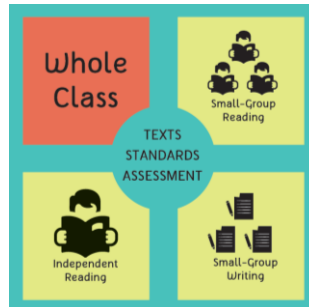




Qualified for Abbreviated Review¹

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



Title: **Wit & Wisdom (without Foundational Skills)**

Grade: **3-5**

Publisher: **Great Minds PBC**

Copyright: **2016**

Overall Rating: **Tier 1, Exemplifies quality**

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

STRONG	WEAK
1. Quality of Texts (Non-negotiable)	
2. Text-Dependent Questions (Non-negotiable)	
3. Coherence of Tasks (Non-negotiable)	
4. Foundational Skills (Non-negotiable)	
5. Range and Volume of Texts	
6. Writing to Sources, Speaking and Listening, and Language	
7. Assessments	
8. Scaffolding and Support	

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

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

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

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

Click below for complete grade-level reviews:

[Grade 3 \(Tier 1\)](#) [Grade 4 \(Tier 1\)](#) [Grade 5 \(Tier 1\)](#)

¹ Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://edreports.org/reports/overview/wit-wisdom-2016-3-8>.

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

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



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



Title: **Wit & Wisdom (without Foundational Skills)**

Grade: **3**

Publisher: **Great Minds PBC**

Copyright: **2016**

Overall Rating: **Tier 1, Exemplifies quality**

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

STRONG	WEAK
1. Quality of Texts (Non-negotiable)	
2. Text-Dependent Questions (Non-negotiable)	
3. Coherence of Tasks (Non-negotiable)	
4. Foundational Skills (Non-negotiable)	
5. Range and Volume of Texts	
6. Writing to Sources, Speaking and Listening, and Language	
7. Assessments	
8. Scaffolding and Support	

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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</p> <p>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>			
<p>Non-negotiable</p> <p>1. QUALITY OF TEXTS:</p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. 	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Anchor texts placed within the four, Grade 3 modules offer a range of seven literary and twelve informational picture book reading opportunities. The majority of texts fall between 470-1090 Lexile, as identified by quantitative measures. Eight of the nineteen overall anchor texts extend past the Grade 3 420-820 Lexile band. However, three of these texts have Lexiles categorized under adult directed (AD) which appear in the last module, meaning the entirety of the text is read aloud. The remaining five texts are utilized for guided, repeated readings primarily focusing on imagery connections and gradually building knowledge over the module. Qualitative measures for above-level texts are accessible to students with teacher support. Therefore, texts that students are responsible for independently reading are complex, yet age-appropriate. In Module 1, students read the informational text <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i>, by Molly Bang and Penny Chisholm. Qualitative analysis deems this to be moderately complex. This rating is due to the simplistic text structure, supplementary</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>graphics, and limited knowledge demands based on directly defined information; yet it offers an extensive domain-specific vocabulary and a lyrical, prose-type writing style that could pose a potential challenge to readers of this age. This text is categorized as a non-conforming (NC1090) Lexile, meaning that it is geared toward high readers needing age-appropriate content. This text is utilized as a guided repeated reading and includes the following: teacher read-aloud, illustration exploration, and modeled note taking. In Module 1, students also read an insightful narrative informational text entitled <i>Shark Attack!</i> by Cathy East Dubowski. When utilizing the text complexity rubric, it can be categorized as moderately complex. This is based upon the use of tier two and tier three language that requires teacher support, as well as easily accessible written structure that uses a majority of simple and compound sentences. This text is at a Lexile level of 820 which is at the highest point of the grade band and can be read independently by students; however, teachers offer supports within the module to promote a clear understanding of the text. In Module 2, students read <i>One Giant Leap: A Historical Account of the First Moon Landing</i>, by Robert Burleigh. This text (470L) falls within the lower range of the Grade 3 quantitative Lexile band. Qualitative analysis determines the text as slightly complex. The author is visual in word choice offering instances of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>figurative language; however, this does not deter students' understanding. Where the chronological structure can be easily comprehended by students, slightly abstract topics that come with space could summon difficulties. This text is prescribed with teacher read-aloud and lesson supports; therefore students will be capable of reading this independently when assigned. In Module 3, students read the literary text <i>The Keeping Quilt</i>, by Patricia Polacco. Quantitatively this text falls outside of the 2-3 Lexile grade band as it is listed at a 920L. Qualitative analysis deems this to be moderately complex. This moderate rating is based on a straightforward chronological structure, Russian cultural terms that unless otherwise defined could prove to be challenging, as well as the background knowledge concerning immigrants that students may be lacking. This text is thoroughly read and modeled by the teacher. Students delve into the text on numerous occasions after listening aloud. Students are independently capable of completing tasks based on this. In Module 4, students read the literary text <i>Alvin Ailey</i>, by Andrea Davis Pinkney (AD880L). This anchor text is listed as an adult directed (AD) meaning adult read-aloud is essential for understanding. Qualitative analysis deems this to be moderately complex. The biographical narrative offers a chronological timeline of events, it exhibits numerous pieces of figurative language and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>cultural/spiritual background that students may have not experienced before. This text is dense; however, it is read aloud and chunked by the teacher throughout lessons to ensure focus on skills. Overall, anchor and supporting texts are appropriately complex. Modules consistently incorporate quantitatively above-level texts that provide higher language and, in some cases, knowledge demands. However, when introduced, texts are fluently read aloud and modeled by the teacher. When repeatedly exploring texts, teachers are prescribed to chunk various sections to promote full comprehension and understanding prior to independently working.</p>
	<p>Required Indicator 1b) At least 90% of provided texts, including read-alouds in K-2, are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p>Yes</p>	<p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. All four modules include literary and informational texts related to the module central focus, or topic. Eleven of the nineteen core texts offered are critically acclaimed pieces of writing, or have been written by award-winning authors. Texts have been selected with discipline oriented expertise in mind. Students gain information from knowledgeable sources throughout. In Module 1: The Sea, Lessons 4-7, students are introduced to the oceanic ecosystem by reading the informational text <i>Ocean</i></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p><i>Sunlight: How Tiny Plants Feed the Seas</i>, by acclaimed Caldecott artist, Molly Bang, and award-winning M.I.T. scientist, Penny Chisholm. During this reading, students gather that whether on land, or at sea, the world is fully connected from a leading expert on oceans. In Module 2: Outer Space, Lessons 27-28, students read the science fiction text entitled <i>Zathura</i>, by Chris Van Allsburg, an acclaimed writer with two Caldecott medal winning publications. This text encompasses mythical, intergalactic adventure while providing considerations to space and its vast possibilities. In Module 3: A New Home, Lessons 1-6 and 13-14, students read the 1994 Caldecott award winner “Grandfather’s Journey,” by Allen Say, to investigate immigration through the story of a grandfather’s love for two locations. Allen Say is also highlighted again in this module with a paired text following similar characters with differing perspectives. In Module 4: Artists Make Art, Lessons 29-30, students focus on biographical narratives related to famous artistic figures in history. The Sibert Honor Book, New York Times Best Book of the Year, and Publishers Weekly Best Book of the Year, <i>Action Jackson</i>, by Jan Greenburg, Sandra Jordan, and Robert Andrew Parker, is emphasized in this module as it provides background knowledge into the life of Jackson Pollock. Overall, each of the four modules offers students a deep dive into various genres and author perspectives</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			surrounding the central theme. Students are provided publishable, award-winning, quality text that allows for opportunities to demonstrate mastery of ELA standards.
	<p>Required</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex texts. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. 	Yes	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Each of the four, Grade 3 modules provides various learning opportunities that build through the use of lesson arcs. Within these arcs, learning is centered around Focus Questions which pave a learning path toward answering the overall Essential Question during the End-of-Module Task. Students are supported appropriately depending on the complexity of the texts. For example, in Module 1: The Sea, students progress through three lesson arcs centered around Focus Questions. Each Focus Question builds and prepares students for a written essay delving into “Why people explore the sea?” as the End-of-Module Task. For example, Arc 1, Focus Question 1, Lessons 1-9, students are guided by the Focus Question: How do artists explore the sea? Students begin their exploration of the sea by analyzing poetry and art. Students observe (notice/wonder) and discuss central messages for works such as: “The Sea Wind,” by Sara Teasdale, “The Great Wave,” by Katsushika Hokusai, and “The Boating Party,” by Mary Cassatt. This introduction of art and poetry offer differing

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>perspectives of the sea which promote a sense of mystery and wonder. These opportunities instill speaking and listening through repeated whole-group and small-group discussion. Various discussion settings are used to teach students to agree/disagree effectively and create understanding of artistic, figurative word choice through documentation of language skills in student knowledge journals. These tasks are modeled consistently by the teacher. Toward the end of this arc, students embark on analyzing the text <i>Amos & Boris</i>, by William Steig, through an I do, we do, you do model. Students listen and repeatedly read this text of unlikely friendships noticing word choice pertaining to the sea, organization, and central message. Finally, students then utilize their central message findings to determine how artists explore the sea and how their work adds to the viewers' understanding of the sea. This is accomplished through a written paragraph to be presented in a whole group Socratic Seminar. In Arc 2, Focus Question 2, Lessons 10-18, students are guided by the following Focus Question: Why and how do scientists explore the sea? Students listen and navigate through two complex informational texts "Ocean Sunlight: How Tiny Plants Feed the Sea," by Molly Bang and Penny Chisholm, and <i>The Fantastic Undersea Life of Jacques Cousteau</i>, by Dan Yaccarino. This deep analysis of scientific wording, related information grouping and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>illustrations aid students in the overall meaning, or the main idea, of each text. Students repeatedly read and gather information by asking/answering questions through whole group and small-group discussion, as well as written expression. Finally, students then utilize their main idea findings from both informational texts to determine how and why scientists explore the sea. This is accomplished through an explanatory writing task utilizing informational skills observed through text and language practice. In Arc 3, Focus Question 3, Lessons 19-30, students are guided by the following Focus Question: Why and how do scientists explore sea creatures? Students listen and practice fluently reading the informational texts <i>Shark Attack</i> by Kathy East Dubowski and <i>Giant Squid: Searching for a Sea Monster</i> by Mary M. Cerullo and Clyde F.E. Roper. Within this arc, students follow a similar pattern of observation, organization analysis, word choice, and overall meaning. Students do this through an I do, we do, you do framework. Students steadily practice reading fluently with partners and conduct group discussions based on information gathered. At the end of this arc, students utilize their main idea findings from both informational texts to determine how and why scientists explore sea creatures. This is accomplished through an explanatory writing task utilizing informational skills observed through text and language</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>practice. However, during this arc there is an emphasis on revision with peer feedback. Overall, each of the four modules builds knowledge steadily across lessons through the use of reading, writing, speaking and language and do so in a way that is grade-level appropriate. Students are introduced to main ideas and central themes of the sea through visuals/modeling. Once students are comfortable with this focus, they are able to repeat the same learning structure with more complex informational texts, all of which are accumulating domain-specific vocabulary and content knowledge of the sea. Each of these arcs assists in accomplishing the end of the module essay goal and culminating student understanding of undersea life.</p>
	<p>Required 1d) Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>Yes</p>	<p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. Texts within the four, Grade 3 modules provide ample opportunities to engage in careful literary, or informational, study across four to five consecutive lessons. For example, in Module 1, The Seas: students read the anchor text <i>Amos & Boris</i>. Students are prompted to reread a portion of the text to answer text dependent questions and discover inferences based on evidence with partners/small groups. In Lesson 5, students read page 5 to determine answers to the following questions: “What story elements do you notice in this passage?” “How does your knowledge of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Amos' character and the setting help clarify the meaning of the word overwhelmed?" and "How do the words and illustrations explaining Amos' attempts to catch the <i>Rodent</i> clarify the meaning of the word desperately?" Later, in Lesson 7, the students in each group review <i>Amos & Boris</i> to complete the story map from Lesson 5. Students do this by explaining how the story elements express a central message. In Module 2, Outer Space: students read the core text <i>Starry Messenger</i>, by Peter Sis. Students are prompted to reread the text to determine the sequential timeline. For example, in Lesson 4, teacher guidance states, "Students reread <i>Starry Messenger</i>... Students select eight to twelve events from the life of Galileo and record each of them on a separate index card." Students then place these index cards in chronological order. Later in Lesson 5, students reread <i>Starry Messenger</i> focusing on cause and effect relationships. Students search for these relationships within the text in small groups. In Module 3, A New Home: students read the central text <i>Coming to America</i>, by Betsy Maestro. This text is focused primarily on informational text features which support the message of the text. In Lesson 19, students review the illustrations on pages 22-29 of <i>Coming to America</i>. Students utilize this information to determine feelings of individuals using the images along with text evidence to support their thinking. Later, in Lesson 23, students reread to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>collect evidence from illustrations on pages 22-23. Students utilize individuals in the images to write a letter from their perspective to someone in their home country. Students use text evidence and reasoning which was learned through previous lessons. In Module 4, Artists Make Art: students read to learn about the lives of acclaimed artists. One such text is <i>Action Jackson</i>, by Jan Greenburg and Sandra Jordan. In Lesson 22, students review <i>Action Jackson</i> to search for direct quotations from Pollock and have collaborative conversations about how one specific quotation helps to understand the artist in greater depth. In Lesson 29, students utilize two core texts <i>Action Jackson</i> and <i>When Marian Sang</i>, by Pam Munoz Ryan. Students use texts to identify two character traits, as well as supporting evidence for each artist. Students complete a comparison graphic organizer in preparation for a group discussion. Overall, students revisit texts throughout each module. Students utilize module texts for necessary knowledge building, evidence gathering and expressing understanding through lesson written expression, as well as the End-of-Module Writing Task. Each module has a clear, complex text progression using a gradual release model. Students listen to a fluent reader, practice fluent reading themselves, reread for understanding, and reread for evidence collection.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>2. TEXT-DEPENDENT QUESTIONS:</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>Required</p> <p>2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Lessons are structured in the same manner within each module: Welcome, Launch, Learn, Land, and Wrap. Students are provided text dependent questions (TDQs) steadily over the course of the four modules, especially within the learn segment of each lesson. Students answer TDQs within a think-pair-share response model toward the beginning of each learning segment, as well as toward the end within small group or independent work to express overall understanding. For example, in Module 1: The Sea, Lesson 14, students read <i>The Fantastic Undersea Life of Jacques Cousteau</i> and respond to questions such as, “What do the illustrations on page 4 and 31 suggest about how Dan Yaccarino organized the text in <i>The Fantastic Undersea Life of Jacques Cousteau</i>?” and “On page 5, the author says, ‘Jacques also loved to tinker, and build all kinds of gadgets.’ What does tinker mean in this sentence? Use details from the text and illustration to explain.” Later in the module, students read <i>Shark Attack!</i> In Lesson 20, students answer TDQs within a think-pair-share discussion framework. These questions include: “What do you think the word choices in the first paragraph on page 16 suggest about the main idea of the paragraph?” “How do the illustrations and captions on page 16 support the main idea of the first</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>paragraph?” and “What is the main idea of the second paragraph on page 16 and what details support the idea?” In Module 2: Outer Space, Lesson 5, students read <i>Starry Messenger</i>, by Peter Sis. Within the learn segment of the lesson, students participate in peer discussions and answer the following question verbally: “Based on the illustrations on pages 4-5, what can you infer about the effect of Copernicus’s decision to observe the sky?” Shortly after in Lesson 7, students practice peer discussions again by carefully rereading <i>Starry Messenger</i>. Students answer “What is the most important idea on pages 8-9? How do the text, illustrations, and script passage work together to support this idea?” verbally with a partner. In Module 3: A New Home, Lesson 27, students are presented two passages from the text <i>Tea with Milk</i> one of which offers dialogue between characters and the other does not to prompt discussion over the importance of dialogue in narrative writing. Students then provide a written response to the prompt, “What do we learn about May and Joseph from the dialogue in this passage?” in their response journals. In Lesson 34, students answer the overall module Essential Question, How do stories help us understand immigrants’ experiences? by completing the End-of-Module Task. This task asks students to select one moment from a module text and write a narrative from the perspective of the main character using evidence to support it. In Module 4:</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Artists Make Art, Lesson 5, students notice the author's organization through verbally responding to the following TDQ: "Review the chapter headings in <i>Alvin Ailey</i>, How does Andrea Davis Pinkney organize the information in this book?" In Lesson 8, students research by utilizing their knowledge from the two following sources: <i>Alvin Ailey</i>, by Andrea Davis Pinkney, and the back biographical matter from <i>Alvin Ailey</i>. Students answer the following question: "What inspired Alvin Ailey? Use information that you gathered in your digital organizer and your research note catcher." Overall, within these four modules, students engage with text dependent questions daily whether they are being answered verbally, or written. Students answer in whole group, small groups, or in partner discussion settings such as think-pair-share. Students steadily answer written lesson questions in their response journal, which is then utilized for the end of module writing. Students build knowledge throughout aimed toward the module Focus Question.</p>
	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p>Yes</p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. For example, in Module 1: The Sea, Lesson 2, students focus on the central message with the help of vocabulary by answering the following question in their response journals: "Use domain-specific</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>vocabulary from the lesson to explain how key details help express a central message in “The Great Wave.” (RL3.2, L3.6). In Module 2: Outer Space, Lesson 21, students determine the use of literal and non-literal language in a text. This skill is used to analyze Neil Armstrong's <i>One Giant Leap</i> quotation. Students answer the question: “How is this quotation an example of literal or nonliteral language? How does the non-literal language deepen your understanding of the Apollo 11 mission?” (L.3.5.a, W.3.1). Students use non-literal language evidence collected from sticky notes in <i>One Giant Leap</i> to respond as an opinion writing piece in their response journals. At the end of the module, students create an essay that can be posted on a classroom website. This essay post is to be focused on space which answers this question, “In your opinion, what is the most important thing people have done to learn about space?” Success criteria are provided to students in a rubric format to demonstrate what an opinion essay must have to show mastery (W3.1.a-d). Students practiced opinion based writing in previous lessons; therefore, they are accustomed to the standards based language. In Module 3: A New Home, Lesson 4, students read <i>Grandfather’s Journey</i>, by Allen Say. Students focus on the narrator point of view to answer the following question: “Based on the text, what is the narrator’s point of view about where his home is?” (RL.6). Students use text evidence</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			collected within the lesson to respond in their response journal. In Module 4: Artists Make Art, Lesson 21, students answer a multiple choice question concerning the author's organization of the biography text. This question reads, "How do the authors organize the information in the text?" Once answering the question, students must then find two pieces of evidence within the text to support their answer in paragraph form (RI.3.3, RI.3.1). Overall, students follow the provided sequential steps within lessons. The materials provide guiding questions and culminating lesson questions that support the module Focus Question. Students use standard language as they progress through lessons and use this same language within their responses.
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p>	<p>Required</p> <p>3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Module lessons follow five content stages which build knowledge to answer the overall module Focus Question. Materials include the following stages as students engage with module texts: Wonder, Organize, Reveal, and Distill. These five stages offer a coherent sequence of tasks geared toward the module central topic. For example, in Module 2: Outer Space, Lesson 3, students read <i>Starry Messenger</i>, by Peter Sis. Students enter the Wonder stage and utilize</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>the process of examination to make connections between elements such as illustrations, text features, or title and the Essential Question of the module, How do people learn about space? Students begin to process what space knowledge can be built using this text. In Module 2: Outer Space, Lesson 4-5, students reread <i>Starry Messenger</i> to analyze the organization of the text. Students focus on the sequence of events within Galileo’s life to make a timeline of key events in the history of space and the invention of the telescope. Students use this timeline to answer text dependent questions such as “How does the information on pages [3-7] about events before the birth of Galileo add to your understanding of Galileo’s life?” Students also analyze the cause and effect relationships within the text to better understand information portrayed. Students answer text dependent questions verbally such as, “On page [3], what caused people to believe that “the earth was the center of the universe”? In Module 2: Outer Space, Lesson 6-7, students engage in a deeper exploration of figurative language and text features to determine what they reveal about the text. These skills are to demonstrate student knowledge in the overall main idea of a text. Students then distill the text in Lesson 9 by answering, “What caused people to change their beliefs about the earth and the sun? Use evidence from the text to support your answer.” This</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>stage takes students away from a broad, all-encompassing view to a reduced, important message. Students gather evidence for the writing prompt “Explain how Galileo’s actions caused important effects.”</p> <p>Ultimately, these tasks build upon one another to deliver the impact of Galileo on people’s beliefs, as well as in the scientific community. Students will then use this information later to address the Essential Question, How do people learn about space? In Module 4: Artists Make Art, students use a variety of text types such as picture books, paintings, poems, articles, transcripts, photographs, and videos to build knowledge across the module. In Lesson 20, students focus on the Essential Question, “What is an artist?” The core text <i>Action Jackson</i>, by Jan Greenburg and Sandra Jordan is utilized to build background knowledge of the artist Jackson Pollock. Students are guided through the five content stages to observe and analyze the importance of author’s word choice, gathering evidence for research, and essential meaning. Each of these content stages leads to a comparison of two core texts in Lesson 29. Students answer the following question, “How do <i>Action Jackson</i> and <i>When Marian Sang</i> build my knowledge of character traits?” This Focus Question task in Lesson 29 supports student success in the End-of-Module Essential Question task by building understanding of two artists on which to focus, research simulation, as</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			well as using technology to interact and collaborate. Overall, students consistently engage in content stages that are coherently sequenced to promote understanding of the text, make connections among the texts, and express understanding of ideas presented.
	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	Yes	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in Module 1: The Sea, students build knowledge through guided and repeated reading of core texts to provide a learning pathway toward answering the Essential Question, Why do people explore the sea? Students engage in a variety of verbal discussion models such as Socratic Seminars, think-pair-shares, and jigsaws, as well as written activities throughout the module. In Lesson 10, students read <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i>, by Molly Bang and Penny Chisholm, to build knowledge in informational text which is beneficial for the End-of-Module Task Expository Writing Task, as well as to examine word meanings and relationships. Students answer questions, through a think-pair-share discussion protocol, such as: “What evidence helps you understand whether this book is fiction or nonfiction?” and “Reread the text on page 16. What gives phytoplankton life? How do you think phytoplankton grow?” Students discuss with partners and share with the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>group which prompts speaking and listening expectations (agreeing and disagreeing). Later, in Lesson 12, students utilize accumulated evidence from their knowledge journal, along with their New Words organizer to formulate a written summary collaboratively addressing the question, “What is the essential meaning of <i>Ocean Sunlight: How Tiny Plants Feed the Seas?</i>” This expression of textual knowledge is then used later to assist in the expository End-of-Module Task. Module 3: A New Home addresses the Essential Question, How do stories help us understand immigrants’ experiences? Students begin with an oral reading of <i>Grandfather’s Journey</i>, by Allen Say, to explore elements of fiction which are beneficial to the End-of-Module Narrative Writing Task. In Lesson 2, students begin to decipher between various shades of meaning for words such as: trip, traveled, voyage, and journey. Students discuss vocabulary with partners to then answer text dependent questions verbally. In Lesson 3, knowledge is built further with character thoughts, feelings and actions. Students are asked to identify text evidence to an assigned written prompt which is answered with a partner. Questions include: “How do grandfather’s feelings about home and moving affect the events of the story?” and “What makes it hard for grandfather to get what he wants?” Students identify evidence with expert groups to prepare for partner discussion. After building knowledge</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>through narrative story elements and character emotions in previous lessons, students venture into answering the following character point of view written response independently: “Based on the text, what is the narrator’s point of view about where his home is?” The materials provide students with ample practice to ensure success on the culminating End-of-Module Narrative Writing. Overall, module lesson progression allows for students to build, apply, and, eventually, integrate knowledge to demonstrate reading, writing, speaking, listening, and language skills. The materials use a gradual release model among core texts so that students can explore necessary skills to be successful during the integration phase.</p>
	<p>Required 3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> • Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening). 	<p>Yes</p>	<p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. In each of the modules, students engage in vocabulary and language use Deep Dives. These opportunities conclude each lesson within the module and meet a range of language standards. For example, in Module 1: The Sea, Lesson 5, students read page ten of <i>Amos and Boris</i> to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>examine the meaning and function of adverbs. Students answer the following question verbally with a partner: “What word in the sentence describes how Amos grabbed for the boat?” Students review adverbs and locate all adverbs within <i>Amos and Boris</i>. Students then determine the root word and use dictionaries to define the root words to present findings to peers. In Lesson 26, students examine choosing words and phrases for effect by discussing words and their meanings independent from the text <i>Giant Squid: Searching for a Sea Monster</i>. Students then exhibit understanding of enhanced meaning when in text excerpts. Students answer the following question independently in their response journals: “What do the word choices in these sentences suggest about the author’s feelings about squid?” In Module 2: Outer Space, Lesson 13, after examining <i>Moonshot</i>, by Brian Floca, students explore academic vocabulary, release and reduce, through direct quotations from the text. Students create a Graffiti Wall with groups explaining why these verbs might be essential in understanding Apollo 11’s engineering and flight. Students then work in pairs utilizing dictionaries to define the multiple meanings of each word. These tasks ultimately lead to students writing independently to answer the following question: “Why are these two words so important to Apollo 11’s design?” In Lesson 28, literal and nonliteral language is</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			distinguished through the use of the core text <i>Zathura</i> . Students review definitions for academic vocabulary such as: nonliteral language, simile, and metaphor. Page 6 of <i>Zathura</i> is orally read aloud with the focus placed on the phrase little fungus. Students define fungus as the literal translation and work to determine the nonliteral meaning through the use of text dependent questions. Students answer the questions verbally with a partner. This partner work aims to yield an answer to the following question independently: “How does Walter’s use of nonliteral language help you understand the relationship between the brothers?” Throughout materials, students are consistently examining language and building knowledge on the use of that language within a genre. Language skills are assessed at the end of each module lesson with short written, or verbal prompts.
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are	Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A	
	Required *Indicator for grades K-1 only Indicator 4b) Materials provide grade-appropriate instruction and practice for the concepts of print (e.g., following words left to right,	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>top to bottom, page by page; words are followed by spaces; and features of a sentence).</p>		
	<p>Required *Indicator for grades K-1 only 4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	<p>N/A</p>	
	<p>Required *Indicator for grades K-5 only 4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	<p>N/A</p>	
	<p>Required *Indicator for grades K-5 only Indicator 4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency words using multisensory techniques.</p>	<p>N/A</p>	
	<p>Required *Indicator for grades K-5 only 4f) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>	<p>N/A</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required *Indicator for grades K-5 only</p> <p>4g) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	N/A	
	<p>Required *Indicator for grades K-5 only</p> <p>4h) Materials provide instruction and practice in word study.</p> <ul style="list-style-type: none"> • In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>) • In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. 	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required *Indicator for grades K-2 only</p> <p>4i) Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.</p>	N/A	
	<p>Required *Indicator for grades K-5 only</p> <p>4j) Foundational Skills materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skills supports.</p>	N/A	
Section III. Additional Criteria of Superior Quality			
<p>5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>5a) Materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. 		See EdReports for more information.
	<p>Required</p> <p>5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</p>		
	<p>5c) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>		
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</p>	<p>Required</p> <p>6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts</p>		

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

⁶ Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.</p>		
	<p>Required 8c) Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>		
	<p>Required 8d) Materials provide additional supports for expressing understanding through formal discussion and writing development (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).</p>		
	<p>Required 8e) Materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>		
	<p>Required 8f) Support for English Learners and diverse learners is provided. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, etc.).</p>		
	<p>8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality⁷	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials do provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	Yes	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁸	4. Foundational Skills	N/A	
III. Additional Criteria of Superior Quality⁹	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.

⁸ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

⁹ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: Tier 1, Exemplifies quality			

*As applicable



Qualified for Abbreviated Review¹

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



Title: **Wit & Wisdom (without Foundational Skills)**

Grade: **4**

Publisher: **Great Minds PBC**

Copyright: **2016**

Overall Rating: **Tier 1, Exemplifies quality**

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

STRONG	WEAK
1. Quality of Texts (Non-negotiable)	
2. Text-Dependent Questions (Non-negotiable)	
3. Coherence of Tasks (Non-negotiable)	
4. Foundational Skills (Non-negotiable)	
5. Range and Volume of Texts	
6. Writing to Sources, Speaking and Listening, and Language	
7. Assessments	
8. Scaffolding and Support	

¹ Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://edreports.org/reports/overview/wit-wisdom-2016-3-8>.

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

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



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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>			
<p>Non-negotiable 1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. 	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Anchor texts placed within the four, Grade 4 modules include a range of eight literary, five informational, and three poetry reading opportunities centered around a single theme, or topic per module. The majority of texts fall between 640-1120 Lexile, as identified by quantitative measures. Five of the core texts extend past the Grade 4 740-1010 Lexile band and one of the sixteen falls below. Three texts are categorized as poetry and do not offer quantitative measures. The five above-level texts are utilized within guided, repeated reading settings. Analysis of the text and necessary skills is not conducted until thorough modeling has occurred. Texts extending past the grade-level threshold offer knowledge that builds throughout the module and is accessible to students with teacher support. Therefore, texts that students are responsible for independently reading are complex in meaning and language, yet age-appropriate. In Module 1, students read the informational scientific text <i>The Circulatory Story</i>, by Mary K. Corcoran. Qualitative analysis deems the text as very complex.</p>

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			<p>This rating is due to the heavy use of scientific terms and concepts, as well as figurative language explanations. Students may find this text challenging based on vocabulary and limited background knowledge; however, detailed illustrations such as diagrams and figurative cartoons illustrate and add to the information in the text making it more accessible to students. This text has a Lexile measurement of 850 which is well within the 4-5 grade band. This text is utilized as a guided repeated reading and includes the following: teacher read-aloud, illustration, and figurative language exploration, as well as evidence collection. During this module, students are also exposed to the core text, <i>Love That Dog</i>, by Sharon Creech. This text has a Lexile level of 1010, which is within the grade band, but at its peak. This text is deemed moderately complex as students may have difficulty with the overall journal-like text structure which is an opportunity to compare and contrast poetry and prose. There is poetic language throughout and has multiple layers of meaning which could also pose a challenge. Students receive guided instruction throughout the use of this text to ensure understanding. In Module 2, students read the literary novel <i>Hatchet</i>, by Gary Paulsen. This text, which is leveled at a 1020 Lexile, slightly exceeds the Grade 4 quantitative range. Qualitative analysis deems this to be moderately complex. The chronological structure of the text is clear,</p>

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			<p>straightforward, and easy to follow. Word choice and sentence structure are simple and reflect casual speech patterns of the main character, a young boy. Yet, literary flashbacks, certain changes in sentence structure, and themes that may require more in-depth analysis could prove difficult for struggling readers. Teacher support is provided throughout with repeated, focused readings. In Module 4, students read the informational, historical account, <i>Understanding Greek Myths</i>, by Natalie Hyde. This core text is listed as a 970 Lexile which is on the higher end of the Grade 4 range. Qualitative analysis deems this text as moderately complex. The informational nature of this text offers an organized flow of ideas that build upon one another, it provides a series of photographs, maps, and art to accompany text as well as define ideas further. This text is dense with mostly complex, domain-specific language and sentence structure. Students may have challenges when understanding aspects of culture. This text is combed through repeatedly within the module to allow students to fully grasp the concepts. Overall, anchor and supporting texts are appropriately complex. Modules within the Grade 4 unit provide ample practice with on-level and above-level texts. The reading opportunities promote challenging knowledge and language demands while remaining accessible to students with the assistance of the teacher. Teachers guide</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students through a wide range of activities to analyze texts and gain full comprehension of their purpose to demonstrate mastery in the End-of-Module Tasks.
	<p>Required Indicator 1b) At least 90% of provided texts, including read-alouds in K-2, are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Literary and informational texts following module themes are presented throughout the year. Eleven of the sixteen core texts offered are critically acclaimed pieces of writing, or have been written by award-winning authors. Texts combine essential literary criteria to achieve student standards and discipline specific content knowledge from published authors which promote engaging learning opportunities for students. In Module 1: A Great Heart, Lessons 19-29, students explore the figurative meaning of heart in <i>Love that Dog</i>, by award winning author Sharon Creech. During this reading, students gather, from a young protagonist, how word choice and poetry study can evoke powerful emotions to affect the reader. Sharon Creech is also highlighted later in module four for her Newbery Medal award winning book, <i>Walk Two Moons</i>. In Module 2: Extreme Settings, students read a variety of critically acclaimed texts such as the Newbery Honor-winning young-adult wilderness survival novel <i>Hatchet</i>, by Gary</p>

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			<p>Paulsen, the short story <i>All in a Summer Day</i>, by National Book Foundation Medal and Pulitzer Prize special citation author, Ray Bradbury, as well as two poems by the Pulitzer Prize winning author, Robert Frost. Students build knowledge on the aspects of environments to understand human responses to challenges presented in nature. In Module 3: The Redcoats are Coming, Lessons 1-4, students read the Orbis Pictus award winner <i>George vs. George: The American Revolution as Seen from Both Sides</i>, by Rosalyn Schanzer to investigate events leading up to the American Revolution. Students revisit this text throughout the module to research and build knowledge in comparison to other informational texts. In Module 4: Myth Making, Lessons 8-13, students focus on a literary drama to build knowledge of myths from various cultures. This drama titled, <i>Pushing Up the Sky: Seven Native American Plays for Children</i>, is written by acclaimed Native American storyteller, Joseph Bruchac. Students enter a comparative study to discover similarities amongst Greek and Native American cultures when viewing themes and purpose. Overall, each of the modules offers students the opportunity to build knowledge of content related to the overarching module theme. Students engage with quality, critically acclaimed literary and informational works that promote mastery when paired with standards based learning activities.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex texts. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. 	<p>Yes</p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Each of the four, Grade 4 modules provides various learning opportunities that build through the use of lesson arcs. Within these arcs, learning is centered around Focus Questions which pave a learning path toward answering the overall Essential Question during the End-of-Module Task. Students are supported appropriately depending on the complexity of the texts. For example, in Module 3: The Redcoats are coming! students venture through four lesson arcs centered around Focus Questions. Each Focus Question builds and prepares students for the End-of-Module Task centered around the Essential Question: Why is it important to understand all sides of a story?" In Arc 1, Focus Question 1, Lessons 1-8, the Focus Question, What were the perspectives of the two main sides of the American Revolution? is at the forefront of learning. Students begin by reading the text introduction of <i>George vs. George: The American Revolution as Seen from Both Sides</i> in pairs to observe (notice/wonder) and provide context when comparing the Essential Question and Focus Question. Students then listen and fluently read the first section of the book adding to their written observations. They then discuss findings with one another through</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>accountable talk. Students begin to build knowledge of differing perspectives within the war, learn evidence collection and also define key terms such as revolution. Toward the end of this arc, students embark on comparatively analyzing the texts of <i>George vs. George: The American Revolution as Seen from Both Sides</i> and <i>Massacre in King Street</i> with the propaganda art “The Boston Massacre.” Through open, whole group discussion, students begin to determine central messages of the artwork and texts to identify bias of opposing perspectives. Finally, students then utilize their evidence collection, central message, and bias identification skills to explain the two main sides justly. This is accomplished through a written essay. In Arc 2, Focus Question 2, Lessons 9-15, students are guided by the following Focus Question: How did different people’s experiences affect their perspectives on the American Revolution? Students listen to the complex text <i>Colonial Voices: Hear Them Speak</i>, by Kay Winters. Students engage in an exploration of key details to generate overall meaning, or the main ideas. Students repeatedly read the first and second half of the text, independently and with partners, to gather essential information toward colonial experiences. Students then participate in small-group discussion with assigned text dependent questions to organize written thoughts. Finally, students utilize their main idea findings from the text to state their</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>opinion of the Boston Tea Party through the lens of a specified colonial American. This is accomplished through an opinion letter and evidence of the job and familial experiences of the individual. In Arc 3, Focus Question 3, Lessons 16-20, students build upon the previous Focus Question by layering perspectives with actions. Students focus on the question, “How did different people’s perspectives affect their actions during the American Revolution?” Within this arc, students follow a similar pattern of observation and organizational analysis. Students are able to sequence events and compare the historical accuracy through research of the previous text George vs George and the image “Washington Crossing the Delaware.” Students steadily practice reading fluently with partners and gathering evidence of character actions to understand perspective. At the end of this arc, students utilize their character action findings to express the connection between perspective and action in the American Revolution. This is accomplished through an explanatory writing task utilizing skills observed through informational module texts and language practice. However, during the focus task within this arc, there is an emphasis on revision through peer feedback specifically technologically. In Arc 4, Focus Question 4, Lessons 21-33, students build knowledge toward the Essential Question by answering the following Focus Question: What drove the Patriots to fight their independence</p>

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			<p>from Britain? In Lesson 22, students examine different perspectives through the text <i>Woods Runner</i>, by Gary Paulsen. Students read the text to identify key details in the first three chapters. In Lesson 23, students use their knowledge of key details to compare and contrast messages across various core texts within the modules. Students discuss in small group and whole group settings. Toward the end of the arc, students are tasked with writing an opinion essay in regard to the Focus Question. Students must determine “Who best demonstrates American spirit in <i>Woods Runner</i>? Support your response with evidence from <i>Woods Runner</i>.” Overall, through the use of lesson arcs, Focus Questions build upon each other to prompt content knowledge. These focused writings prepare students for the End-of-Module Tasks. Reading, writing, speaking and language are present throughout arcs and lessons in a manner in which all students can access learning. Lesson arcs follow similar learning structures throughout the modules providing students with confidence in their abilities as texts and concepts become more complex.</p>
	<p>Required 1d) Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>Yes</p>	<p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. For example, in Module 2, Extreme Settings: Students engage in multiple readings of the text <i>All Summer in a Day</i>. In Lesson 1, students partake in a read</p>

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			<p>aloud of the text with the primary focus residing in observations as note-taking is modeled. Students create questions in response to the read-aloud. In Lesson 2, students review the questions from the previous lesson and create new questions to direct the second, small group read through. Students work with peers to fill in a story map for the text. Students also read the core text <i>Mountains</i> during this module. Students are prompted to reread the text to identify key descriptions of mountain ranges. For example in Lesson 12, teacher guidance states, “Working in small groups, students reread pages 1-7 and identify key descriptions by recording them in their handout.” Students then use their findings to verbally answer the question, “Based on these descriptions, how do scientists describe and compare mountains?” Later in Lesson 13, students reread <i>Mountains</i> with the primary focus of identifying main ideas and supporting details. Students utilize the “boxes and bullets” graphic organizer, which was previously used in module one, to record these ideas. In Module 4: Myth Making, students read to learn about various Greek myths and their themes. One such text is <i>Understanding Greek Myths</i>. In Lesson 4, students search for direct evidence in small groups to uncover the mystery that the myth explains. Students answer guiding questions and share out, utilizing accountable talk. In Lesson 5, students engage with two core texts: <i>Gifts from the</i></p>

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			<p><i>Gods: Ancient Words and Wisdom from Greek and Roman Mythology</i> and <i>Understanding Greek Myths</i>. Students break into a small group jigsaw activity to analyze assigned Greek myth excerpts. Students complete the poster evidence to then rehearse and present their visual. During this module, students also engage in multiple readings of <i>Walk Two Moons</i>. In Lesson 23, students listen as the teacher reads Chapter 23. Students create one discussion question for an upcoming peer think-pair-share. In Lesson 24, students reread Chapter 23 as a whole group. While reading, students annotate any unfamiliar words. The teacher prompts students during the reading to add vocabulary to their chart to be defined. Students engage in text dependent questions following the text. Overall, students revisit texts throughout each module during lesson arcs, as well as during the End-of-Module Task. Students utilize texts for basic comprehension, necessary content knowledge accumulation, purposeful evidence gathering, and expressing understanding through verbal or written expression. Each module has a clear complex text progression using a gradual release model. Students are able to listen to a fluent reader, practice fluent reading with small groups, and reread for evidence collection.</p>

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<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>2. TEXT-DEPENDENT QUESTIONS:</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>Required</p> <p>2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Lessons are structured in the same manner within each module: Welcome, Launch, Learn, Land, and Wrap. Students are provided text dependent questions (TDQs) steadily over the course of the four modules, especially within the learn segments of each lesson. Students answer TDQs after the focused whole group read aloud and/or small group rereading verbally. Students are also tasked with answering written responses during land segments to express lesson understanding. For example, in Module 1: A Great Heart, Lesson 14, students read <i>The Circulatory Story</i> and respond to questions such as: “According to the text, what happens during cellular respiration, and why is this process important?” and “How do the illustrations on pages 20 and 21 help the reader understand the ideas in this passage?” Later in the module, students read <i>Love That Dog</i>. In Lesson 28, students answer TDQs within a think-pair-share discussion framework. These questions include: “How does Jack feel about Walter Dean Myers and his visit? How do you know? Support your ideas with evidence from pages 80 through 86.” and “Based on the text, what do you think Walter Myers is like?” In Module 2: Extreme Settings, Lesson 8, students read the poem “Dust of Snow,” by Robert Frost to analyze how character traits and themes are</p>

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			<p>inferred in poetry. Students provide verbal responses to the following prompts “What is a different response a person might have if he had snow knocked onto him? What type of person is the speaker in the poem based on his reaction to being dusted by the snow?” and “How did the speaker’s perspective change and how did the setting impact his perspective?” Later, students used the knowledge built to complete a quick write to answer the content framing question “What does a deeper exploration of word choice reveal in the poem “Dust of Snow?” Over the entirety of the module, students answer the module Essential Question, How does a challenging setting or physical environment change a person? by working toward the End-of-Module task. This task asks students to write a narrative survival story, mirroring craft and structure of core texts, ensuring character emotions and responses to challenges are present. In Module 3: The Redcoats are Coming! Lesson 13, students reread the new read assessment article <i>Detested Tea</i>, by Andrew Matthews to analyze how firsthand accounts of an event are more likely to contain opinions than secondhand accounts. Students do this by verbally responding to the following TDQ: “What are the different opinions about the Boston Tea Party? What reasons are given to support each opinion?” and “How does this text impact your understanding of the Loyalists and/or Patriots perspectives on the American</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Revolution?” In Lesson 18, students research historical accuracy and perspective by utilizing their knowledge from the following two sources: <i>The Scarlet Stockings Spy</i>, by Trinka Hakes Noble, and <i>George vs. George: The American Revolution as Seen from Both Sides</i>, by Rosalyn Schanzer. Students answer the content framing question in their response journals: “What does a deeper exploration of Maddy Rose’s actions reveal about her perspective on the American Revolution? What other character or historical figure let their perspective affect their actions?” Overall, text dependent questions are prescribed daily whether verbally, or within written responses. Students have a variety of verbal response opportunities such as whole group, small groups, or in partner discussion settings. Students consistently build knowledge within their response journals by expressing their understanding. These response journals are reviewed by the teacher daily and utilized by the student for the end of module writing. Text dependent questions are aligned with module focus throughout.</p>
	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p>Yes</p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. For example, in Module 2: Extreme Settings, Lesson 5, students determine how the setting of the story affected the characters, as well as a theme</p>

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			<p>that can be supported by evidence within the text. These skills are assessed during a Socratic Seminar using the text, <i>All in a Summer Day</i>. Students answer the question: “How does the setting affect the characters in <i>All in a Summer Day</i>?” What is the theme of the story?” (RL.2, RL.3). Students use evidence collected during the snowball toss activity to assist in preparing their written thoughts before speaking. In Module 3: The Redcoats are Coming! Lesson 16, students begin their initial read of <i>The Scarlet Stockings Spy</i> to compare it to the previous text <i>Colonial Voices</i>. Students focus on the narrator point of view when answering the following question: “What do you notice about the voice of the narrator in this story? Is this a first person point of view story like <i>Colonial Voices</i>?” (RL.6). Students then use their understanding of point of view in the following lessons to help build an understanding of firsthand and secondhand account bias in historical accuracy and how experience and perspective play a role in the account. In Module 4: Myth Making, Lesson 16, students answer questions based on the text <i>Walk Two Moons</i>. Using the story map evidence completed in the first reading, students answer questions when rereading such as: “Why is Sal telling her grandparents Phoebe’s story? What does this have to do with Sal’s own story? Quote from the text to support your answer.” (RL.4.1) In Lesson 17, students further focus on evidence based response by answering the question, “Who</p>

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			<p>is described as having a vivid imagination? How does the author use vivid descriptions throughout this story? Cite from the text in your response.” Students must find at least two pieces of evidence within the text to support their answer in paragraph form (RL3.3, RL4.1). Overall, the materials provide students with questions that promote deep, meaningful understanding of not only the text, but of the English language skills necessary to demonstrate mastery in culminating tasks. Questions support the module focus while also using standard language.</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Module lessons follow five content stages which build knowledge to answer the overall module Focus Question. Materials include the following stages as students engage with module texts: Wonder, Organize, Reveal, and Distill. These five stages offer a coherent sequence of tasks geared toward the module central topic. For example, in Module 1: A Great Heart, Lesson 7, students read <i>The Circulatory Story</i>, by Mary K. Corcoran. Students enter the Wonder stage and utilize observation of illustrations and text features to make connections within their understanding of the overall text and its organization. Students begin to define</p>

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			<p>key vocabulary and identify listening goals to improve comprehension. In Lesson 8, students reread <i>The Circulatory Story</i>, with a specific emphasis on pages 6-7, to analyze the organization of the text. Students focus on the main ideas and supporting details of red blood cells within the body to promote note-taking using graphic organizers. In Lessons 9-14, students cycle through the stages of Organize and Reveal. Students engage in a deeper exploration of figurative language and text features within large sections of the text to determine their impact on overall comprehension of circulatory system functions. Students practice skills such as paraphrasing and summarization to discuss the author's word choice. Students gradually analyze a large portion of the text through this cycle to distill the text in Lesson 16. Students use the evidence gathered over the course of the past lessons to answer the content-framing question "What is the essential meaning of <i>The Circulatory Story</i>?" Students participate in a Socratic Seminar to discuss responses. Ultimately, this discussion amongst peers allows for students to solidify their thinking prior to answering the written Focus Question, What is a great heart, literally? In Module 4: Myth Making, Lessons 15-22, students focus on the Essential Question, What can we learn from myths and stories? The core text <i>Walk Two Moons</i>, by Sharon Creech, is utilized to build knowledge of narrative elements through its various</p>

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			<p>stories with overarching themes and messages. Students are guided through the five content stages to observe and analyze sequencing, importance of word choice for effect and meaning, evidence of author's craft, as well as essential themes. Each of these content stages leads to a comparison of core texts in Lesson 24. Students encounter references of Greek and Native American myths. Students determine how the themes of these myths impact the main character. In their response journals, students answer questions, such as “How do the themes of Pandora’s box connect to the story themes?” “How does Phoebe's story differ from the one you’ve read, and from Ben’s report?” and “What important realizations does Sal have while thinking about the myths?” These questions guide students toward answering the Focus Question, What does Sal learn in Walk Two Moons? in Lesson 28. These learning opportunities across the module support student success in the End-of-Module Task Essential Question task by building understanding of story elements, as well as the impacts of myths on human understanding and choices. All of this evidence collected can be used in the written response. Overall, students consistently engage in content stages that are coherently sequenced to promote understanding and build the skills necessary to express thoughtful text analysis through spoken and written responses.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p>Yes</p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in Module 2: Extreme Settings, students engage in a variety of learning activities which lead to answering the overarching Essential Question, How does a challenging setting or physical environment change a person? In Lesson 9, students work in pairs to annotate and analyze the poem “Stopping by the Woods on a Snowy Evening.” Students rotate around the room to answer questions, such as: “What is happening in the poem?” “What do the speaker’s thoughts reveal about the setting of the poem?” and “What is the theme of the poem?” This offers students an opening into narrative elements and how they can be featured in a wide range of writing styles. In Lesson 21, students continue reading the narrative <i>Hatchet</i>, by Gary Paulsen to build knowledge of wilderness terrain, evolution of survival methods, and narrative elements which is beneficial for the End-of-Module Narrative Writing Task. Students create an evidence guide to examine Brian’s thoughts and actions in responding to challenges in an extreme setting. Students answer text-dependent questions after reading chapters six and seven through a think-pair-share and whole-group discussion protocol. Questions include: “Why are the flashbacks to Terry and the TV show important to the story?”</p>

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			<p>“How is Brian different in this chapter?” and “What does Brian learn from the encounter with the bear?” Students discuss with partners and share with the group which prompts speaking and listening expectations of agreeing and disagreeing. In Lesson 22, students utilize accumulated evidence from their knowledge journal, along with their mountain charts to formulate a written narrative draft addressing the Essential Question. Students continue to gain knowledge of survival over the course of the remaining lessons. Students collaboratively discuss ways to incorporate sensory details, figurative language, and character development. Through analysis, students work to revise and edit with spoken and written feedback from peers and teachers.</p> <p>Module 3: The Redcoats are Coming! addresses the Essential Question, Why is it important to understand all sides of a story? Students begin with an oral reading of <i>George vs. George: The American Revolution as Seen from Both Sides</i>, by Rosalyn Schanzer, to explore and summarize differing perspectives of the colonists and how these differences can lead to conflict. In Lesson 4, students begin to compare and contrast various perspectives surrounding a similar event. Students discuss similar vocabulary when describing the Boston Massacre in two texts verbally with partners. Students then answer text dependent questions during whole group instruction to gather evidence. In Lesson 6,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>knowledge is built further about the event in question with perspectives from artwork and film. Students compare and contrast visuals and texts to answer the following written questions: “From what we’ve learned about the Boston Massacre, what aspects of this image seem accurate or true?” “Which parts of the image do not align with what we have read?” and “How is Revere’s artwork similar to and different from the illustration on page 22 in <i>George vs. George?</i>” Students review evidence accumulated from artwork, film, and texts to then participate in a role-play discussion. Students select a conflict to discuss as an individual from each perspective. As an exit ticket of the lesson, students answer the following question in their response journals: “Which of the three accounts of the Boston Massacre is not like the others? How is this difference related to perspective?” The materials provide ample modeling throughout the module. Students draft sections of their end of module writing as learning and evidence evolve over each lesson. Overall, module lesson progression allows for students to build, apply and eventually integrate knowledge to demonstrate reading, writing, speaking, listening and language skills. Gradual release of skills is offered during individual lessons, as well as across lesson arcs to ensure success when interacting with complex texts.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required</p> <p>3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> • Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening). 	<p>Yes</p>	<p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. Throughout each module, students engage in vocabulary and language use Deep Dives. These craft lessons cycle through stages that mirror a gradual release. Stages include: Examine, Experiment, and Execute. These opportunities conclude each lesson within the module and meet a range of language standards. For example, in Module 1: A Great Heart, Lesson 13, students read an excerpt from page 11 of <i>The Circulatory Story</i> to examine the purpose and function of commas in compound sentences. Students define the parameters of a compound sentence through the example. Students then observe various other excerpts from the text to address the rule when punctuating a compound sentence. Students answer the following questions verbally with a partner: “What would happen if a writer took three or four sentences and combined them into one?” and “How does a comma help a reader comprehend a compound sentence?” In Lesson 14, students review previous learning to experiment with commas in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>compound sentences. In groups, students assemble sentences from <i>The Circulatory Story</i> into compound sentences. Once sentences have been assembled, they are chorally read aloud. Students answer the following question in pairs: “Look at the first and third strips in the lineup. Do they make sense if read alone?” Students then practice combining sentences from the text with partners. Finally, in Lesson 15, students execute their learning by creating compound sentences using sentence frames. These sentence frames have students exhibit understanding of main ideas within the text. In Module 4: Myth Making, Lesson 9, after examining <i>Pushing Up the Sky</i>, by Joseph Bruchac, students observe modal auxiliary verbs through direct quotations from the text. During the learning process students answer questions such as: “What part of speech are the italicized words? What else do the italicized words have in common?” and “What are some of the functions of the italicized words?” Students verbally answer questions with partners. Students practice using modal auxiliary verbs in conversation using sentence stems. Students then view a conversation within the drama to answer the following question: “Which modal auxiliary verb is used in this conversation? Why does the writer use a modal auxiliary verb instead of a regular verb? Why is it important?” In Lesson 10, students move past the initial definition of modal auxiliary</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>verbs and prioritize their focus on how the verbs work when used in a variety of contexts. Using excerpts from the texts <i>Understanding Greek Myths</i> and <i>Gifts from the Gods</i>, students answer questions with partners and independently such as: “How does the modal auxiliary verb used change the meaning of each of these three sentences?” and “Which sentence are you more likely to use in conversation? Which sentence are you more likely to use in writing?” Students then write a short letter to a character within the text as an advisor. Students must use modal auxiliary verbs and adjectives used to describe the character earlier in the lesson within their writing. Throughout the materials, students consistently have opportunities to examine, experiment, and execute language skills. Students build knowledge on the use of that language within a genre for mastery in later tasks. Language skills are assessed in verbal and written prompts throughout the modules whether in individual lessons or Focus Questions.</p>
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics,	Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required *Indicator for grades K-1 only Indicator 4b) Materials provide grade-appropriate instruction and practice for the concepts of print (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).</p>	N/A	
	<p>Required *Indicator for grades K-1 only 4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A	
	<p>Required *Indicator for grades K-5 only 4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	N/A	
	<p>Required *Indicator for grades K-5 only Indicator 4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency words using multisensory techniques.</p>	N/A	
	<p>Required *Indicator for grades K-5 only 4f) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>This should include monitoring that will allow students to receive regular feedback.</p>		
	<p>Required *Indicator for grades K-5 only 4g) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	N/A	
	<p>Required *Indicator for grades K-5 only 4h) Materials provide instruction and practice in word study.</p> <ul style="list-style-type: none"> • In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>) • In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and 	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	automaticity with grade-level regular and irregular spelling patterns.		
	Required *Indicator for grades K-2 only 4i) Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.	N/A	
	Required *Indicator for grades K-5 only 4j) Foundational Skills materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skills supports.	N/A	
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 5a) Materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) <ul style="list-style-type: none"> • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. 		See EdReports for more information.
	Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).		
	5c) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		

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

⁶ Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage. 		
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 7a) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>		
	<p>Required 7b) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>		
	<p>Required 7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		
	<p>Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.</p>		
	<p>7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>		
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend</p>	<p>Required 8a) As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.		
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality⁷	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials do provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	Yes	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁸	4. Foundational Skills	N/A	
	5. Range and Volume of Texts		See EdReports for more information.

⁸ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
III. Additional Criteria of Superior Quality⁹	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: Tier 1, Exemplifies quality			

*As applicable

⁹ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.



Qualified for Abbreviated Review¹

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



Title: **Wit & Wisdom (without Foundational Skills)**

Grade: **5**

Publisher: **Great Minds PBC**

Copyright: **2016**

Overall Rating: **Tier 1, Exemplifies quality**

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

STRONG	WEAK
1. Quality of Texts (Non-negotiable)	
2. Text-Dependent Questions (Non-negotiable)	
3. Coherence of Tasks (Non-negotiable)	
4. Foundational Skills (Non-negotiable)	
5. Range and Volume of Texts	
6. Writing to Sources, Speaking and Listening, and Language	
7. Assessments	
8. Scaffolding and Support	

¹ Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://edreports.org/reports/overview/wit-wisdom-2016-3-8>.

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

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



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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>			
<p>Non-negotiable 1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. 	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Anchor texts placed within the four, Grade 5 modules include three literary novels, two informational, and one historical speech. These lengthy, age-appropriate texts promote a singular theme per module. These novels are extensive in the need for historical background knowledge, supplementary materials are utilized throughout to assist in deeper, and more meaningful understanding. The majority of texts fall between 680-1060 Lexile, as identified by quantitative measures. One of the core texts extends past the Grade 5 740-1010 Lexile band and one of the six falls below. The text that exceeds the threshold slightly is introduced in a later module offering student skills an opportunity to grow prior. The text is also guided in a repeated reading setting. Analysis of the text is not conducted until thorough modeling has occurred. Texts extending past the grade level are those that can still be accessible to Grade 5 students with teacher support. Therefore, texts that students are responsible for independently reading are complex in meaning, language and ideas, yet</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>age-appropriate. In Module 1, students read the historical fiction text <i>Thunder Rolling in the Mountains</i>, by Scott O’Dell. Qualitative analysis deems this to be slightly to moderately complex. This rating is due to the chronological structure of the text, as well as the knowledge demands of westward expansion and authentic native expressions which are used figuratively. Students may find this text challenging in a historical sense; however, through supplemental materials such as historic documents, paintings, and photographs students build extensive knowledge prior to a full analysis of the text. This text has a Lexile level of 680 which falls below the 4-5 grade band. This text is utilized as a guided, as well as independent, repeated reading. As this text is reviewed within the first module, it offers a moderately complex starting point to gain key knowledge and literary skills without significant struggle. In Module 2, students read the core text <i>The Phantom Tollbooth</i>, by Norton Juster, an imaginative novel with a Lexile level of 1000. The text requires students to analyze an author’s use of wordplay to create meaning and engage readers. As this is a fantasy, it proves to be challenging in vocabulary which requires explicit instruction. Text structure is straightforward in a chronological sequence and grade level appropriate. This text is deemed very complex through qualitative analysis based on symbolism, puns, and complex, descriptive sensory details. In</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Module 3, students read the informational text <i>The Boy's War: Confederate and Union Soldiers Talk about the Civil War</i>, by Jim Murphy. This text (1060L), slightly exceeds the Grade 5 quantitative range. Qualitative analysis deems the text as very complex. The sequenced topical structure of the text is clear and straightforward. Narrative, firsthand account writing styles from the author and primary sources assist in adding interest and perspective to historical events of the Civil War. However, complex language, both general academic vocabulary, which can be used across all disciplines and era specific, could pose challenges when determining ideas that are inferential rather than literal. Teacher support is provided throughout with repeated, focused readings to promote success. In Module 4, students read the literary non-fiction text, <i>We Are the Ship: The Story of Negro League Baseball</i>, by Kadir Nelson. This core text is listed as a 900L which is considered well within the appropriate Grade 5 range for quantitative measurements. Qualitative analysis deems this to be moderately complex. The conversational, yet informational narrative writing style draws student interest and attention. It also provides a series of oil paintings that support and enhance meaning. Where students may not need extensive background in baseball vernacular; racial discrimination, prejudice, and World War II topics may prove</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>challenging without context. This text is analyzed through guided instruction countless times to create a thorough understanding for the End-of-Module Tasks. Overall, core and supporting texts are appropriately complex. Modules within the fifth grade unit provide consistent practice with lengthy on-level and above-level texts. Students are challenged in language skills while also being guided through our nation's history. Students participate in an array of activities to acquire key literary and informational experiences that will ultimately translate to benchmark, End-of-Module Task Performance.</p>
	<p>Required Indicator 1b) At least 90% of provided texts, including read-alouds in K-2, are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p>Yes</p>	<p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Literary and informational texts following module themes are presented throughout the year. Five of the six core texts offered are critically acclaimed pieces of writing, or have been written by award-winning authors. Texts combine essential opportunities to master literary criteria and incorporate relevant time period content researched heavily by published authors which promotes engaging learning opportunities for students. In Module 1: Cultures in Conflict, Lessons 13-29, students explore how cultural beliefs and values guide people in <i>Thunder Rolling</i></p>

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			<p><i>in the Mountains</i>, by Newberry award winning author, Scott O’Dell and Susan Hall. During this reading, students gather, from the poignant perspective of a chief’s daughter, how culture and tradition can be conveyed with great significance and emotion to the reader. In Module 2: Word Play, centers around the modern fantasy novel <i>The Phantom Tollbooth</i>, by Norton Juster, the recipient of the Mathical Book Prize. Over the course of thirty lessons, students build knowledge of how authors use wordplay to engage audiences, create humor and meaning, as well as express themes. Students study the complexity of the English language through a humorous lens in preparation for narrative module writing tasks. In Module 3: A War Between Us, Lessons 6-15, students read the Golden Kite award winner <i>The Boy’s War</i>, by Jim Murphy to investigate a transformative period in American history through the firsthand accounts of boy soldiers within the Civil War. During Lessons 16-37, students explore the novel <i>The River Between Us</i>, by Richard Peck, the recipient of the Scott O’Dell Award and ALSC Notable Children’s Books Award. Students uncover, through the eyes of the Pruitt family, how lives could be irrevocably changed by the Civil War. In Module 4: Breaking Barriers, students focus on a literary nonfiction text to build understanding of the sheer power of sports to bring people together, challenge injustice, and provide hope. This text titled, <i>We Are</i></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p><i>the Ship: The Story of Negro League Baseball</i>, by Kadir Nelson, is the winner of seven awards including the Odyssey Award and Coretta Scott King Award. Rich oil paintings and narration engage students and assist in learning the perspectives of these worthy sports heroes. Overall, each of the modules offers students the opportunity to build knowledge of content related to the overarching module theme. Students engage with quality, critically acclaimed literary and informational works that promote mastery when paired with standards based learning activities.</p>
	<p>Required</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex texts. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. 	<p>Yes</p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Each of the four, Grade 5 modules provides various learning opportunities that build through the use of lesson arcs. Within these arcs, learning is centered around Focus Questions which pave a learning path toward answering the overall Essential Question during the End-of-Module Task. Students are supported appropriately depending on the complexity of the texts. For example, in Module 2: Word Play, students venture through four lesson arcs centered around Focus Questions. Each Focus Question building and preparing students for the End-of-Module Task centered around the Essential Question: How and why do writers play with</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>words? In Arc 1, Focus Question 1, Lessons 1-4, the Focus Question, How can wordplay create confusion and humor?” prompts investigation of images and vocabulary to start the unit. Students view the painting <i>The Persistence of Memory</i> by Salvador Dali, watch the video performance “Who’s on First,” and read various riddles to observe (notice/wonder) how artists and writers both play with “reader’s” understanding. Students define wordplay and understand the creation of confusion to promote humor. Students then rewatch the performance to summarize and add to their understanding of confusion from the perspective of the characters. Students write summaries and discuss findings with one another through accountable partner talk, then within whole-group discussion. Students finish their investigation at the end of this arc by applying what they have learned about wordplay through an open, speaking and listening driven, Socratic seminar. Students use their evidence collection from various media to write an explanatory paragraph on how words create both humor and confusion citing evidence from the performance “Who’s on First?” In Arc 2, Focus Question 2, Lessons 5-15, students are guided by the following Focus Question: How can writers use wordplay to develop a story’s setting and characters? Students observe cover art and maps provided in the module anchor text <i>The Phantom Tollbooth</i>, by Norton Juster.</p>

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			<p>Students listen to the beginning chapters to make inferences about character traits of the protagonist, as well as to unpack the wordplay within the author’s imaginary land when naming and describing. Students engage in visualization when reading aloud with peers and are able to verbally answer text-dependent questions revolving around setting and character development. Students repeatedly read portions of the text, independently and with partners, to gather essential information of character analysis focusing on the impact of wordplay when introducing new places and individuals. Students participate in “snapshot” writing practice to apply skills in strengthening word choice to indirectly show the audience their visualization rather than tell. Finally, students then utilize their wordplay evidence findings from the text to write a narrative snapshot creating a character of their own creation which the protagonist may meet at a predetermined setting from the novel. Students must introduce this character within the setting using concrete sensory details. In Arc 3, Focus Question 3, Lessons 16-26, students build upon the previous Focus Question by layering introductory narrative features with problems and solutions. Students focus on the question, “How can writers use wordplay to develop a story’s plot?” Within this arc, students follow a similar pattern of observation and organizational analysis. Students are able to sequence events,</p>

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			<p>understand how character actions can propel a plot and determine structural importance within a narrative “hero’s quest” framework. Students steadily practice fluent, expression-filled reading with partners and gather evidence of wordplay within a plot structure. Toward the end of this arc, students utilize their setting, character, and plot wordplay findings to craft an exploded narrative moment from the text, focusing on how wordplay within dialogue can prompt humor, conflict, confusion, and description to move the story forward. Overall, through the use of lesson arcs, Focus Questions build upon each other to establish a foundation of content knowledge. These focused writings prepare students for the End-of-Module Tasks. Reading, writing, speaking and language are present throughout arcs and lessons. These are offered in a manner in which all students can access learning. Lesson arcs follow similar learning structures throughout the modules providing students with confidence in their abilities as texts and concepts become more complex.</p>
	<p>Required 1d) Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>Yes</p>	<p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. For example, in Module 1, Cultures in Conflict: students read the core text <i>Thunder Rolling in the Mountains</i>, by Scott O’Dell and Susan Hall. Students are prompted to reread the text to acquire a deeper understanding of main characters.</p>

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			<p>For example, in Lesson 18, teacher guidance states, “Remind students that in chapter two they meet Sound of Running Feet’s father, Chief Joseph. Instruct students to turn to pages 6-7 of the novel and independently reread the passage beginning ‘At dawn the wind...’” Students then use their findings to verbally answer the text dependent questions such as, “What does Sound of Running Feet mean on page 7 when she says that Chief Joseph is a ‘chieftain’ but ‘not a warrior’?” Later in Lesson 22, students reread segments of <i>Thunder Rolling in the Mountains</i> in groups with the primary focus of identifying mood, or tone within a scene. Students utilize the chart paper to summarize these chapters using descriptive language and words. Students use a gallery walk model to observe and discuss. In Module 3: A War Between Us, Lesson 22, students read chapter seven aloud with peers. Students are prompted by the teacher to list what they notice, or wonder, while reading. These responses are then discussed by the whole group leading to text dependent questioning. Later in Lesson 22, students reread page 79 of Chapter 7 with peers. As they read, students are challenged to read expressively. After reviewing the text, students must independently address “Mama’s opinion statement” in their response journal and support the opinion with evidence from the text. In Module 4, Breaking Barriers, students read to investigate and research the lives of major</p>

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			<p>league and negro league individuals in history. This is done through the text <i>We Are the Ship: The Story of Negro League Baseball</i> by Kadir Nelson. In Lesson 6, students read Chapter 2 with pairs to annotate using sticky notes key details which describe the type of baseball played by those in the Negro League. Students answer comprehension guiding questions in their response journals and then verbally answer text dependent questions whole group to promote evidence collection. In Lesson 8, students reread <i>We Are the Ship: The Story of Negro League Baseball</i> to determine main ideas of paragraphs and compare chapter structures. Students break into small groups to answer text dependent questions in their response journals. Overall, students revisit texts throughout each module during lesson arcs, as well as during the End-of-Module Task. Students utilize texts for basic comprehension, necessary content knowledge accumulation, purposeful evidence gathering, and expressing understanding through verbal or written expression. Each module has a clear complex text progression using a gradual release model. Students are able to listen to a fluent reader, practice fluent reading with small groups, and reread for evidence collection.</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 2. TEXT-DEPENDENT QUESTIONS:</p>	<p>Required 2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Lessons are</p>

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<p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>structured in the same manner within each module: Welcome, Launch, Learn, Land, and Wrap. Students are provided text dependent questions (TDQs) steadily over the course of the four modules, especially within the learn segments of each lesson. Students answer TDQs after the focused whole group read aloud and/or small group rereading verbally. Students are also tasked with answering written responses during land segments to express lesson understanding. For example, in Module 1: Cultures in Conflict, Lesson 23, students read <i>Thunder Rolling in the Mountains</i> and respond to questions such as: “Reread the passage on pages 71-72, beginning ‘We had stopped for food..’ and ending ‘...stared straight ahead and said nothing.’ In what ways do the women seem strange to Sound of Running Feet? In what ways do you imagine she seems strange to them?” Later in the module, students read “Lincoln Hall Speech,” an address given by Chief Joseph in 1979. In Lesson 30, students are prompted to answer TDQs within a think-pair-share discussion framework to analyze word choice. These questions include: “In paragraph 4, Chief Joseph says ‘Good words do not last long unless they amount to something.’ What does he mean by this?” and “In paragraph 6, Chief Joseph says, ‘You might as well expect the rivers to run backward as that any man who was born a free man should be contented when penned up and denied liberty.’ What is being compared in this sentence?” In</p>

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			<p>Module 2: Word Play, Lesson 9, students read the novel <i>The Phantom Tollbooth</i> to analyze the author's wordplay in narrative elements. Students use handout 9B to respond to the prompt "How do you see the meaning of the word abandon reflected in this description of the town and its people? Underline or highlight details that helped you determine the meaning of the word abandon." Later, students used the knowledge built to complete a quick write in their response journals to answer the following question, "What are some details about Officer Short Shrift's or Mayor McQuitter's looks, words, or actions that helped you infer his or her traits, or personality?" Over the entirety of the module, students answer the overall Essential Question, "How and why do writers play with words?" by working toward the End-of-Module Task. In the task, students write a narrative exploded moment mirroring word play craft and structure of the core text. Students must ensure established character traits, setting, and conflict resolution are intact to express understanding and comprehension. In Module 3: A War Between Us, Lesson 25, prior to completing the new read assessment, students read the text <i>The River Between Us</i>, by Richard Peck to analyze how different points of view influence how events are perceived, understood, or described. Students do this by verbally responding to the following TDQ whole</p>

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			<p>group: “Describe the sights and smells that Tilly and Delphine encounter in Cairo and at Camp Defiance.” and “How do these sights and smells influence Tilly’s point of view of Cairo and Camp Defiance? Support your ideas with text evidence.” In Lesson 29, students incorporate all historical texts discussed within the module: A River Between Us, The Boy’s War, and the poem “The Women Who Went to the Field.” Using evidence accumulated thus far and their collaborative conversation frames, students answer questions during their verbal Socratic seminar such as: “Compare and contrast different characters’ experiences of the Civil War based on the texts you’ve read. What is similar and different about the experiences of soldiers and their loved ones at home? Female nurses and females at home? Soldiers and those who cared for the sick and wounded?” In Module 4: Breaking Barriers, Lesson 11, students read <i>We Are the Ship: The Story of Negro League Baseball</i>. In this lesson, during the execution phase, students embark on a gradual release of paragraph writing. Students aim to master, “How do I use directly quoted evidence in a paragraph response?” Individually, students review the Direct Quotations chart which is utilized during the previous lesson when experimenting with using direct quotations. Students practice finding two pieces of evidence from “7th Inning” or “8th Inning” that they could add to their paragraph and use direct</p>

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			<p>quotations. After the practice stage, students use this skill when answering the content-framing question, “Why did major league owners begin to consider integrating baseball?” Overall, text dependent questions are woven amongst lessons daily whether verbally, or within written responses. Students have a variety of verbal response opportunities such as whole group, small group, partner discussion, or Socratic seminar settings. Students consistently build knowledge within their response journals by expressing their understanding. These response journals are reviewed by the teacher and can be utilized by the student for evidence collection during the End-of-Module Task, as well as to demonstrate progression of thinking. Text dependent questions are aligned with module focus throughout.</p>
	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p>Yes</p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. For example, in Module 2: Word Play, Lesson 13, students determine the meanings of words or phrases as they are used within the text and support them with evidence. These skills are assessed during the land segment of the lesson. Using the text, <i>The Phantom Tollbooth</i>, students answer the question: “Given what you know about the phrase “rhyme or reason” what is the larger significance of Rhyme and</p>

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			<p>Reason's banishment in the story? Consider how their banishment impacts the kingdom literally and figuratively. Support your ideas with evidence from the story." (RL5.4). In Module 3: The War Between Us, Lesson 8, students begin their initial read of <i>The Boy's War</i>, by Jim Murphy, to identify the difference between author's points and interesting facts. Students focus on the author's points and supporting details to answer the following questions: "What reasons from the text support the author's point that wearing matching uniforms was important for both Northern and Southern soldiers?" (RI 5.8) and "Identify two pieces of evidence from page 21 that support Jim Murphy's point that 'The southern army seems to have been more disciplined and more relaxed at the same time.'" (RI 5.8). Students then use their accumulated evidence to assist in similarities and differences between Northern and Southern soldiers. In Module 4: Breaking Barriers, Lesson 6, students answer questions based on the text <i>We Are the Ship: A Story of Negro League Baseball</i>, by Kadir Nelson. Using the chapter one text structure evidence handout, students answer text structure questions when rereading and reviewing Chapter 2 such as: "What does Nelson use this text structure to organize the information in this chapter?" (RL 5.5) and "How does Nelson's use of text structure help you better understand the style of play in the Negro League?" (RL 5.5).</p>

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			<p>In Lesson 14, during the vocabulary deep dive, students focus on word relationships within text to answer questions such as, “What words or synonyms did you use to replace fortitude in the quotation?” (L 5.5.c) and “Which of the following words has an opposite meaning to the word antagonism as used in the following sentence?” (L 5.5.c). Overall, the materials provide students with questions that promote deep, meaningful understanding of not only the text, but of the English language skills necessary to demonstrate mastery in culminating tasks. Questions support the module focus while also using standards language.</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Module lessons follow five content stages which build knowledge to answer the overall module Focus Question. Materials include the following stages as students engage with module texts: Wonder, Organize, Reveal, and Distill. These five stages offer a coherent sequence of tasks geared toward the module central topic. For example, In Module 1: Cultures in Conflict, Lessons 1-4, students read the two supporting articles “Lewis and Clark and the Indian Country. 1800: A Brilliant Plan for Living” and “Lewis and Clark and the Indian Country: A New Nation Comes to the Indian Country” from</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the Newberry Library. Students build knowledge through the course of the lesson arc to answer the Focus Question “How did U.S. westward expansion impact Native American cultures in the West?” As these lessons are introductory to fifth grade complex texts, students are guided through each article and work extensively on identifying the main idea and key details of the passages being read as this will be essential in later modules. Students are provided multiple opportunities to review each text and supporting documents such as maps to enhance context. Students are asked to summarize and paraphrase each section of text as they revisit. In Lesson 4, to assess learning students write a summary of one of the supporting texts incorporating three main ideas (one from each subheading) in their own words supported by key details. In Module 3: A War Between Us, Lesson 6, students read <i>The Boy’s War: Confederate and Union Soldiers Talk about the Civil War</i>, by Jim Murphy. Within this lesson, the Wonder phase is initiated. Using skills in observation and inferencing, students view photographs depicting life experiences of boys within the Civil War era. Students begin to determine the impacts of photography during this time period, as well as complete a quick write based on the most influential image, or section within the introduction. In Lesson 7, students continue reading <i>A Boy’s War</i>, with a specific emphasis on Chapter One, to explore the</p>

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			<p>author’s use of primary sources and how they emphasize the main ideas and overall text structure. Students focus on how the author uses reasons and evidence to support details and main ideas. In Lessons 8-13, students enter into a lengthy Reveal phase. Students are offered a period of deep exploration. Students use skills in comparative analysis when understanding northern and southern perspectives, doctor perspectives, and medical knowledge, as well as stances made by the author and evidentiary support. Students practice extensively with author stance and evidence as this promotes strong opinion based writing. Students analyze large portions, or chapters, of the text at this time in Lesson 15. Students use the main idea evidence gathered during previous lessons to answer the opinion Focus Question prompt, “Write an opinion essay in which you explain whether being a soldier in the Civil War affected boys for the better or worse. Use evidence from <i>The Boy’s War</i> to develop two reasons. Elaborate on the evidence to support.” In Module 4: Breaking Barriers, Lessons 5-16, students focus on the Essential Question, How can sports influence individuals and societies? The core text <i>We Are the Ship: The Story of Negro League Baseball</i>, by Kadir Nelson is utilized to build knowledge of not only an inspiring individual, Jackie Robinson, but the history of those how the negro league prospered and established change. Students are guided</p>

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			<p>through the five content stages to observe and analyze the impact of text structure, how illustrations support overall reader understanding of the main idea, as well as supporting a claim or point. Each of these content stages leads to the culmination of learning in Lesson 16. After extensively reading the core text, students develop thesis statements and supporting reasoning when answering the prompt, “Plan a speech to give to students at your school... explaining why the negro leagues and its players should be honored and remembered on April fifteenth. Use evidence to develop three points to support your thesis.” These explanatory and reasoning learning opportunities across the module support student success in the End-of-Module Task Essential Question task by building understanding of effective evidence as well as history and the impact that sports can have on societal norms. The evidence collected and previous writings can be utilized as a stepping stone to mastery. Overall, students consistently engage in content stages that are coherently sequenced to promote thought and rigor, which build the skills necessary to express thoughtful text analysis through spoken and written responses.</p>
	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p>Yes</p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in Module 1:</p>

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			<p>Cultures in Conflict, students engage in a variety of learning activities which lead to answering the overarching Essential Question, How do cultural beliefs and values guide people? In Lesson 26, students complete their investigation of the core text <i>Thunder Rolling in the Mountains</i> by reading the afterword to discover what happened to the main and supporting characters years following the surrender at Bear Paw. Students engage in small-group discussion to evaluate similarities and differences in beliefs and values. Students review and use criteria for the module speaking goal, Speak Collaboratively. When in discussion, students answer questions such as: “What important beliefs and values do Chief Joseph and his daughter Sound of Running Feet share?” “How do their beliefs differ?” and “By the end of the novel, how and why have Sound of Running Feet’s beliefs changed?” Students take notes during this discussion and self-assess their participation and success in the module goal using a checklist. In Lesson 27, students build upon their small-group discussion by utilizing notes, as well as their evidence organizer from Lesson 18, to begin their written response to Focus Question task five which states, “Write an essay to compare and contrast Chief Joseph and Sound of Running Feet’s most important beliefs and values.” Students are guided through the process of creating a thesis whole group then begin to use Handout 27A: Essay Planner to draft their response.</p>

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			<p>Once drafted, students have the opportunity to fluently rehearse their draft with partners to receive feedback and address grammar concerns using a priority checklist. Module 3: The War Between Us, addresses the Essential Question, How did the Civil War impact people? In Lesson 24, students read chapter nine of <i>A River Between Us</i> and participate in a reader's theater simulation using an emotional scene between Tilly and her mother. Discussion is stimulated amongst pairs concerning the impact of the war on female members of a family. Students answer text dependent questions both verbally and written, such as: "How has Noah's leaving impacted mama? What details in the scene show Tilly - and readers - a change in mama? Write down one or two details that show this change." and "How does mama's behavior in this scene impact Tilly? How do you know?" Students then learn to add evidence of character impact to a practice perspective writing by applying what they have learned. In Lesson 27, students use all the acquired evidence from Handout 26A: Character Change Chart and lesson skill progression to complete the following Focus Question three task: "Write a journal entry from Tilly's first person point of view that states this opinion: the war and the experiences in Cairo and Camp Defiance have changed both her and Delphine by making them both grow up and become young women." This task aligns with the overall module Essential Question and</p>

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			<p>accumulated evidence from both <i>A Boy's War</i> and <i>A River Between Us</i> is utilized when completing the Socratic Seminar in Lesson 29 which requires students to discuss experiences and perspectives of both males and females. Overall, module lesson progression allows for students to build, apply, and eventually integrate knowledge to demonstrate reading, writing, speaking, listening and language skills. Gradual release of skills is offered during individual lessons, as well as across lesson arcs to ensure success when interacting with complex texts.</p>
	<p>Required 3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> • Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening). 	<p>Yes</p>	<p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. Throughout each module, students engage in vocabulary and language use Deep Dives. These craft lessons cycle through stages that mirror a gradual release. Stages include: Examine, Experiment, and Execute. These opportunities conclude each lesson within the module and meet a range of language standards. For example, in Module 1: Cultures in Conflict, Lesson 3, students begin to identify, categorize, and describe the function of prepositional</p>

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			<p>phrases. Students receive a short, stand-alone guided lesson on identifying prepositions and prepositional phrases. Once completed with the review, students work with the lesson supporting text “Lewis and Clark and the Indian Country: A New Nation Comes to the Indian Country” to practice identifying prepositional phrases within excerpts, as well as categorizing these phrases to determine what information the detail provides. The importance of prepositional phrases is addressed during the lesson closing when answering the question, “How do prepositional phrases impact, or change, sentences?” In Lesson 6, students begin to experiment with prepositional phrases. The teacher models how to insert phrases to incorporate detail using example sentences from the text. To practice, students then revise their topic statement from the lesson by determining what details they wish to add to ultimately enhance the sentence. Finally, in Lesson 7, students execute their understanding of prepositional phrases by expanding and combining sentences both with text materials and student created writing. In Module 3, students work toward understanding and practicing skills based on styles and conventions. In Lesson 17, students examine the use of dialect within a text. Students begin by working with partners to determine pronunciation of common words. This prompts a discussion to answer the question, “Why do authors</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>use dialects in their writing?" Students examine sentences from an excerpt of the core text <i>A River Between Us</i> to rewrite how someone may say these sentences differently. In Lesson 18, students continue working with dialects from the text <i>The River Between Us</i> to compare and contrast the dialects between the two characters Delphine and Tilly. Students identify evidence of dialects within a portion of text with partners to answer the ultimate question, "How do Tilly and Delphine's dialects differ?" Finally, in Lesson 19, students demonstrate their understanding of dialects by rewriting spoken passages in the Pruitt families' dialect to Delphine's dialect. In Module 4: Breaking Barriers, Lesson 18, students are introduced to correlative conjunctions. Students examine an excerpt from the supporting text "Afghan Sprinter Tahmina Kohistani Shows What's Possible for Muslim Women" to identify common conjunctions. Students then receive a short, stand-alone lesson identifying different correlative conjunctions. The teacher prompts students to work in pairs to practice utilizing these conjunctions within sentence frames pertaining to the reading, such as, " _____ criticism _____ fear could stop Tahmina from training as a sprinter." After practicing verbally with pairs, students answer the following prompt in whole group using correlative conjunctions: "How are Tahmina's experiences and the experiences</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>of the Negro League baseball players similar and different?” In Lesson 19, students begin to experiment with the structure of sentences utilizing correlative conjunctions, observing that the example sentences combine two independent clauses of similar length. Students work together in pairs to write a sentence incorporating key information gathered during the lesson from the supporting text. Finally, in Lesson 21, students use the supporting text, “Helping Refugee Kids Find Their Footing in the U.S.” and execute correlative conjunctions within their own writing. The teacher directs students to reread and revise their reflections about the refugees that they wrote in the core lesson. Students verbally share their revisions and are provided feedback from peers and the teacher. Throughout the materials, students consistently examine, experiment, and execute language skills. Students build knowledge on the use of that language within a genre for mastery in later tasks. Language skills are assessed in verbal and written prompts throughout the modules whether in individual lessons or Focus Questions.</p>
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
<p>Non-negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in</p>	<p>Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>student to become proficient in each of the foundational skills.</p>		
	<p>Required *Indicator for grades K-1 only Indicator 4b) Materials provide grade-appropriate instruction and practice for the concepts of print (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).</p>	N/A	
	<p>Required *Indicator for grades K-1 only 4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A	
	<p>Required *Indicator for grades K-5 only 4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	N/A	
	<p>Required *Indicator for grades K-5 only Indicator 4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency words using multisensory techniques.</p>	N/A	
	<p>Required *Indicator for grades K-5 only 4f) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>		
	<p>Required *Indicator for grades K-5 only</p> <p>4g) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	N/A	
	<p>Required *Indicator for grades K-5 only</p> <p>4h) Materials provide instruction and practice in word study.</p> <ul style="list-style-type: none"> • In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>) • In grades 3-5, materials provide instruction and practice in word study including systematic 	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.		
	Required *Indicator for grades K-2 only 4i) Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.	N/A	
	Required *Indicator for grades K-5 only 4j) Foundational Skills materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skills supports.	N/A	
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RI.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 5a) Materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) <ul style="list-style-type: none"> • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. 		See EdReports for more information.
Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).			
5c) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina,			

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

⁶ Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 6d) Materials address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage. 		
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 7a) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>		
	<p>Required 7b) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>		
	<p>Required 7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		
	<p>Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.</p>		
	<p>7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>		
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below</p>	<p>Required 8a) As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage</p>		

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, etc.).		
	8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.		

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality⁷	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials do provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	Yes	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁸	4. Foundational Skills	N/A	
III. Additional Criteria of Superior Quality⁹	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: Tier 1, Exemplifies quality			

*As applicable

⁸ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

⁹ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

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

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

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

The [2022-2023 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: A.E. Phillips, Ascension, Belle Chasse Academy, Bienville, Caddo, Calcasieu, Catholic Diocese of Baton Rouge -REACH Department, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Louisiana Virtual Charter Academy, LSU Laboratory School, Orleans, Monroe City Schools, Morehouse, Orleans, Ouachita, Plaquemines, Rapides, Richland, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, University View Academy, Vermillion, Webster, West Feliciana, and Zachary Community Schools. This review represents the work of current classroom teachers with experience in grades 3-5.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.