



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



Title: Wit & Wisdom

Grade: K-2

Publisher: Great Minds

Copyright: 2016

Overall Rating: Tier I, Exemplifies quality (Materials should be paired with a high quality foundational skills program.)

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

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
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 K \(Tier 1\)](#)

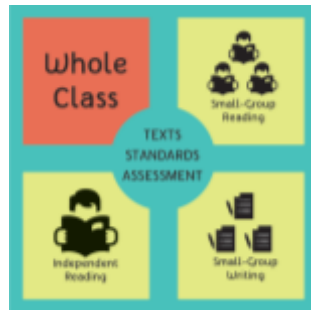
[Grade 1 \(Tier 1\)](#)

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

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

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

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>3</sup> In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts<sup>4</sup> independently. Thus, a strong ELA classroom is structured with the below components.



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8. Scaffolding and Support	

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

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

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

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

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<sup>4</sup> A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards</i></p>	<p><b>REQUIRED</b>  <b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.<sup>5</sup> Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>The texts are appropriately complex and offer opportunities for student engagement as outlined in the standards. The quantitative and qualitative analysis are provided in Appendix A. The Lexile level of the texts are at or above the grade level band which supports several reads of the same text. Module 1 texts include: My Five Senses, Rap a Tap Tap, Chicka Chicka Boom Boom, Last Stop on Market Street. Module 2 texts include: The Year at the Maple Farm, The Little Red Hen, The Three Billy Goats Gruff, The Three Little Pigs; Module 3 texts include: Home Then and Now, School Then and Now, Transportation Then and Now, Communication Then and Now, Now and Ben, The Little House; Module 4 texts include: Introducing North America, World Atlas, The Story of Ferdinand, Moon Rope, and Why Mosquito's Buzz in People's Ears. The texts meet qualitative measures for meaning, structure, language, and knowledge demands.</p>
	<p><b>REQUIRED</b>  <b>1b)</b> At least 90% of texts are authentic<sup>6</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>The texts offer rich opportunities for students to meet grade level standards. The texts are well-crafted, authentic informational and literary texts which offer teachers ample opportunities for engaging instruction.</p>

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

<sup>6</sup> Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><i>for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p><b>Yes</b></p>	<p>The collection of texts is related to a topic for each module in the curriculum. For example, in Module 1, the materials are designed to build knowledge about the five senses; Module 2 materials are related to "What makes a good story?"; Module 3 focuses on comparing how life has changed over time in America; and Module 4 materials are related to the continents. The modules incorporate songs, art, texts, poems, videos, and online articles that build knowledge. For instance, in Module 2, The Year at the Maple Farm (informational), The Little Red Hen (Literary), Farm Animals (Poem), The Cornell Farm (Art) are used to reinforce vocabulary about a topic, as well as for students to discuss what makes a good story. The read alouds are used throughout the lessons to build capacity in fluency, vocabulary and listening comprehension. Students read and listen to poems, stories, and informational texts. They are required to examine how authors make meaning of text through various literary devices. Throughout the curriculum, students practice identifying story elements and character changes. They also practice identifying details and using evidence from the text to support answers.</p>
	<p><b>1d)</b> Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p><b>Yes</b></p>	<p>Although texts do not increase in complexity throughout the grade level, they do increase across grade bands. Additionally, teachers use read-alouds to hone listening skills and to teach students how to analyze and comprehend a complex text.</p>
<p><b>2. RANGE AND VOLUME OF TEXTS:</b></p> <p>Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3,</a></p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p><b>Yes</b></p>	<p>The materials include many types of genres including literary and informational texts. Charts, videos, art, and multimedia sources are part of the materials in the modules.</p>

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<p><a href="#">RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.</a></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>2b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	<p><b>Yes</b></p>	<p>Materials include texts and non-print. Examples are paintings, songs, videos, poems, charts, and maps. For example, in Module 1, the texts are: My Five Senses (book), LeGourmet (painting by Picasso), Tap Dance (poem about Bojangles), and Chicka Chicka Boom Boom (literary text).</p>
	<p><b>2c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p><b>Yes</b></p>	<p>Informational texts that have an informational structure rather than a narrative structure are found in each of the modules. Module 4 includes several informational texts including Introducing North America, World Atlas, Africa, Australia, Antarctica, Asia, Europe, South America.</p>
	<p><b>2d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p><b>Yes</b></p>	<p>Several readings of the same text give students confidence and enjoyment while connecting concepts to develop knowledge of a topic. The texts in the modules are visually stimulating and appeal to their interests. Students view paintings, sing songs, and view photographs to gain knowledge about concepts and topics. For instance, students view "Flower Day" a painting by Diego Rivera, a song "Now We Are Six", Betsy Ross and Old Hand Water Pump- photographs, and "Sounds of Glass Harmonica" video.</p>
<p><b>Section II. Foundational Skills (grades K-5 only)</b></p>			
<p><b>Tier 1 and 2 Non-Negotiable*</b>  <b>3. FOUNDATIONAL SKILLS:</b>  Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient</p>	<p><b>REQUIRED *Indicator for grades K-2 only</b>  <b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p><b>N/A</b></p>	
	<p><b>REQUIRED</b>  <b>3b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	<p><b>N/A</b></p>	

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<p>readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p><b>REQUIRED</b></p> <p><b>3c)</b> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>3d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>3f)</b> Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and</p>	N/A	

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	making meaning from reading.		
	<b>3g) *Indicator for grades K-2 only</b> Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	N/A	
	<b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	N/A	
<b>Section III. Questions and Tasks</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>4. COHERENCE OF TASKS:</b>            Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	Yes	<p>The modules follow a coherent sequence of questions and tasks focus students on understanding the text. Each module has an essential question such as, "How do our senses help us learn?". The focus questions help students dig deeper into texts to build knowledge to answer the essential question. For example, Wonder Wheel Activity- Who, What, When, Where, Why, and How questions are developed by teachers and students. Examples of questions include "Why is the girl smiling at herself?", "How do you taste the ocean?", "What is happening in LeGourmet?". Students are also asked to answer text specific questions that make connections among texts. In Module 1, students are asked to analyze pictures and language in the story and then analyze the color in the painting.</p>
	<p><b>REQUIRED</b></p> <p><b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a</p>	Yes	<p>The questions and tasks are designed to have students build knowledge and apply their knowledge. In Module 1 while finding the main idea and details in texts, students are asked the following: "What is the section about?", "What in the text makes you think so?", "In "My Five Senses" where so you think the girl is?", "Why do you think that?". Then, the task has students create a tableau imitating her pose and asks "What are</p>



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	<p>peer who reviews the writing against using a peer review checklist.</p> <p><b>REQUIRED</b>  <b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>Yes</p>	<p>you doing?", "Which senses is the girl using?", and "Describe what is happening in LeGourmet?"</p> <p>The vocabulary in the texts are examined within the context of the texts and engage students with multiple repetitions of the words in various context. For instance, students are asked these questions to figure out the meaning of the word expression in the text, "What is the boy's expression? How do you think he is feeling?" Then students are prompted to reread page 19 in the text and emphasize the word feel. How does someone's expression help us know how they feel? Mix and Mingle tasks are used to allow students to answer questions about words. Words are put on word walls which are separated into Module Words, Year Long Words, and Separate Word charts. Students echo read words on the word walls daily. In Module 2 Lesson 18, students examine multiple meaning words. In Lesson 19, students examine shades of meaning, In Lesson 20, students examine plurals with morphemes, and in Lesson 29, students learn meanings of story element words. Other lessons have students relate words to familiar synonyms (garbage/trash) to help students understand the meanings of words.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>5. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the 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><b>REQUIRED</b>  <b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>A majority of the questions in the materials are text dependent and students' ideas are expressed through both written and spoken responses. For example, "How does the photo on page 4 give us more detail about what she does?" As part of the lessons, there are stop and draw about a section of the text tasks, "Draw text evidence about how the boy uses this sense in the space below." Teachers also pose questions using pre-identified question stems (Implementation Guide). In Module 1 Lesson 1, the questions students use to gain knowledge through the text to answer are: Essential Question- "How do our senses help us learn?", Focusing Question- "What are our five senses?", Content Framing Question- "What do I notice</p>



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			and wonder about my five senses?", and Craft Questions- "Why is organizing your writing important?" and "How does organizing a craft journal work?" Responding to text dependent routines include: Wonder Chart, Writing Anchor Charts, Question Corner Charts, adding images to the bulletin board, annotating parts of the book, Sentence Frames, Response Journal, and Evidence Organizer. Students are prompted to share answers with a partner before writing or drawing responses.
	<p><b>REQUIRED</b>  <b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	Yes	The language of the Louisiana Student Standards is included in the questions and the tasks. Make a connection between information in the text (RI.K.3) is asked in Module 2 Lessons 11 and 15. What is the main idea of the text and the supporting details (RI.K.2) is covered in Module 2 Lessons 2 and 9. Retell the story (RL.K.2, K.9) is asked in Module 2 Lessons 8 and 21. What is the setting of the story? Who are the characters in the story? What are the important events in the story? (RL.K.3) are questions in Module 2 Lessons 8, 9, and 13. "What words does the author use to describe this part of CJ's city?" is asked in Module 2 Lesson 15. Put the events in the story in the order in which they happen. (RL.K.1) is asked in Module 2 Lesson 24. While developing understanding of a text to answer the essential question of the lesson, students develop concepts of print by identifying the parts of a book and the roles of the author and illustrator. They identify rhyme and repetition in rhythmic books. Also, students study the language and predictable patterns.
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b>  The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require</p>	<p><b>REQUIRED</b>  <b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal</p>	Yes	Through the routines in the program, students are able to give text based explanations. They learn to respond to a prompt orally and in writing. They collect evidence to answer a question and provide details in their response/drawings. The Speaking and Listening tasks include discussions about the text, concepts of sharing ideas, listening with their senses, Socratic Seminar, and

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<p>communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>		<p>learning how to respond thoughtfully and respectfully. In Module 1 the standards for these skills that are taught include: RL.K.1,6,10; RI.1,4,5,10; W.K.2, L.K.1, 2, 2.d, 6; and SL.K.1. The writing tasks are varied in length and time demands and require students to engage effectively. Some of the writing tasks include expanding sentences, stop and draw a section of the text, use an alphabet strip to write words to answer questions, shared writings, create charts, informative animal tasks cards, details chart, story maps, narrative writing (Module 2 Lesson 31), Informative writing (Module 3 Lessons 7-11), and supporting a topic with a main idea (Module 3 Lesson 15).</p>
	<p><b>REQUIRED *Indicator for grades 3-12 only</b>  <b>6b)</b> A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<p>N/A</p>	
	<p><b>REQUIRED *Indicator for grades K-2 only</b>  <b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<p>Yes</p>	<p>Materials address foundational standards for writing letters, phonetic conventions, sentence structures, and spelling. L.K.1a, 2c, 2d are addressed when students use alphabet strips to write words in Module 2 Lesson 5, and using books as a resource to write words in Module 2 Lesson 21, Writing descriptive words Lesson 18, using antonyms to understand a word in Module 2 Lesson 11, identify parts of a complete sentence anchor chart in Lesson 14, capitalize the first word in a sentence Module 3 Lesson 7 (L.K.2a), end punctuation Module 3 Lesson 18. Phonetic conventions are addressed through the following lessons: Lesson 17- identify the first sounds in details from "Flower Day" Handout 18A (L.K.2c,2d,6), Module 2 Lesson 6 students learn letters by writing letters on popsicle sticks and touching the stick to the corresponding letter in the text and saying the sound the letter makes, Module 2</p>

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			Lesson 8 teachers call out illustrations and sounds on the alphabet strip, students work in pairs with one student having strong understanding of the alphabet and sounds working to respond to questions on a chart using conventional spelling (L.K.2.d). Students are instructed on sight words in Module 3 Lesson 20.
	<p><b>REQUIRED</b></p> <p><b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	<b>Yes</b>	The modules include multiple writing tasks aligned to the three modes of writing as outlined by the standards for the grade level. For example: narrative writing (Module 2 Lesson 31), Informative writing (Module 3 Lessons 7-11), supporting a topic with a main idea (Module 3 Lesson 15), and research projects/writing (Module 3 Week 2,7, and 8).
	<p><b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<b>Yes</b>	Materials provide models for writing and exemplars to support writing development. Sample student responses are included in Appendix C, along with writing rubrics. Sample writing and anchor charts have examples and nonexamples for writing in the grade level. Samples of students' work are kept in the classroom library. Students are also prompted to use texts as exemplars when writing.
	<p><b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure</p>	<b>Yes</b>	The grammar and language conventions specified by the language standards are addressed through application and practice of the skills in the context of reading and writing about text. Students learn these standards through identifying how the authors use words in the text to convey meanings. For example: Size adjectives (Module 2 Lesson 26), sensory adjectives for taste in real life situations (L.K.4a, 1f, and 5c), prepositional phrases (Module 2 Lesson 8), adjectives to describe (Module 2 Lesson 18), antonyms

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	and usage.		(Module 2 Lesson 11), inflected endings, nouns, verbs, capitalization, plural nouns (Module 3).
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	<p>Teachers are prompted throughout the lessons in the modules to assess students' learning and then use the data to direct instruction. Nonverbal signals and drawings are used frequently to assess students at this level since their written language is still in the developmental stages. For example: "Draw text evidence about how the boy uses this sense in the space below." Vocabulary is pre-assessed to guide instruction and then at the close of the lesson, students are re-assessed. "Next steps" prompts are included for students who struggled with the skill. Students are supported by the following types of scaffolding: supply them with a connection between the word and a picture, look at the picture for a clue, related examples, if they have trouble coming up with a question then provide them with a sentence frame, choose two or three questions to focus on at a time, break down the question, act out the story, substitute words that students struggle with (notice/see), look for opportunities to reinforce a connection, ask more pointed questions, highlight words on the word wall they can use for the specific tasks they are completing, and provide models.</p>
	<p><b>REQUIRED</b> <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	<p>Rubrics and assessment guides are included in the appendices and implementation guides. Sample student responses and assessment handouts are provided. Student work samples are kept in the classroom library along with exemplar text for students to reference during writing assessments and tasks.</p>
	<p><b>REQUIRED</b> <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	<p>Assessments are administered in a range of various modes to include pre-, formative, summative, and self-assessment measures. Pre-assessments for vocabulary and background knowledge guide the teacher's instruction (Assessment 16-circle yes or no to answer a question about a vocabulary term). Formative</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>assessments for the lessons include new read assessments for the text or texts (Assessment 18A- Circle the characters and setting in the story and Assessment 22A- Write a response to a problem in the story). Formative assessments are provided to answer focus questions (Assessment 11A- What season would someone wear that?) Summative assessments at the end of modules often include writing tasks or performance tasks to assess students' ability to apply skills. Appendix D provides a volume of reading reflection, In Assessment 21A, students write a paragraph which includes a topic, details, and a conclusion. For Handout 16A, students create a book cover. Students learn to self-assess through Lesson routines such as, Module 2 Lesson 2 on strong voice when reading fluently.</p>
	<p><b>7d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p><b>Yes</b></p>	<p>Assessments provide several methods that are accessible to all students and are unbiased. Some of the assessments have students give nonverbal signals, verbal responses, and written responses. Scaffolding is provided for students and to guide teachers. Lessons have extension tasks sections which offer teacher alternative activities, response cards with images can be provided for students, and adding complex words to the word wall for students to access. Teachers can also limit choices for struggling students and develop hand gestures.</p>
<p><b>Section IV. Scaffolding and Support</b></p>			
<p><b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p>	<p><b>REQUIRED</b>  <b>8a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p><b>Yes</b></p>	<p>The Launch section of the lesson includes pre-reading activities. Students discuss what they notice about the text, set purposes for reading, and introducing the content framing question. Teachers use routines learned through Module O lessons to create a culture and construct systems in how to build knowledge through a text.</p>
	<p><b>REQUIRED</b></p>	<p><b>Yes</b></p>	<p>The focus of the program is to enable students to comprehend a complex text by using skills and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>		<p>strategies that good readers use. Although skills and strategies are used, they are built-in with the main purpose of understanding text, not understanding the skill. The focus is on the text and not the strategies. The layout of the lessons (welcome, launch, learn, land, and wrap, and vocabulary deep dives) supports understanding of a text.</p>
	<p><b>REQUIRED</b> <b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	<p>Materials direct teachers to return to focused parts of the text to guide students to information found there. For example, Reread page 19 and emphasize the word feel. How does someone's expression help us know how they feel? How does the photo on page 4 give us more detail about what she sees? Describe how the senses of sight and hearing help a reader learn from a text. Students discuss what they notice about the text in Socratic Seminar. Students use response journals to write about evidence from the texts. Asking follow up questions reinforces the importance of using textual evidence.</p>
	<p><b>REQUIRED</b> <b>8d)</b> The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously, the center of focus.</p>	Yes	<p>The implementation guide gives teachers the tools they need to prepare, teach, assess, and analyze lessons. There are also Teacher Notes which give special information/tips for teachers. Module O is meant to be used at the beginning of the school year to introduce key components and features of the lessons and encounters with texts. Focus is on the content- processing information for close reading, craft- convey information, express ideas, and explicit instruction, and then creating- demonstrating knowledge and expressing ideas in writing and presentations.</p>
	<p><b>8e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more</p>	Yes	<p>The implementation guide provides examples of how the routines support readers and English learners. Each module has a topic and main focus, students set purpose for reading, content framing questions, and craft questions. Next step prompts are provided for students who struggled with the skill. If students have</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	advanced texts for extension, etc.).		trouble responding, they then revisit the texts.
	<b>8f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>Yes</b>	The materials include suggested daily and yearly schedules. Time allotted for each activity is listed in the teacher's guide modules. The four modules allot time to dig deep into text and supports rereading of the same text.

#### FINAL EVALUATION

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

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts ( <b>Non-Negotiable</b> )	<b>Yes</b>	The materials provide text-centered and integrated learning that is scaffolded to advance students toward independent reading of grade level texts and to build content knowledge. The quality of texts, measured quantitatively and qualitatively, supports multiple readings for various purposes.
	2. Range and Volume of Texts	<b>Yes</b>	The materials reflect the distribution of text types and genres suggested by the standards.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills ( <b>Non-Negotiable*</b> )	<b>N/A</b>	
III: Questions and Tasks	4. Coherence of Tasks ( <b>Non-Negotiable</b> )	<b>Yes</b>	The 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, listening, and writing.
	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	<b>Yes</b>	The materials provide text-dependent and text-specific questions and tasks that reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade specific standards.
	6. Writing to Sources, Speaking and Listening, and Language	<b>Yes</b>	The materials contain a majority of tasks that 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.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7. Assessments	Yes	The 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 texts.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	The 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.
FINAL DECISION FOR THIS MATERIAL: <b>Tier I, Exemplifies quality</b>			

\*As applicable

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>7</sup> In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts<sup>8</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Wit & Wisdom**

Grade: **1**

Publisher: **Great Minds**

Copyright: **2016**

Overall Rating: **Tier I, Exemplifies quality** (*Materials should be paired with a high quality foundational skills program.*)

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

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

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

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

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

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

<sup>7</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>8</sup> A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards</i></p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.<sup>9</sup> Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>The texts in this curriculum are appropriately complex and offer opportunities for student engagement as outlined in the standards. The quantitative and qualitative analysis are provided in Appendix A. The Lexile level of the texts are at or above the grade level band which supports several reads of the same text. Module 1 text include: Thomas and the Library Lady, Waiting for the Biblioburro, Green Eggs and Ham, Museum ABC, Metropolitan Museum of Art. Module 2 texts include: Seven Blind Mice, Me...Jane, Never Smile at a Monkey, The Hare and the Tortoise, The Ants and the Grasshopper; Module 3 Texts: Brave Irene, Owl at Home, The Boy Who Harnessed the Wind, Feel the Wind, Feelings; Module 4: Adelita, Bigfoot Cinderella, Cinderella, The Rough-Faced Girl, First Steps, Jean-Francois Millet. The texts meet qualitative measures for meaning, structure, language, and knowledge demands.</p>
	<p><b>REQUIRED</b></p> <p><b>1b)</b> At least 90% of texts are authentic<sup>10</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>The texts offer rich opportunities for students to meet grade level standards. The texts are well-crafted informational and literary texts which offer teachers ample opportunities for engaging instruction. Authors in this curriculum include David Shannon, Marcia Brown, Tomie dePaola, William Steig, Steve Jenkins, Aesop's Fables, Dr. Seuss, and Margriet Ruurs.</p>

<sup>9</sup> The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

<sup>10</sup> Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><i>for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p><b>Yes</b></p>	<p>The collection of texts is related to a topic for each module in the curriculum. There are core texts, related texts, and materials that include a variety of types such as art, charts, maps, and videos. For example, in Module 1, the materials are related to building knowledge through books and enjoying reading; Module 2 materials are related to discovering the diverse characters of all kinds of creatures and identifying the commonalities across species; Module 3 focuses on the capacity of wind and the emotions it evokes; and Module 4 materials are focused on diverse cultures of the world by following the Cinderella stories from different cultures.</p> <p>The read alouds are used throughout the lessons to build capacity in fluency, vocabulary and listening comprehension. Students read and listen to poems, stories, and informational texts. They are required to examine how authors make meaning of text through various literary devices. Throughout the curriculum, students practice identifying story elements and character changes. They also practice identifying details and using evidence from the text to support answers.</p>
	<p><b>1d)</b> Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p><b>Yes</b></p>	<p>Although texts do not increase in complexity throughout the grade level, they do increase across grade bands. Additionally, teachers use read-alouds to hone listening skills and to teach students how to analyze and comprehend a complex text.</p>
<p><b>2. RANGE AND VOLUME OF TEXTS:</b></p> <p>Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3,</a></p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p><b>Yes</b></p>	<p>The materials include many types of genres: both literary and informational texts. Charts, videos, art, and multimedia sources are part of the materials in the modules.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><a href="#">RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.</a></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>2b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	<p><b>Yes</b></p>	<p>Materials include texts and non-print. Examples are paintings, songs, videos, poems, charts, and maps. For example, in Module 1 the texts are: Tomas and the Library Lady (book), CNN Heroes (video), Museum ABC (informational picture book), Green Eggs and Ham (literary text). Module 2: Seven Blind Mice (literary), Sea Horse (informational), The Ants and the Grasshopper (Fable), Pygmy Sea Horses (video), and Snail by Henri Matisse (visual art).</p>
	<p><b>2c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p><b>Yes</b></p>	<p>Informational texts that have an informational structure rather than a narrative structure are found in each of the modules. Module 3 includes several informational texts, including articles. For example: "Wind at Work", "What Makes the Wind?", Feelings, Feel the Wind. In Module 4, the informational texts include visual art such as First Steps, Jean-Francois Millet, Pablo Picasso, Vincent van Goh.</p>
	<p><b>2d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p><b>Yes</b></p>	<p>Several readings of the same text give students confidence and enjoyment while connecting concepts to develop knowledge of a topic. Students view paintings, sing songs, and view photographs to gain knowledge about concepts and topics. For instance, students view "The Red Mill", a painting by Piet Mondrian, read poetry "The Wind" by James Reeves, and view photographs, and videos about the wind.</p>
<p><b>Section II. Foundational Skills (grades K-5 only)</b></p>			
<p><b>Tier 1 and 2 Non-Negotiable*</b>  <b>3. FOUNDATIONAL SKILLS:</b>  Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central</p>	<p><b>REQUIRED *Indicator for grades K-2 only</b>  <b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p><b>N/A</b></p>	
	<p><b>REQUIRED</b>  <b>3b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p>	<p><b>N/A</b></p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>		
	<p><b>REQUIRED</b>  <b>3c)</b> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	<p>N/A</p>	
	<p><b>REQUIRED</b>  <b>3d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>N/A</p>	
	<p><b>REQUIRED</b>  <b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	<p>N/A</p>	
	<p><b>REQUIRED</b></p>	<p>N/A</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>3f)</b> Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.		
	<b>3g) *Indicator for grades K-2 only</b> Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	N/A	
	<b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	N/A	
<b>Section III. Questions and Tasks</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>4. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, 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><b>REQUIRED</b></p> <p><b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	Yes	<p>The modules follow a coherent sequence of questioning and tasks focus students on understanding the text. Each module has an essential question such as, "How do people respond to the powerful force of wind?". The focus questions help students dig deeper into texts to build knowledge to answer the essential question. For example, Wonder Wheel Activity- Who, What, When, Where, Why, and How questions are developed by teachers and students. A question that might be developed by teachers and students is "How is wind a powerful force?". Text specific questions that make connections among the texts in the collection are as follows: "What do I notice and wonder about "Feel the Wind"?", "What does electricity mean?", "How does the wind change rocks?", "Why do strong winds blow, like in a hurricane?", "Where is the equator?", and "How does the wind help a windmill work?".</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><b>REQUIRED</b>  <b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p><b>Yes</b></p>	<p>The questions and tasks are designed to have students build their knowledge, then apply their knowledge. In Module 4, lessons use illustrations and details in the story "Cinderella" to describe the characters, settings, and events in texts, students are asked the following: "Why couldn't Cinderella go to the ball?", "What do Cinderella's stepmother and stepsisters make her do?", "Based on the evidence, how did her stepmother and stepsisters treat Cinderella?". Students are asked to record answers on a story map, work with a partner to identify the events and resolution in the story, annotate where they found information in the text and in illustrations. Then, pairs will retell the story to each other using key details from the text and act out Cinderella's actions using illustrations and details in the text.</p>
	<p><b>REQUIRED</b>  <b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p><b>Yes</b></p>	<p>The vocabulary in the text are examined within the context of the texts and engage students with multiple repetitions of the words in various contexts. For instance, students are asked these questions to figure out the meaning of the word "storyteller" in the text: "What does storyteller mean?" Then students are prompted to reread page 8 in the text and emphasize the word storyteller. Volunteers share the meanings and use of the word in a sentence. Mix and Mingle tasks are used to allow students to answer questions about words. Words are put on word walls which are separated into Module Words, Year Long Words, and Separate Word charts. Students echo read words on the word walls daily. In Module 2, vocabulary deep dives help students identify words and break words apart to understand the meanings. For example, for adding inflected endings, students share what words have in common, sort words into categories, and gallery walk to share illustrations to describe word meanings.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>5. TEXT-DEPENDENT QUESTIONS:</b></p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>Most of the questions in the materials are text dependent and students' ideas are expressed through both written and spoken responses. For example, "Where do the Bigfoots live?", "Why does the Bigfoot prince not want to pick any flowers?", "Which reason best supports the opinion statement and why?". As part of the lessons, the students are asked to support their answers with evidence from the text frequently. Examples include: "Based on Ella's actions we reviewed in the text, what lesson can we learn from Bigfoot Cinderella?". Teachers also pose questions using pre-identified question stems (Implementation Guide). In Module 1 Lesson 1, the questions students gain knowledge through an essential question. Essential Question- "How do books change lives around the world?", Focusing Question- "How do library books change life for Thomas?", Content Framing Question- "What does a deeper exploration of the main character reveal in Tomas and the Library Lady?", Craft Questions- "Why is organizing your writing important?", and "How does organizing a craft journal work." Responding to text dependent routines include: Wonder Chart, Writing Anchor charts, Question Corner charts, adding images to the bulletin board, annotating parts of the book, sentence frames, response journal, and evidence organizer. Students are prompted to share answers with a partner before writing or drawing responses.</p>
	<p><b>REQUIRED</b></p> <p><b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p><b>Yes</b></p>	<p>The language of the Louisiana Student Standards is included in the questions and the tasks: "Make a connection between information in the text" (RI.1.3) is asked in Module 1 Lessons 4 and 5. "What is the main idea of the text and the supporting details?" (RI.1.2) is covered in Module 1 Lesson 16, . "What is the setting of the story? Who are the characters in the story? What are the important events in the story?" (RL.1.3) are questions in Module 1 Lessons 4,5,8,9, 10, 11, 18,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			20, 21, 23, 24, and 29. "Put the events in the story in the order in which they happen." (RL.1.1) is asked in Module 1 Lessons 1, 7, 10, 17, 19, 23. While developing understanding of a text to answer the essential question of the lesson, students develop concepts of print by identifying the parts of a book and the roles of the author and illustrator. They identify rhyme and repetition in rhythmic books. Also, students study the language and predictable patterns.
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b>  The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	Yes	Through the routines in the program, students are able to give text based explanations. They learn to respond to a prompt orally and in writing. They collect evidence to answer a question and provide details in their response/drawings. The Speaking and Listening tasks include: discussions about the text, concepts of sharing ideas, listening with their senses, Socratic Seminar, and learning how to respond thoughtfully and respectfully. The writing tasks are varied in length and time demands and require students to engage effectively. Some of the writing tasks are expanding sentences, stop and draw a section of the text, use an alphabet strip to write words to answer questions, shared writings, create charts, details chart, story maps, narrative writing (Module Lesson 4, 5,11,21,26,30, 31), Informative writing (Module 2 Lessons 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 22, 23,) Opinion writing, (Module 2 Lesson 26) and supporting a topic with a main idea and research (Module 3 Lessons 3, 4, 5).
	<p><b>REQUIRED *Indicator for grades 3-12 only</b>  <b>6b)</b> A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	N/A	
	<p><b>REQUIRED *Indicator for grades K-2 only</b></p>	Yes	The materials address grade-level foundational

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>		<p>standards for this grade level to know their letters, phonetic conventions, sentence structure, and spelling. In response journals, students record their thoughts about text they read, look back on past ideas and share with others, make drawings about a text, add to sentence frames, and develop sentences. Students are prompted to use their journals and texts when they are writing.</p>
	<p><b>REQUIRED</b></p> <p><b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students' progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	<p><b>Yes</b></p>	<p>The modules include multiple writing tasks aligned to the three modes of writing as outlined by the standards for the grade level as follows: narrative writing (Module 1 and 3 Narrative Essay ), Informative Paragraph (Module 2), supporting a topic with a main idea (Module 2), research project (Module 3), and Opinion writing (Module 4).</p>
	<p><b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p><b>Yes</b></p>	<p>Materials provide models for writing and exemplars to support writing development. Sample student responses are included in Appendix C, along with writing rubrics. Sample writing and anchor charts have examples and non-examples for writing in the grade level. Samples of students' work are kept in the classroom library. Students are also prompted to use texts as exemplars when writing.</p>
	<p><b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and</p>	<p><b>Yes</b></p>	<p>The grammar and language conventions specified by the language standards are utilized through application and practice of the skills in the context of reading and writing about text. Students learn these standards through identifying how the authors use words in the text to convey meanings. For example, In Module 1, Lessons 1,3- common nouns, Lesson 4- proper nouns, Lessons 7,9- verbs, Lesson 10- simple sentences,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.		Lesson 13- complete sentences, Lessons 17,20, 22- adjectives, Lesson 25- imperative sentences, Lessons 29-31- edit sentences.
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	Teachers are prompted throughout the lessons in the modules to assess students' learning and then use the data to direct instruction. Nonverbal signals and drawings are used frequently to assess students at this level since their written language is still in the developmental stages. For example, "Draw text evidence about how the boy uses this sense in the space below." Vocabulary is pre-assessed to guide instruction and then at the close of the lesson, students are re-assessed. "Next steps" prompts are included for students who struggled with the skill. Students are supported by the following types of scaffolding: supply them with a connection between the word and a picture, look at the picture for a clue, related examples, if they have trouble coming up with a question then provide them with a sentence frame, choose two or three questions to focus on at a time, break down the question, act out the story, substitute words that students struggle with (notice/see), look for opportunities to reinforce a connection, ask more pointed questions, highlight words on the word wall that they can use for the specific tasks they are completing, and provide models.
	<p><b>REQUIRED</b> <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	Rubrics and assessment guides are included in the appendices and implementation guides. Sample student responses and assessment handouts are provided. Student work samples are kept in the classroom library along with exemplar texts for students to reference during writing assessments and tasks.
	<p><b>REQUIRED</b> <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	Assessments are administered in a range of various modes to include pre-, formative, summative, and self-assessment measures. Pre-assessments for vocabulary and background knowledge guide the teacher's

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			instruction (circle yes or no to answer a question about a vocabulary term). Formative assessments for the lessons include new read assessments for the text or texts (Write and draw to formulate a question). Formative assessments are provided to answer focus questions (Respond to what others say to answer the essential and focus questions). Summative assessments at the end of modules often include writing tasks or performance tasks to assess students' ability to apply skills. Appendix D provides a volume of reading reflection. Students write a paragraph which includes a topic, details, and a conclusion. For Handout 16A, students create a book cover. Students learn to self-assess through lesson routines such as, in Module 2 Lesson 2, using a strong voice when reading fluently.
	<b>7d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>Yes</b>	Assessments provide several methods that are accessible to all students and are unbiased. Some of the assessments have students give nonverbal signals, verbal responses, and written responses. Scaffolding is provided for students and to guide teachers. Lessons have extension tasks sections which offer teacher alternative activities, response cards with images can be provided for students, and adding complex words to the word wall for students to access. Teachers can also limit choices for struggling students and develop hand gestures.
<b>Section IV. Scaffolding and Support</b>			
<b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.	<b>REQUIRED</b> <b>8a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	<b>Yes</b>	The Launch section of the lesson includes pre-reading activities. Students discuss what they notice about the text, set purposes for reading, and introducing the content framing question. Teachers use routines learned through Module O lessons to create a culture and construct systems in how to build knowledge through a text.
	<b>REQUIRED</b> <b>8b)</b> Materials must have the goal of students gaining full	<b>Yes</b>	The focus of the program is to enable students to comprehend a complex text by using skills and strategies that good readers use. Although skills and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>		<p>strategies are used, they are built-in with the main purpose of understanding text, not understanding the skill. The focus is on the text and not the strategies. The layout of the lessons (welcome, launch, learn, land, and wrap, and vocabulary deep dives) supports understanding of a text.</p>
	<p><b>REQUIRED</b>  <b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	<p><b>Yes</b></p>	<p>Materials direct teachers to return to focused parts of the text to guide students to information found there. For example: In Module 2 Lesson 4, students complete a Lesson Oval by finding details in the text "The Ant and the Grasshopper" to support the lesson of the text, or big idea the author wants the reader to learn. Students discuss what they notice about the text in Socratic Seminar. Students use response journals to write about evidence from the texts.</p>
	<p><b>REQUIRED</b>  <b>8d)</b> The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	<p><b>Yes</b></p>	<p>The implementation guide gives teachers the tools they need to prepare, teach, assess, and analyze lessons. There are also Teacher Notes which give special information/tips for teachers. Module O is meant to be used at the beginning of the school year to introduce key components and features of the lessons and texts. Focus is on the content- process information for close reading, craft- convey information, express ideas, and explicit instruction, and then creating- demonstrating knowledge and expressing ideas in writing and presentations.</p>
	<p><b>8e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	<p><b>Yes</b></p>	<p>The implementation guide provides examples of how the routines support readers and English learners. Each module has a topic and main focus where students set the purpose for reading, content framing questions, and craft questions. "Next step" prompts are provided for students who struggled with the skill.</p>



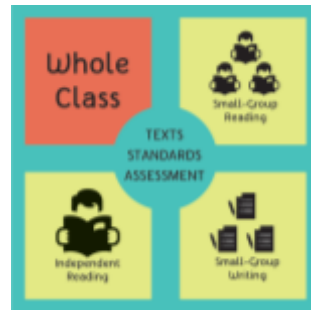
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>8f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>Yes</b>	The materials include suggested daily and yearly schedules. Time allotted for each activity is listed in the teacher's guide modules. The four modules allot time to dig deep into texts and supports rereading of the same texts.
<b>FINAL EVALUATION</b>			
<i>Tier 1 ratings</i> receive a "Yes" in Column 1 for Criteria 1 – 8.			
<i>Tier 2 ratings</i> receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.			
<i>Tier 3 ratings</i> receive a "No" in Column 1 for at least one of the non-negotiable criteria.			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts ( <b>Non-Negotiable</b> )	<b>Yes</b>	The provide text-centered and integrated learning that is scaffolded to advance students toward independent reading of grade level texts and to build content knowledge. The quality of texts, measured quantitatively and qualitatively, supports multiple readings for various purposes.
	2. Range and Volume of Texts	<b>Yes</b>	The materials reflect the distribution of text types and genres suggested by the standards.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills ( <b>Non-Negotiable*</b> )	<b>N/A</b>	
III: Questions and Tasks	4. Coherence of Tasks ( <b>Non-Negotiable</b> )	<b>Yes</b>	The 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, listening, and writing.
	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	<b>Yes</b>	The materials provide text-dependent and text-specific questions and tasks that reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade specific standards.
	6. Writing to Sources, Speaking and Listening, and Language	<b>Yes</b>	The materials contain a majority of tasks that 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.
	7. Assessments	<b>Yes</b>	The materials offer assessment opportunities that genuinely measure progress and elicit direct,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex texts.
IV: Scaffolding and Support	8. Scaffolding and Support	<b>Yes</b>	The 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.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier I, Exemplifies quality</u></b>			

\*As applicable



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>11</sup> In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts<sup>12</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Wit & Wisdom**

Grade: **2**

Publisher: **Great Minds**

Copyright: **2016**

Overall Rating: **Tier I, Exemplifies quality** (*Materials should be paired with a high quality foundational skills program.*)

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

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

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

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

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

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

<sup>11</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>12</sup> A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.<sup>13</sup> Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>The texts are appropriately complex and offer opportunities for student engagement as outlined in the standards. The quantitative and qualitative analysis are provided in Appendix A. The Lexile level of the texts are at or above the grade level band which supports several reads of the same text. Module 1 texts include: Weather, How Do You Know It's Fall?, The Little Yellow Leaf, A Color of His Own, Why Do Leaves Change Color, and Sky Tree. Module 2 texts include: The Buffalo Are Back, Journey of a Pioneer, Plains Indians, Johnny Appleseed, John Henry American Legend, John Henry, The Legend of Bluebonnet, and The Story of Johnny Appleseed; Module 3 texts include: I Have A Dream, Martin Luther King Jr, Martin Luther King Jr. and the March on Washington, Ruby Bridges Goes to School, The Story of Ruby Bridges, and Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation; Module 4 texts include: The Digestive System, The Digestive System, Good Enough to Eat, The Vegetables We Eat, Bone Button Borscht, and Stone Soup. The texts meet qualitative measures for meaning, structure, language, and knowledge demands.</p>
	<p><b>REQUIRED</b></p> <p><b>1b)</b> At least 90% of texts are authentic<sup>14</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>The texts offer rich opportunities for students to meet grade level standards for both literary and informational texts. The texts are well-crafted informational and literary texts which offer teachers ample opportunities for engaging instruction. Texts from authors include: Gail Gibbons, Marcia Brown, Ruby Bridges, Duncan Tonatuh, Steven Kellogg, Tomie dePaola, Aliki, and Betsy Maestro.</p>

<sup>13</sup> The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

<sup>14</sup> Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p>	Yes	<p>The collection of texts is related to a topic for each module in the curriculum. There are core texts, related texts, and materials that include a variety of types such as art, charts, maps, and videos. For example, in Module 1, the materials address change that happens in the world; Module 2 materials are related to discovering our nation's history of life in the west; Module 3 focuses on the impact of three key Civil Rights heroes; and Module 4 materials are focused on how choosing to eat healthy foods can impact their lives.</p> <p>The read alouds are used throughout the lessons to build capacity in fluency, vocabulary and listening comprehension. Students read and listen to poems, stories, and informational texts. They are required to examine how authors make meaning of text through various literary devices. Throughout the curriculum, students practice identifying story elements and character changes. They also practice identifying details and using evidence from the text to support answers.</p>
	<p><b>1d)</b> Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	<p>Although texts do not increase in complexity throughout the grade level, they do increase across grade bands. Additionally, teachers use read-alouds to hone listening skills and to teach students how to analyze and comprehend a complex text.</p>
<p><b>2. RANGE AND VOLUME OF TEXTS:</b></p> <p>Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Yes	<p>The materials represent a balance of both literary and informational texts, among other sub-genres. Charts, videos, art, and multimedia sources are part of the materials in the modules.</p>
	<p><b>REQUIRED</b></p> <p><b>2b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and</p>	Yes	<p>Materials include texts and non-print. Examples are paintings, songs, videos, poems, charts, and maps. For example, in Module 4, the texts are: The Vegetables</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	lengths (e.g. short stories and novels).		We Eat (Book), Food and Family (Video), The Digestive System (Informational Picture Book), Stone Soup (Literary Text), The Beaneater (Visual Art). Module 2: Johnny Appleseed (Literary Text), The Buffalo Are Back (Informational Text), Buffalo Dusk (Poetry), and Among the Sierra Nevada Mountains, California by Albert Bierstadt (Visual Art).
	<b>2c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	<b>Yes</b>	Informational texts that have an informational structure rather than a narrative structure are found in each of the modules. Module 4 includes several informational texts including articles. These texts include The Digestive System, Good Enough to Eat, and The Vegetables We Eat. In Module 3, the informational texts include visual art, poetry, video, music, and articles such as Words Like Freedom (Poem), Civil Rights-Ruby Bridges (Video), Ain't Gonna Let Nobody Turn Me Around (Song), and Different Voices (Article).
	<b>2d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	<b>Yes</b>	Several readings of the same text give students confidence and enjoyment while connecting concepts to develop knowledge of a topic. Students view paintings, sing songs, and view photographs to gain knowledge about concepts and topics. For instance, students' view "Selma to Montgomery March, Alabama, 1965" a photograph by James Karales, read poetry "Dreams" by Langston Hughes, and videos about the civil rights movement.
<b>Section II. Foundational Skills (grades K-5 only)</b>			
<b>Tier 1 and 2 Non-Negotiable*</b> <b>3. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational	<b>REQUIRED *Indicator for grades K-2 only</b> <b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	<b>N/A</b>	
	<b>REQUIRED</b> <b>3b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational	<b>N/A</b>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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>skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>		
	<p><b>REQUIRED</b></p> <p><b>3c)</b> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>3d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	N/A	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>REQUIRED</b> <b>3f)</b> Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	N/A	
	<b>3g) *Indicator for grades K-2 only</b> Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	N/A	
	<b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	N/A	
<b>Section III. Questions and Tasks</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>4. COHERENCE OF TASKS:</b> 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.	<b>REQUIRED</b> <b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	Yes	The modules follow a coherent sequence of questioning and tasks focus students on understanding the text. Each module has an essential question such as, "How can people respond to injustice?". The focus questions help students dig deeper into texts to build knowledge to answer the essential question. For example, Wonder Wheel Activity- Who, What, When, Where, Why, and How questions are developed by teachers and students. "What injustices did people face before the Civil rights Act of 1964?". Text specific questions that make connections among the text in the collections are as follows: "What do I notice and wonder about The Story of Ruby Bridges?", "What's happening in Martin Luther King, Jr. and the March on Washington?", "What is the essential meaning of I Have a Dream?", "How does the Story of Ruby Bridges build my knowledge of how people might respond to injustice?", "Why were they there?", and "What might be happening during this historic day?".

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><b>REQUIRED</b>  <b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p><b>Yes</b></p>	<p>The questions and tasks are designed to have students build their knowledge and then apply their knowledge. In Module 4, lessons use illustrations and details in the story "The Buffalo are Back" to understand and retell main topics and key events described in the text. Students are asked the following: "What's happening in The Buffalo Are Back?," "What does a deeper exploration of connections between people, plants, and animals reveal in The Buffalo Are Back?", and "What is the essential meaning of The Buffalo Are Back?". Students are asked to record evidence and chose strong points for the Focusing Question Task, work with a partner to identify the events and main idea in the story, annotate where they found information in the text and in illustrations. Student pairs retell the story to each other using key details from the text and write an informative paragraph with a focus on points and topic specific words.</p>
	<p><b>REQUIRED</b>  <b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p><b>Yes</b></p>	<p>The vocabulary in the texts are examined within the context of the texts and engage students with multiple repetitions of the words in various contexts. For instance, in Module 2 Lesson 1, students are asked these questions to figure out the meaning of the word "settlers" in the text: "Who are settlers?". Then students are prompted to reread in the text and emphasize the word settle. Volunteers share the meanings and use of the word in a sentence. Mix and Mingle tasks are used to allow students to answer questions about words. Words are put on word walls which are separated into Module Words, Year Long Words, and Separate Word charts. Students echo read words on the word walls daily. In Module 2, in vocabulary deep dives, students use a known root word (settle) as a clue to find the meaning of unknown words with the same root. (settler, settling, and settled)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>5. TEXT-DEPENDENT QUESTIONS:</b></p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>The majority of the questions in the materials are text dependent and students' ideas are expressed through both written and spoken responses. For example, "What do the details on these pages tell us about?", "What is the main topic of these pages? ", and "What is happening in How Do You Know It's Fall?". As part of the lessons, the students are asked to support their answers with evidence from the text, Teachers also pose questions using pre-identified question stems (Implementation Guide). In Module 1 Lesson 7 the questions students use to gain knowledge through the text are: Essential Question- "How do you know it is fall?", Focusing Question- "How do people adapt to the changing weather?", Content Framing Question- "What does the cool weather cause people to do?", and Craft Questions- "Why are topic statements important? How do I use topic sentences to organize my information?". Responding to text dependent routines include a Wonder Chart, Writing Anchor Charts, Question Corner Charts, adding images to the bulletin board, annotating parts of the book, sentence frames, response journal, and evidence organizer. Students are prompted to share answers with a partner before writing or drawing responses.</p>
	<p><b>REQUIRED</b></p> <p><b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (<i>Note: not every standard must be addressed with every text.</i>)</p>	<p><b>Yes</b></p>	<p>The language of the Louisiana Student Standards is included in the questions and the tasks. Identify characteristics of topic statements (W.2.2) is asked in Module 1 Lessons 4 and 5. Identify details and main topics throughout the text (RI.2.1) is covered in Module 1 Lesson 6,7, 21 . With repeated practice, demonstrate fluency reading the poem "Weather" by Eve Merriam in Lesson 2 (RF.2.4). Why is evidence important in informative writing? (W.2.2) is covered in questions for Module 1 Lessons 11,12,13,14,17,18,31. While developing understanding of a text to answer the essential question of the lesson, students develop concepts of print by identifying the parts of a book and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the roles of the author and illustrator. They identify rhyme and repetition in poems. Also, students study the language and predictable patterns.
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	Yes	Through the routines in the program, students are able to give text based explanations. They learn to respond to a prompt orally and in writing. They collect evidence to answer a question and provide details in their response/drawings. The Speaking and Listening tasks include discussions about the text, concepts of sharing ideas, listening with their senses, Socratic Seminar, and learning how to respond thoughtfully and respectfully. The writing tasks are varied in length and time demands and require students to engage effectively. Some of the writing tasks are expanding sentences, stop and draw a section of the text, use an alphabet strip to write words to answer questions, shared writings, create charts, details chart, story maps, and different types of writing tasks.
	<p><b>REQUIRED *Indicator for grades 3-12 only</b> <b>6b)</b> A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	N/A	
	<p><b>REQUIRED *Indicator for grades K-2 only</b> <b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Yes	The materials address grade-level foundational standards for this grade level to know their letters, phonetic conventions, sentence structure, and spelling. In response journals, students record their thoughts about text they read, look back on past ideas and share with others, make drawings about a text, add to sentence frames, and develop sentences. Students are prompted to use their journals and texts when they are writing.
	<p><b>REQUIRED</b> <b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative,</p>	Yes	The modules include multiple writing tasks aligned to the three modes of writing as outlined by the standards for the grade level. For example: narrative

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>narrative) as outlined by the standards at each grade level. For example, as students' progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>		<p>writing (Module 3 Narrative Essay ), Informative writing (Module 1 and 2), and shared research project (Module 4).</p>
	<p><b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p><b>Yes</b></p>	<p>Materials provide models for writing and exemplars to support writing development. Sample student responses are included in Appendix C, along with writing rubrics. Sample writing and anchor charts have examples and non-examples for writing in the grade level. Samples of students' work are kept in the classroom library. Students are also prompted to use texts as exemplars when writing.</p>
	<p><b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p><b>Yes</b></p>	<p>The grammar and language conventions specified by the language standards through application and practice of the skills in the context of reading and writing about text. Students learn these standards through identifying how the authors use words in the text to convey meanings. For example: In Module 1, Lesson 12 students analyze how adjectives help describe the setting and action in "The Yellow Leaf", Lesson 17- construct simple sentences with one or more subjects and multiple verbs based on the characters in "A Color of His Own", Lesson 19- vary sentence structures by combining sentences using conjunctions, and Lesson 28- analyze how Locker uses varied sentence structure to give his text rhythm.</p>
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit</p>	<p><b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p><b>Yes</b></p>	<p>Teachers are prompted throughout the lessons in the modules to assess students' learning and then use the data to direct instruction. For example, "Write your answer in a learning log or using equity sticks have students answer questions about the lessons."</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			<p>Vocabulary is pre-assessed to guide instruction and then at the close of the lesson, students are re-assessed. "Next steps" prompts are included for students who struggled with the skill. Students are supported by the following types of scaffolding: supply them with a connection between the word and a picture, look at the picture for a clue, related examples, if they have trouble coming up with a question then provide them with a sentence frame, choose two or three questions to focus on at a time, break down the question, act out the story, substitute words that students struggle with (notice/see), look for opportunities to reinforce a connection, ask more pointed questions, highlight words on the word wall they can use for the specific tasks they are completing, and provide models.</p>
	<p><b>REQUIRED</b>  <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p><b>Yes</b></p>	<p>Rubrics and assessment guides are included in the appendices and implementation guides. Sample student responses and assessment handouts are provided. Student work samples are kept in the classroom library along with exemplar text for students to reference during writing assessments and tasks.</p>
	<p><b>REQUIRED</b>  <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p><b>Yes</b></p>	<p>Assessments are administered in a range of various modes to include pre, formative, summative, and self-assessment measures. Pre-assessments for vocabulary and background knowledge guide the teacher's instruction (circle yes or no to answer a question about a vocabulary term). Formative assessments for the lessons include new read assessments for the text or texts (Write and draw to formulate a question). Formative assessments are provided to answer focus questions (Respond to what others say to answer the essential and focus questions) Summative assessments at the end of modules often include writing tasks or performance tasks to assess students' ability to apply skills. Appendix D provides a volume of reading reflection. Students write a paragraph which includes a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			topic, details, and a conclusion. For Handout 16A, students create a book cover. Students learn to self-assess through Lesson routines such as, strong voice when reading fluently.
	<b>7d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>Yes</b>	Assessments provide several methods that are accessible to all students and are unbiased. Some of the assessments have students give nonverbal signals, verbal responses, and written responses. Scaffolding is provided for students and to guide teachers. Lessons have extension tasks sections which offer teacher alternative activities, response cards with images can be provided for students, and adding complex words to the word wall for students to access. Teachers can also limit choices for struggling students and develop hand gestures.
<b>Section IV. Scaffolding and Support</b>			
<b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>8a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	<b>Yes</b>	The Launch section of the lesson includes pre-reading activities. Students discuss what they notice about the text, set purposes for reading, and introducing the content framing question. Teachers use routines learned through Module O lessons to create a culture and construct systems in how to build knowledge through a text.
	<b>REQUIRED</b> <b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	<b>Yes</b>	The focus of the program is to enable students to comprehend a complex text by using skills and strategies that good readers use. Although skills and strategies are used, they are built-in with the main purpose of understanding text, not understanding the skill. The focus is on the text and not the strategies. The layout of the lessons (welcome, launch, learn, land, and wrap, and vocabulary deep dives) supports understanding of a text.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>REQUIRED</b>  <b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	<p><b>Yes</b></p>	<p>Materials direct teachers to return to focused parts of the text to guide students to information found there. For example, in Module 3, students reread pages 12-15 and 26-27 of Ruby Bridges Goes to School: My True Story and then answer questions about details from the story and from the historical photographs, to support the lesson of the text, or big idea the author wants the reader to learn. Students discuss what they notice about the text in Socratic Seminar. Students use response journals to write about evidence from the texts. Asking follow up questions reinforces the importance of using textual evidence.</p>
	<p><b>REQUIRED</b>  <b>8d)</b> The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	<p><b>Yes</b></p>	<p>The implementation guide gives teachers the tools they need to prepare, teach, assess, and analyze lessons. There are also Teacher Notes which give special information/tips for teachers. Module O is meant to be used at the beginning of the school year to introduce key components and features of the lessons and encounters with texts. Focus is on the content- process information for close reading, craft-convey information, express ideas, and explicit instruction, and then creating- demonstrating knowledge and expressing ideas in writing and presentations.</p>
	<p><b>8e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	<p><b>Yes</b></p>	<p>The implementation guide provides examples of how the routines support readers and English learners. Each module has a topic and main focus and students set purpose for reading, content framing questions, and craft questions. "Next step" prompts are provided for students who struggled with the skill. If students have trouble responding then they revisit the texts.</p>
	<p><b>8f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	<p><b>Yes</b></p>	<p>The materials include suggested daily and yearly schedules. Time allotted for each activity is listed in the teacher's guide modules. The four modules allot time to dig deep into text and supports rereading of the same text.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>FINAL EVALUATION</b>			
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8.			
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.			
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts ( <b>Non-Negotiable</b> )	Yes	The materials provide text-centered and integrated learning that is scaffolded to advance students toward independent reading of grade level texts and to build content knowledge. The quality of texts, measured quantitatively and qualitatively, supports multiple readings for various purposes.
	2. Range and Volume of Texts	Yes	The materials in this curriculum reflect the distribution of text types and genres suggested by the standards.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills ( <b>Non-Negotiable*</b> )	N/A	
III: Questions and Tasks	4. Coherence of Tasks ( <b>Non-Negotiable</b> )	Yes	The 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, listening, and writing.
	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	Yes	The materials provide text-dependent and text-specific questions and tasks that reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade specific standards.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	The materials contain tasks that 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.
	7. Assessments	Yes	The 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 texts.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	The materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			complex text as required by the standards.
FINAL DECISION FOR THIS MATERIAL: <b>Tier I, Exemplifies quality</b>			

\*As applicable

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.