this idea. In your response, be sure to include evidence from the first section of the article ‘Psychological Effects of Camp.’” (RI.8.1 and RI.8.2).</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p>	<p>Required 3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p>Yes</p>	<p>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. Students build knowledge across sequences of texts through the use of questioning that support students in making meaning of complex texts. Tasks and assessments require students to refer to multiple texts on a shared theme or topic. For example, in Module 1, Folklore of Latin America, students read the anchor text <i>Summer of the Mariposas</i> and a variety of other texts as they explore, analyze, and evaluate the connection between modern narratives and traditional myths and stories. In Unit 3, Lesson 4, students “compare the depiction</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>of La Llorona in “La Llorona” with its depiction in <i>Summer of the Mariposas</i>.” Students begin with an Entrance Ticket by answering, “What do we already know about the legend of La Llorona from <i>Summer of the Mariposas</i>?” After answering independently and then discussing their responses as a class, students complete a close reading of the traditional story “La Llorona.” As they read and analyze the texts, students respond to questions, such as “What do we learn about Maria in this paragraph?” and “How can Maria be characterized?” Upon completion, students answer the questions on the Close Reading Culminating Task: “La Llorona.” Questions include, “What is Maria’s character flaw that leads to her eventual demise?” and “What theme is developed through this story?” In later lessons, students compare these ideas in relation to the depiction of La Llorona in the anchor text. In Module 2, Food Choices, Unit 1, Lesson 1, students are introduced to the topic by first inferring what they learn based on the cover of the text. The Performance Task is introduced along with Guiding Questions to focus their learning on the unit. In the second lesson, students begin reading the anchor text and analyze the author’s point of view and perspective. Students continue to read excerpts from <i>The Omnivore’s Dilemma</i>. Students also analyze the structure Pollan uses and how it contributes to key points. Throughout the lessons, students consider whether the</p>

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			<p>evidence is “sound and sufficient.” These activities provide students with the knowledge needed for the Unit 1, Mid-Unit Assessment. In the second half of Unit 1, students access digital print, text features, and videos in order to discover and analyze the different resources for advantages and disadvantages for the presentation of information which prepares students for the End-of-Unit assessment.</p> <p>In Module 3, Voices of the Holocaust, students read the anchor text <i>Maus I: A Survivor’s Tale: My Father Bleeds History</i> and numerous additional texts to build background knowledge and context for their understanding of the Holocaust. In Unit 2, Lesson 13, students create a commemorative poster based on their reading and research that visually represents and honors Holocaust survivors and victims. In previous lessons, students read and summarized various texts such as “Psychological Effects of Camp” from the <i>Densho Encyclopedia</i> and “Often a Minute” that are by and about survivors and victims of the Holocaust. To create their poster, each student chooses a single voice “from a summary they have written that resonates with them and choose visual elements to further convey this voice in a commemorative poster.” Students then analyze multiple model commemorative posters and discuss the required criteria and template for their posters as they each begin to plan their own posters.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p>Yes</p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Tasks directly involve the analysis of complex texts and require students to express their understanding through both writing and speaking. For example, in Module 3, Voices of the Holocaust, Unit 1, “students discover the topic by examining multiple artifacts and encountering the Guiding Questions of the module and the Culminating Performance Task.” Students read an informational text providing an overview of the Holocaust to build their background knowledge. They are introduced to their anchor text, <i>Maus I: A Survivor’s Tale: My Father Bleeds History</i>, a graphic novel, and closely read the first chapter to understand how dialogue and tone reveal aspects of characters.” In Unit 2, students closely read a new poem, “Often a Minute,” by Magdalena Klein, and write their own essay comparing the structure and theme of this poem to their anchor text, <i>Maus I</i>. Then students read excerpts from memoirs written by victims and survivors of the Holocaust and participate in mini lessons to practice verb conjugation, voice, and mood. This work prepares students for the End-of-Unit Assessment. In Unit 3, students read informational accounts of upstanders during the Holocaust and write reflections about how these individuals took action. Students then create a graphic panel as a</p>

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			<p>representation of one of the summaries they wrote and observe one another's work in order to scaffold toward their Performance Task. Students discuss common traits of upstanders that they saw across the texts they read and analyze a model narrative of a fictional interview with an imaginary upstander. In Module 4, Lessons from Japanese American Internment, Unit 1, students work to answer the Guiding Questions that are the focus of the unit. For example, students closely read texts to build background knowledge to answer the Guiding Question, "What were the causes and impacts of Japanese American internment camps?" In Unit 1, students read <i>Farewell to Manzanar</i> to "analyze how the text makes connections among and distinctions between important individuals, ideas, or events." Students closely study and analyze images and primary source documents from the Japanese American internment to build context and background knowledge. Students analyze the film's main ideas and supporting details, as well as how the ideas in the video introduce the issue of plastic pollution. The assessments of Unit 1 evaluate students' abilities to analyze the connections and distinctions made in a new chapter of the text and to discuss the causes and impacts of Japanese American internment in a collaborative discussion. In Module 4 in Unit 2, students finish reading <i>Farewell to Manzanar</i> and watch the two</p>

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			<p>final segments of the <i>Farewell to Manzanar</i> film as they compare and contrast the representations of the Japanese American internment. Next, on the Mid-Unit Assessment, students compare and contrast a new chapter of text with the movie. In the latter part of Unit 2, students analyze a model literary argument essay in preparation for writing their own. On the Unit 2 End-of-Unit Assessment, students write an argumentative literary essay discussing “how effectively” the movie version illustrates a student-selected “significant idea” from <i>Farewell to Manzanar</i>. Students research, plan, draft, and revise their written analysis before submitting their literary argument essay.</p>
	<p>Required 3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> • Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening). 	<p>Yes</p>	<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. Questions and tasks support skills in language, vocabulary, sentences, and structure relative to the texts being analyzed. Questions and tasks focus on depth of word knowledge and connections between words and their associated texts. Questions and tasks also focus on emphasizing word meaning and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>relationships among words. For example, in Module 1, Folklore from Latin America, Unit 1, Lesson 2, students create a vocabulary log for both academic and domain-specific vocabulary they encounter throughout the module. Students engage in a Turn and Talk protocol to discuss the difference between these two types of words. After the teacher models how to use print and online dictionaries and record definitions in their Vocabulary Logs, students add words such as: <i>gist</i>, <i>determine</i>, and <i>empathy</i>, to the academic word wall and their individual Vocabulary Logs. These words and resources are referenced throughout the school year as students discuss and work through the modules. In Module 2, Food Choices, Unit 3, Lessons 2, Mid-Unit 3 Assessment: Analyze Language: <i>The Omnivore’s Dilemma</i> pages 65-67, students analyze the connotation of words and the impact this connotation has on meaning within the text. For example, students reflect on how the author, Michael Pollan, uses the term <i>sheepishly</i> in the text: “They say you only need a hundred pounds per acre. I’m putting on closer to one hundred eighty,’ Naylor explained sheepishly.” In a Turn and Talk protocol, students address the question, “Why do you think Pollan uses the word sheepishly to describe Naylor instead of a word with a different connotation, like meekly?” Students continue their study of connotation through a Language Dive where they “explore how words with similar</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>meanings have different connotations and how the relationships among words can be used to better understand the meaning of a sentence in <i>The Omnivore’s Dilemma</i>.” In Module 3, Voices of the Holocaust, Unit 1, Lesson 3, students deepen their knowledge of the Holocaust by determining the meaning of unknown words and phrases as they read an overview of the history of the Holocaust and reflect on thinking questions. Students build their background knowledge about World War II and the Holocaust as they participate in a protocol using Holocaust Glossary Strips. Students read the word and definition on their strip, underlining important keywords that help them understand the information given. In Module 4, Lessons from Japanese American Internment, Unit 3, Lesson 1, students use the Annotating Text protocol to collaboratively examine a text about Japanese American internment. After analyzing the word annotate, students add it to the academic word wall and record it in their vocabulary logs. Students then refer to the “Close Readers Do These Things” anchor chart as they prepare to closely read and annotate the text “Seeking Redress.” Students discuss and note the definitions of key words such as redress, reparations, pilgrimage, and wartime hysteria on the domain-specific word wall. Students then identify synonyms and sketch visual representations to strengthen their comprehension of these words.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
<p>Non-negotiable⁶ 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-1 only Indicator 4b) Materials provide grade-appropriate instruction and practice for the concepts of print (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>Required *Indicator for grades K-1 only 4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only 4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only Indicator 4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency words using multisensory techniques.</p>	N/A	Not applicable for this grade level.

⁶ As applicable.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required *Indicator for grades K-5 only 4f) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct 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>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only 4g) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct 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 rate, expressiveness, and accuracy.</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only 4h) Materials provide instruction and practice in word study.</p> <ul style="list-style-type: none"> 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- 	N/A	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>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>)</p> <ul style="list-style-type: none"> In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. 		
	<p>Required *Indicator for grades K-2 only 4i) Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only 4j) Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.</p>	N/A	Not applicable for this grade level.
Section III. Additional Criteria of Superior Quality			
<p>5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p>	<p>Required 5a) Materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> The majority of informational texts have an informational text structure. In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. 		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p> <p>5c) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>		
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.⁷</p> <p>Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p> <p>Required 6c) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p>		

⁷ 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
	<ul style="list-style-type: none"> As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks may include blended modes (e.g., analytical writing). 		
	<p>Required 6d) Materials address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> 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. 		
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 7a) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>		
	<p>Required 7b) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>		
	<p>Required 7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		
	<p>Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>		
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 8a) As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		
	<p>Required 8b) Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.</p>		
	<p>Required 8c) Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>		
	<p>Required 8d) Materials provide additional supports for expressing understanding through formal discussion and writing development (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).</p>		
	<p>Required 8e) Materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required 8f) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		
	8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.		

FINAL EVALUATION

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

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality⁸	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. 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

⁸ 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
			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	Yes	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 include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	Yes	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
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁹	4. Foundational Skills ¹⁰	N/A	Not applicable for this grade level.
III. Additional Criteria of Superior Quality¹¹	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u>			

⁹ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

¹⁰ As applicable.

¹¹ 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 [2021-2022 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Baton Rouge Diocese, Beauregard, Bossier, Calcasieu, Central Community, City of Monroe, Desoto, East Baton Rouge, East Feliciana, Evangeline, Franklin, Iberia, Jefferson, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Orleans, Ouachita, Rapides, Regina Coeli Child Development Center, Richland, Special School District, St. Charles, St. John, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, Vermillion, West Baton Rouge, and West Feliciana. This review represents the work of current classroom teachers with experience Grades 3-12.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.