



### Qualified for Abbreviated Review<sup>1</sup>

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>2</sup> In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts<sup>3</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Wit & Wisdom**

Grade: **6-8**

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

<sup>1</sup> 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>.

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

<sup>3</sup> A range of texts are texts written at different reading levels.

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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b></p> <p><b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</b></p>			
<p><b>Non-negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b></p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. A text analysis including complexity information is provided for anchor texts in each of the four modules. The text analysis, “Appendix A: Text Complexity,” includes measures for core texts using both quantitative and qualitative complexity, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. Grade 6 texts range (across modules) from 820L to 1140L and include poetry with a variety of tasks connected. Selected texts are intended to be “both content-rich and complex.” In Module 1, Resilience in the Great Depression, students read the historical fiction novel <i>Bud, Not Buddy</i> by Christopher Paul Curtis. This engaging Newberry Medal award winner quantitatively measures 950L, which is at the low end of the sixth grade band. Qualitative ratings of the novel note that although the structure of the text is “straight-forward and grade-level appropriate, there are sections in which the symbolism and figurative language may need explanation.” The Language and Knowledge Demands include elements that</p>

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			<p>are new and possibly challenging to students, including themes such as homelessness and racism and non-standard uses of the English language. The placement of the novel in the first module is appropriate. In Module 2, A Hero's Journey, students read a version of the epic Hindu myth, <i>Ramayana: Divine Loophole</i> by Sanjay Patel. This classic tale of a hero's journey follows the main character's "quest to overcome his flaw and rid the world of a powerful demon." Although there is no quantitative measure, the qualitative measure indicates that the text is appropriately complex for the grade level. Both the Meaning/Purpose and Structure are "clear" and "easy to follow." However, the Language and Knowledge Demands are more complex with references to the "original Sanskrit version of the myth that may challenge student comprehension" and "domain-specific language (that) originates in Sanskrit." Students also read <i>The Odyssey</i>, which is complex due to the previous knowledge of myths required and the prose structure. This prose is used to connect to the themes of hubris (humility) and perseverance which is essential to understanding the hero's journey. In Module 3, Narrating the Unknown, students read the informational text <i>Written in Bone: Buried Lives of Jamestown and Colonial Maryland</i> by Sally M. Walker. Scoring a quantitative rating of 1140L, this anchor text is at the high end of the 6-8 grade band. As the</p>

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			<p>second text of the module, it details how forensic anthropology is used to study American history. The text provides an additional layer of “cultural knowledge of the early colonies” that strengthens student understanding of the Great Depression and the Great Migration in American history. The qualitative measures note the detailed nature of the text and the support provided by diagrams and photographs. The text also includes “scholarly language” and refers to “historical cultures and scientific investigations” with which students are likely to be unfamiliar. In Module 4, <i>Courage in Crisis</i>, students read <i>Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance</i> by Jennifer Armstrong. This NCTE Orbis Pictus Outstanding Nonfiction award-winning text has a quantitative rating of 1090L, placing it at the high end of the 6-8 grade band. This true story account of how Sir Ernest Shackleton helped his crew survive their ship being crushed by glacial ice is qualitatively complex due to the “dense and complex” nature of the story, key graphics that include maps, blueprints, and photographs, new vocabulary, and “complex and varied sentence structures.” Placement of this text in the last module and at the end of the school year is appropriate. Students also read <i>I Am Malala: How One Girl Stood Up for Education and Changed the World</i> in this module. This text is complex with a</p>

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	<p><b>Required Indicator 1b)</b> At least 90% of provided texts, <b>including read-alouds in K-2</b>, are of <b>publishable quality</b> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>Lexile Level of 930 because, although the text is approachable, the plot is complicated.</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. Most texts in the materials are authentic and crafted for non-instructional purposes. Multiple modules include eight anchor texts and additional shorter texts that have won prestigious awards and remain in publication. In Module 1, Resilience in the Great Depression, students read <i>Out of the Dust</i> by Karen Hesse. Written in verse, this historical fiction novel won the Newbery Medal in 1998. The story shares the life of a teenager who lives in Oklahoma during the Dust Bowl and provides a unique “perspective on life during the Great Depression.” In Module 2, A Hero’s Journey, students read Gillian Cross’s retelling of Homer’s epic tale, <i>The Odyssey</i>. Published in 2012, this version of the classic hero’s journey that includes “captivating Illustrations” by Neil Packer is designed to be more accessible to younger readers than the original. In Module 3, Narrating the Unknown, students read <i>Blood on the River: James Town 1607</i> by Elisa Carbone. Published in 2007, this engaging historical fiction novel “tracks a young indentured servant’s journey to the New World as the</p>

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			<p>page of Captain John Smith.” The story integrates the varied perspectives of members of the Powhatan tribe as well as those of John Smith and others. In Module 4, <i>Courage in Crisis</i>, students read <i>I Am Malala: How One Girl Stood Up for Education and Changed the World</i> by Malala Yousafzai and Patricia McCormick. This best-selling and award-winning memoir tells the powerful story of Malala Yousafzai’s fight for her right to an education in Pakistan, and how her story has impacted the “demand for universal access to education.”</p>
	<p><b>Required</b>  <b>1c) Materials provide a coherent sequence or collection of connected texts</b> that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> <li>In grades <b>K-2</b>, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex texts. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Text sets build both vocabulary knowledge and understanding of connected topics, themes, and ideas throughout the individual modules and across the materials as a whole. Topics and ideas are connected by tasks that include reading, writing, speaking and language across multiple lessons. Texts address common topics from multiple perspectives throughout the modules. Assessments and tasks demand students to cite multiple texts that are connected by a theme, topic, or idea. Texts are sequenced in a purposeful manner based on topics and ideas. The Grade 6 modules “focus on the difficult choices the individual must make in the face of adversity.” Anchor texts are chosen for</p>



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			<p>students to explore the essential questions of each module. The texts allow students to purposefully seek answers to the questions throughout the modules. In Module 1, Resilience in the Great Depression, students read texts that build their understanding of life during the 1930s such as <i>Bud, Not Buddy</i> and <i>Out of the Dust</i>. Through unit texts, students experience how individuals coped with hardships during the Great Depression. For example, students begin reading <i>Bud, Not Buddy</i> and prepare to respond to the Focusing Question for Lessons 1-5 asks, “What makes Bud a survivor?” Students continue reading the text in Lessons 6-10 shifting to the focus question, “What hardships did people face during the Great Depression?” Finally, in Lessons 11-16, students read to explain how Bud is “transformed by his journey.” In Lessons 17-21, students view photographs and videos: “Migrant Mother Photo” and “The Drought,” and begin reading <i>Out of the Dust</i> to better understand, “What sustained people’s spirits during the Great Depression?” In Lessons 22-29, students continue reading to better understand life during the Great Depression. By the end of the module, students use module texts to write an explanatory essay explaining how <i>Bud, Not Buddy</i> and <i>Out of the Dust</i> build knowledge of resilience and personal transformation during the Great Depression and beyond. In Module 2, A Hero’s Journey, students read the monomyths <i>The Odyssey</i></p>

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			<p>by Gillian Cross and <i>Ramayana: Divine Loophole</i> by Sanjay Patel. In addition, students read supplementary texts such as Christopher Vogler’s article “The Hero’s Journey Outline” and Rebecca Keegan’s article “Pixar Artist Sanjay Patel Gets Personal with ‘Sanjay’s Super Team.’” After reading and analyzing both anchor texts, students address the question “How do translations of <i>The Odyssey</i> and <i>Ramayana</i> expand our understanding of these texts?” In Lesson 25, students listen to excerpts of new translations of the two myths and then participate in a Socratic Seminar. The focus of the Socratic Seminar is to compare and contrast the characters of Sita and Penelope based on the multiple translations of the myths they have read, seen, and heard. Students use evidence from texts across the module to orally address questions such as “Compare and contrast Sita and Penelope and their relationships with the hero in each story: how are these characters and relationships both similar and different?” and “What function does each seem to play in the hero’s journey?” In Module 3, Narrating the Unknown, students read two anchor texts, the historical fiction novel <i>Blood on the River: Jamestown 1607</i> by Elisa Carbone, and the informational text <i>Written in Bone: Buried Lives of Jamestown and Colonial Maryland</i> by Sally Walker. These two texts work together to address the Essential Question, “How did the social and environmental factors in the unknown world</p>

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			<p>of Jamestown shape its development and decline?” The End-of-Module Task requires students to write a paper in which they “argue whether it was the social or environmental factors faced by Jamestown’s early settlers that were most significant to the settlement’s struggle to thrive.” Students must support their argument with evidence cited from <i>Blood on the River</i> and at least one additional text from the module, including <i>Written in Bone</i>. In Module 4, <i>Courage in Crisis</i>, students answer the Essential Question “How can the challenges of a hostile environment inspire heroism?” The Focusing Question for Lessons 29-31 is the same as the Essential Question. Students watch “Lost Treasures of Afghanistan” to strengthen their understanding of heroism and to be able to make connections between the content and the questions. Students witness individual heroic actions and consider how a single person can make an impact on their world.</p>
	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>Yes</b></p>	<p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. Repeated readings of texts occur frequently throughout the module and support knowledge building amongst connected topics and texts. Repeated close readings have a specific purpose and emphasize building the knowledge necessary for students engaged in tasks that connect ideas across multiple texts. In Module 1, <i>Resilience in the Great</i></p>

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			<p>Depression, Lessons 6-10, students read, analyze, and reread multiple texts to address the Focusing Question, “What hardships did people face during the Great Depression?” In Lesson 6, students analyze the photograph <i>Kentucky Flood</i> using a T-chart in their Response Journals. Students then work in small groups of four to discuss three questions that further develop their analysis of the photograph and connect these understandings to <i>Bud, Not Buddy</i> and the Great Depression. Students continue the lesson by returning to Chapters 6 and 7 of the novel to employ the Outside-In strategy to better understand the meanings of unfamiliar words such as Hooverville and its connection to the word criminal. Subsequent lessons require students to read the novel and connect it to additional texts, such as “Hoovervilles” and “1930s GM Sit-Down Strike.” In Lesson 10, students complete Assessment 10A in which they analyze and reread previous texts, including the novel, articles, and photograph, address the Focusing Question by writing two paragraphs in which they “explain two hardships people faced during the Great Depression.” Students cite evidence from multiple texts. In Module 2, A Hero’s Journey, Focusing Question Task 1, students reread the text to write an explanatory essay that synthesizes their comprehension of <i>Ramayana: Divine Loophole</i>. Students explain how the text illustrates the genre expectations of the monomyth. In Focusing</p>

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			<p>Question Task 3, “students refer to <i>The Odyssey</i> and write a narrative scene from the perspective of a character other than Rama or Odysseus.” Both tasks require students to return to the text and reread to accurately compose their responses. In Module 3, Narrating the Unknown, students read <i>Blood on the River</i> and <i>Written in Bone: Buried Lives of Jamestown and Colonial Maryland</i>, to determine their responses to the Essential Question: “How did the social and environmental factors in the unknown world of Jamestown shape its development and decline?” As students read <i>Blood on the River</i> they are often instructed to return to the text to analyze vocabulary or read for deeper meaning. In Lesson 7, students “examine how negative social factors—such as the external conflict with the Powhatans and the more pressing problem of internal conflict between different settler groups—continue to cripple Jamestown’s development.” Students return back to the text to find examples and then make a claim about Hunt or Smith would “hypothetically make a good choice for the colony’s next president.” In Lesson 9, students engage in a Socratic Seminar by defending their claims to the questions: “Are social factors or environmental factors more to blame for the problems besieging Jamestown?” “Are the settlers themselves or the Powhatans more of a threat to Jamestown’s development?” and “Is the Jamestown settlement thriving or declining more at this point in the novel?”</p>

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			<p>Why?” Teacher guidance explains, “Remind students to respond, elaborate, ask questions, and explore additional questions and to regularly return to <i>Blood on the River</i> for textual evidence to support their arguments.” In Module 4, <i>Courage in Crisis</i>, Lesson 6, students reread and reflect on Chapters 1-7 of <i>Shipwreck at the Bottom of the World</i>, including Frank Hurley’s photographs, to analyze their impact on the development of ideas within the text. Students write two paragraphs in which they “explain how the photographs and sections of the text work together to communicate how Shackleton and his crew responded to the hostile environment of Antarctica.” Students reread and analyze the texts to select their photos and sections for each of the two paragraphs.</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>2. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>2a) A majority of questions in the materials are text dependent and text specific;</b> student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. A majority of questions require students to reference the text or cite text evidence to support their responses. Discussion and dialogue opportunities demand students refer to the text to respond. In Module 1, <i>Resilience in the Great Depression</i>, Lesson 13, students read Chapters 15-16 of the historical fiction novel, <i>Bud, Not Buddy</i>. Students answer multiple text-dependent and text-specific questions throughout the lesson. For example, the Focusing Question asks, “How did Bud’s journey change in Chapters 15 and</p>

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			<p>16?” As students discuss their answers, they refer to specific evidence in the text to support their answers. As the lesson continues, students discuss the use of a phrase used in the text: “What does Miss Thomas mean when she says Mr. Calloway will give Bud’s spirit ‘a test’?” This text dependent question requires students to reflect on the phrasing as it is used in this specific reference in the text. In Module 2, A Hero’s Journey, Lesson 2, students work in pairs to write responses for questions: “How does Patel establish the context on pages 12-23?” and “How does the chapter ‘Vishnu’s Loophole’ help establish further context for the myth by explaining Brahma’s ‘blunder’ or horrible mistake (14)?” Teacher look-fors also provide guidance for locating the answers in the text by citing the possible answers and page numbers during teacher-directed instruction. In Module 3, Narrating the Unknown, Lesson 18 Deep Dive: Style and Conventions, students answer multiple text-specific questions as they analyze how the author uses questions to build engagement with the reader. In the Launch portion of the lesson, students respond to the question “How do the questions in this passage engage reader interest?” Students return to the specific passage indicated to explain how the author uses questions such as “I am seething with anger - why can’t they see?” and “Why won’t they listen to me?!” In Module 4, Courage in Crisis, Lesson 4, students read Chapters 4-5 of <i>Shipwreck</i></p>

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			<p><i>at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance</i>. Students discuss the Focusing Question for Lessons 1-6: “How do Shackleton and his crew respond to the hostile environment of Antarctica?” and support their oral responses with one quote from the text that indicates that Antarctica is a “hostile environment.” Students then work with a partner to answer a series of Text-Dependent Questions (TDQs) in their personal Response Journals which include “Analyze the photographs on pages 32-34. How do they support the main ideas presented in ‘Winter on the Pack’? Refer to the main ideas you recorded for homework in your Response Journal.”</p>
	<p><b>Required</b>  <b>2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p><b>Yes</b></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. In Module 1, Resilience in the Great Depression, Lesson 24, students read excerpts of the anchor text <i>Out of the Dust</i> to “analyze and elaborate on evidence” and “examine the cause-and-effect structure” of the text (RI.6.1 and RI.6.5). Students respond to the Craft Question “How do hardships affect the characters in <i>Out of the Dust</i>?” by completing a graphic organizer where they examine the hardships, or causes, and the effects they had on the characters. Students then write explanatory essays using one of the two</p>



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			<p>cause-and-effect options provided in response to the following prompt: “Why do certain events affect Billie Joe’s progress in making peace with the past? Choose one event and explain (1) what the event is (the cause) and (2) what effect it has on Billie Joe and why.” (W.6.2). In Module 2, A Hero’s Journey, Lesson 3, students read two excerpts of <i>Ramayana: Divine Loophole</i> by Sanjay Patel to address the Focusing Question “How does <i>Ramayana: Dive Loophole</i> exhibit the genre expectations of the monomyth?” (RL.6.9), the Framing Question “What does a deeper exploration of characters and sequence of events reveal in <i>Ramayana: Divine Loophole</i>?” (RL.6.3), and the Craft Question “Why is logical sequence in narratives important?” (RL.6.3). Students analyze these elements with a partner and in small groups in preparation for writing their own original myths. In Module 3, <i>Narrating the Unknown</i>, Lesson 35, students “evaluate evidence to determine a claim and supporting reasons for an argument essay” (RL.6.1 and W.6.1). Students use the Focusing Question “How did the social and environmental factors in the unknown world of Jamestown shape its development and decline?” and the Content Framing Question “How do the module texts and research build my knowledge of Jamestown’s development and decline?” to reflect on the evidence they have collected over the course of the module in preparation for writing their own argument</p>

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			essays. In this lesson, students work together to reflect on evidence from throughout the module to create their own claims for their argument essays. In Module 4, <i>Courage in Crisis</i> , Focusing Question Task 2, students write one or more paragraphs on how Armstrong conveys her point of view about the main character’s actions. Student directions are aligned to the standards, as follows: “Explain how the author’s point of view is conveyed through language choices, the inclusion of certain text features, and the structure of the chapters.” (RI.6.5 and RI.6.6). Students write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and the analysis of relevant content (W.6.2).
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>3. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p>	<p><b>Required</b></p> <p><b>3a) Coherent sequences of questions and tasks</b> focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p><b>Yes</b></p>	<p>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. Modules are sequenced with knowledge, reading, writing, speaking and listening, and language goals in mind. Modules are designed so that students interact with the text in order to understand, make connections, and express their understanding in order to meet these goals. Tasks and assessments across the materials demand the use of multiple texts to build knowledge and skills. The building of knowledge and skills is done in a thoughtful</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>sequence across a single module and across the modules as a set. Students pursue a broader and deeper knowledge of topics connected to themes across the texts. In Module 1, Resilience in the Great Depression, students read <i>Bud, Not Buddy</i> and <i>Out of the Dust</i> to determine how “enduring tremendous hardship” contributes to personal transformation. The materials offer Content Framing Questions for each lesson that support student understanding such as: “What does analysis of Bud’s reactions to events in this chapter reveal about his character?” “What does deeper exploration of Bud and Mama’s reactions reveal about their characters?” and “What does analysis of Bud’s character reveal about why and how he is able to endure and survive?” As students read <i>Out of the Dust</i>, they gain additional context for the hardships experienced during the Great Depression with a focus on “nature’s role in the Great Depression and how tragedy transforms individuals and families.” In Lesson 25, students respond to the question “How has Billie Jo’s experiences of hardship changed her perspective about herself, others, objects, or the land?” Students use the “cause-and-effect structure in a ToSEE explanatory essay to respond to the Focusing Question Task.” The task requires students to “demonstrate their understanding of how and why Billie Jo’s perspective has been altered because of extreme hardship” by writing an explanatory</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>essay. In Module 2, A Hero’s Journey, students examine “vividly illustrated retellings of the <i>Odyssey</i> and <i>Ramayana</i>...to learn about the genre and archetypes.” Through their study of these texts, students learn about the characteristics of a monomyth and its impact on plot and storylines in contemporary works. In order to meet Reading Goals, students participate in an in-depth study of prose and verse translations, text illustrations, and audio/visual modes of the texts. Big Ideas are examined through a targeted study of plot, characters, and “larger themes that speak to the universal human experience.” For example, in Lesson 32, students address the Focusing Question “How does the monomyth genre persist and influence the stories we tell?” and the Content Framing Question “How do the modules build my knowledge of the monomyth genre and narrative writing?” by writing their own narratives reflective of the Hero’s Journey. Students reread, reflect on, and analyze the texts throughout the module to craft their own narrative scene about one of the stages of the Hero’s Journey. In Module 4, Courage in Crisis, Lesson 1, students connect the concept of heroism as it has been employed in the previous modules to its application in the current module. The Launch focuses on addressing the Essential Question by discussing synonyms of the term heroism to connect it to the term inspiration and the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>question “Why do people often need inspiration to act heroically?” Students continue this discussion through Jot-Pair-Share and Think-Pair-Share structures focused on questions that further explore the Essential Question: “How can the challenges of a hostile environment inspire heroism?” Students share how characters from previous modules have demonstrated heroism. The discussion then focuses on connecting the term hostile to the term heroism. The lesson ends with students examining the painting <i>Snow Storm - Steam-Boat off a Harbour’s Mouth</i>. Students discuss the message the painting conveys and its possible implications and meaning. They then write a Quick Write addressing the question “What do you notice about the hostile environment depicted in Turner’s painting?” In Module 4, <i>Courage in Crisis</i>, students read multiple texts to explore the life of Malala Yousafzai and the courage she demonstrated in situations of crisis. For example, in Lesson 28, students participate in a Socratic Seminar based on their analysis of multiple texts depicting the heroic acts of Malala and other heroes. In the Socratic Seminar, students discuss the question “Is Malala a different kind of hero from Shackleton?” Students connect not only the texts about Malala but earlier texts about other heroic acts.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Within each module, students engage with multiple complex texts that build on a common theme and/or topic. Questions and tasks within the materials demand that students analyze both the content and crafting of these texts through reading, writing, and discussion. Major assessments require students to apply the learning from the lessons and modules in writing to demonstrate their and apply the knowledge gained from the complex texts in reading, writing, speaking and listening, and language. In Module 1, Resilience in the Great Depression, Lesson End-of-Module Task, Lessons 30-34, students write a cause-and-effect essay using the ToSEEC structure to connect a character’s transformation to their response to hardship. Students address the prompt: “How can enduring tremendous hardship contribute to personal transformation?” Student responses require the inclusion of terms that have been studied in the module such as compassion and resilience, cited text evidence, and specific structural aspects within the composition of the essay. In Module 2, A Hero’s Journey, Lesson 22, students analyze multiple versions of <i>The Odyssey</i> with a focus on the character of Penelope. The lesson is launched with a Think-Pair-Share focused on the question “How can reading</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>multiple translations of the same story build your knowledge about the text?" Students analyze illustrations using a Chalk Talk protocol with questions such as "How do the figures' poses and the composition on page 11 add to our understanding of the life Odysseus leaves behind?" and "In the illustration on page 156, how does Neil Packer use art elements to show the relationship between Odysseus and Penelope?" Students then compare and contrast word choice by answering Text Dependent Questions (TDQs) in their Response Journals. Sample TDQs include "In the illustration on page 156, how does Neil Packer use art elements to show the relationship between Odysseus and Penelope?" In Module 3, Narrating the Unknown, multiple assessment tasks are aligned to each Focusing Question, and students apply their knowledge of the factors that influenced Jamestown's development and decline through their writing, which must also demonstrate their comprehension. Within each assessment, tasks are specific to each type of reading activity. For example, in Assessment 8A, Task 1, students write two explanatory paragraphs. In the first paragraph, students reflect on previous reading to explain Samuel's point of view about factors that impact Jamestown. In the second paragraph, students provide an explanation of how Carbone uses word choice to develop the point of view. Assessments also require</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students to produce clear and coherent writing after completing a New Read. For example, in Assessment 16: New Read Assessment 1, students read a related but new text, “Author’s Note.” Students then respond to multiple-choice questions and write a summary based on this text. In Module 4, Courage in Crisis, Lesson 10, students read and take notes using a graphic organizer over Chapters 14-16 of <i>Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance</i> in preparation for the End-of-Module Task in which they write an explanatory research essay in response to the prompt: “How have your selected individual’s heroic actions in response to a hostile environment positively impacted others?” Students address the Craft Question asking students to examine how reading multiple texts can be relevant to their research.</p>
	<p><b>Required</b>  <b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</li> </ul>	<p><b>Yes</b></p>	<p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. Throughout the modules, Craft Questions focus on instruction in which students analyze the language of texts. In</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>addition, Vocabulary Deep Dives incorporate intentional language instruction throughout each module. These activities focus on style and conventions and are designed to be taught to the whole group or to select students based on classroom needs. Each lesson provides activities designed to address the Language Learning Goal for the module through the use of targeted lessons, studies of conventions and language, and vocabulary Deep Dives. In Module 1, Resilience in the Great Depression, Lesson 1, students write the word transformation in their Vocabulary Journals. The lesson is Launched with the question “What does enduring mean?” Students are not provided the definition and will develop the definition as they interact with the lesson. Students then work with a partner to restate the Essential Questions in their own words. The first five chapters will then provide them the opportunity to see a different type of hardship which results in transformation. In Module 2, A Hero’s Journey, Lesson 20, students receive direct instruction on the correct use of intensive pronouns. Within the 15-minute lesson, students use the anchor text, <i>The Odyssey</i>, to examine “Why are intensive pronouns important?” The lesson begins with the Launch where students brainstorm the use of -self pronouns. Students write a sentence with one of the pronouns about the hero’s journey. In the Learn portion of the lesson, students refer to model sentences from the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>text and examine the use of the pronoun in the sentence. Students then participate in a Think-Pair-Share about the use of the pronouns and its impact on the text. Finally, students share their sentences and identify the pronouns and their importance in the text. In Module 3, Narrating the Unknown, Lesson 13, students explore the Craft Question “Experiment: How do reasons, evidence, and elaboration work?” Students analyze a written response to a prompt by identifying the reason, evidence, and elaboration in the paragraph. Students then write their own response with a second claim to the prompt using the first response as a guide. Students focus on how the model uses evidence and elaboration to support the reason provided. In Module 4, Courage in Crisis, Lesson 26, students complete a Deep Dive to “analyze the impact of the authors’ word choice on the meaning of the text.” Students begin by brainstorming synonyms for the word ‘campaign’ as used in the context of the quoted text. Students use a Four Square Organizer to analyze the word campaign and its impact on the meaning of the text. Students then read a text excerpt and reflect on the word campaign by answering the question “How does the phrase ‘cannot stop my campaign’ impact the meaning of this statement?”</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>Non-negotiable<sup>6</sup></b>  <b>4. FOUNDATIONAL SKILLS:</b>  Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required *Indicator for grades K-5 only</b>  <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p><b>N/A</b></p>	<p>Not applicable for this grade level.</p>
	<p><b>Required *Indicator for grades K-1 only</b>  <b>Indicator 4b)</b>  Materials provide grade-appropriate instruction and practice for the <b>concepts of print</b> (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).</p>	<p><b>N/A</b></p>	<p>Not applicable for this grade level.</p>
	<p><b>Required *Indicator for grades K-1 only</b>  <b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	<p><b>N/A</b></p>	<p>Not applicable for this grade level.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	<p><b>N/A</b></p>	<p>Not applicable for this grade level.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>Indicator 4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency words using</b> multisensory techniques.</p>	<p><b>N/A</b></p>	<p>Not applicable for this grade level.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4f)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent</p>	<p><b>N/A</b></p>	<p>Not applicable for this grade level.</p>

<sup>6</sup> As applicable.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>		
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.<sup>7</sup></p> <p><b>Required *Indicator for grades 3-12 only</b> <b>6b)</b> The <b>majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b>, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p> <p><b>Required</b> <b>6c)</b> Materials include multiple <b>writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> <li>• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>• In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>		

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

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

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



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, etc.).		
	<b>8g)</b> The content can be <b>reasonably</b> completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.		
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
<b>Compile the results for Sections I-III to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>8</sup></b>	1. Quality of Texts	<b>Yes</b>	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials 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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	<b>Yes</b>	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	<b>Yes</b>	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (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
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>9</sup></b>	4. Foundational Skills <sup>10</sup>	<b>N/A</b>	Not applicable for this grade level.
<b>III. Additional Criteria of Superior Quality<sup>11</sup></b>	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: <b><u>Tier 1, Exemplifies quality</u></b>			

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

<sup>10</sup> As applicable.

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

**Qualified for Abbreviated Review<sup>1</sup>**

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>2</sup> In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts<sup>3</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Wit & Wisdom**

Grade: **7**

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	

<sup>1</sup> 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/grades-6-8>.

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

<sup>3</sup> A range of texts are texts written at different reading levels.



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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b>  <b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</b></p>			
<p><b>Non-negotiable</b>  <b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. A text analysis including complexity information is provided for anchor texts in each of the four modules. The text analysis, “Appendix A: Text Complexity,” includes measures for core texts using both quantitative and qualitative complexity, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. Grade 7 texts range (across modules) from 580L to 1240L and include poetry with a variety of tasks connected. Selected texts are intended to be “both content-rich and complex.” In Module 1, Identity in the Middle Ages, students read Geoffrey Chaucer’s <i>The Canterbury Tales</i> as retold by Geraldine McCaughrean, Richard Platt’s <i>Castle Diary: The Journal of Tobias Burgess</i> (1010L), and Karen Cushman’s <i>The Midwife’s Apprentice</i> (1240L). The retelling of the classic <i>The Canterbury Tales</i> qualitatively measures as challenging based on the multiple narrative texts with varying structures that comprise the story, the archaic and unfamiliar language used, and the “historical and cultural knowledge” required to understand the story. <i>Castle</i></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p><i>Diary: The Journal of Tobias Burgess</i> (1010L) quantitatively scores on the lower half of the 6-8 grade level band. The qualitative measures indicate that structure, language, and knowledge demands of the narrative text are accessible to students. This text serves as a model for students as they compose medieval narratives themselves.</p> <p><i>The Midwife’s Apprentice</i> (1240L) by Karen Cushman rates slightly beyond the 6-8 grade band quantitatively. Qualitatively, the historical fiction novel’s narrative structure that is presented in a sequential manner and “engaging young characters and the coming-of-age theme” allow the text to be accessible to students. The language and knowledge are challenging but support is provided throughout the module in terms of context and content-building that the text is still accessible. In Module 2, <i>Americans All</i>, students read <i>Code Talker: A Novel About the Navajo Marines of World War Two</i> by Joseph Bruchac is indicated as having a 910L. The qualitative measures provide support for the complex text by stating that the purpose of the text is easily accessible to readers since it brings World War II to life. This historical text also brings a usually unfamiliar concept of the American Indian oppression through an engaging first-person narrative and historically accurate details. Students also read <i>Farewell to Manzanar</i> by Jeanne Wakatsuki Houston and James D. Houston which has 1040L. The qualitative information provides the rationale for the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>selection and text complexity. The text is also a first-person narrative of an unfamiliar historical event. The challenge is presented in that the narrative is not necessarily in chronological order and student knowledge of World War II. The background knowledge for student understanding of the text relies on the information learned in the first text in the module, <i>Code Talker</i>. In Module 3, Language and Power, students read George Orwell’s <i>Animal Farm</i>. With a quantitative measure of 1170L, the bestselling text scores at the high end of the 6-8 grade level band. Qualitatively, the political “allegory of Stalin and the rise of the Soviet Union” use of narrative structure and “fairly simple style” of language in the story are moderately complex and appropriate. However, the meaning, purpose, and knowledge demands rate as challenging. Although the structure and style of the text “recall classic children’s books or fables,” the theme of the text illustrates the “persuasive and potentially dangerous power of language” and serves as both a “warning” and call to action in the “need to think critically and recognize when others attempt to control them through faulty reasoning and manipulative use of persuasion.” In Module 4, Fever, students read <i>Fever 1793</i> (510L) by Laurie Halse Anderson and <i>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793</i> by Jim Murphy. <i>Fever 1793</i> documents the start of the yellow fever</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>epidemic. Students explore themes of the human response to the epidemic, the will to survive, and the divisions in society. The text structure is chronological and documents the progression of the epidemic. The first-person narrative also adds to the complexity by beginning each chapter with a primary-source epitaph which establishes the theme of the chapter. <i>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793</i> by Jim Murphy (1130L). The historical nonfiction uses primary sources and epitaphs to drive the narrative. Additionally, the challenge may come when students have “A lack of historical knowledge of the founding of the United States and the Revolutionary/Colonial periods.”</p>
	<p><b>Required Indicator 1b)</b> At least 90% of provided texts, <b>including read-alouds in K-2</b>, are of <b>publishable quality</b> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p><b>Yes</b></p>	<p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Most texts in the materials are authentic and crafted for non-instructional purposes. Multiple modules include multiple anchor texts and additional shorter texts that have won prestigious awards and remain in publication. In Module 1, Identity in the Middle Ages, students read Geoffrey Chaucer’s <i>The Canterbury Tales</i> as retold by Geraldine McCaughrean, Richard Platt’s <i>Castle Diary: The Journal of Tobias Burgess</i>,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and Karen Cushman’s <i>The Midwife’s Apprentice</i>. Published in 1997, Geraldine McCaughrean’s illustrated version of the classic <i>The Canterbury Tales</i> provides younger readers with an accessible, appropriate, and entertaining rendition of Chaucer’s masterpiece. Published in 1999, the historical fiction text, <i>Castle Diary: The Journal of Tobias Burgess</i>, was written by Richard Platt who has also written multiple other diary-based historical fiction books for children. Published in 1991, the historical fiction novel, <i>The Midwife’s Apprentice</i>, won the John Newbery Medal for children’s literature in 1996. In Module 2, Americans All, students read two core texts, four visual art sources, and seven supplemental texts that are listed with multiple creators/authors. Joseph Buchac, author of <i>Code Talker</i>, is an American writer and storyteller based in New York. He writes about Indigenous peoples of the Americas. The novel was published in 2006. Jeanne Wakatsuki Houston and James D. Houston wrote the memoir <i>Farewell to Manzanar</i> which was published in 1973 and details the experience of life in a concentration camp after the bombing of Pearl Harbor. In Module 3, Language and Power, students read George Orwell’s <i>Animal Farm</i>. Published in England in 1945, this satirical allegorical novel illustrates and criticizes the Stalinist era of the Soviet Union. The best-selling text has been in continuous print since its original publication and numerous</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			awards include Time magazine's top 100 best English-language novels (2005) and the Retrospective Hugo Award (1996). The text has been adapted for the stage, radio, comic strip, and film versions and remains a part of current popular culture. In Module 4, Fever, students read two core texts, two visual art sources, and nine supplemental texts that are listed with multiple creators/authors. Supplementary texts can be found on a variety of platforms and are listed on the Text List. "Q&A" by Jim Murphy can be found on jimmurphy.com. "Yellow Fever" can be found at the United States National Library of Medicine.
	<p><b>Required</b></p> <p><b>1c)</b> Materials provide a <b>coherent sequence or collection of connected texts</b> that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> <li>In grades <b>K-2</b>, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex texts. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</li> </ul>	<b>Yes</b>	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. Text sets build both vocabulary knowledge and understanding of connected topics, themes, and ideas throughout the individual modules and across the materials as a whole. Topics and ideas are connected by tasks that include reading, writing, speaking and language across multiple lessons. Texts address common topics from multiple perspectives throughout the modules. Assessments and tasks demand students to cite multiple texts that are connected by a theme, topic, or idea. Texts are sequenced in a purposeful manner based on topics and ideas. Anchor texts are chosen for students to explore the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>essential questions of each module. The texts allow students to purposefully seek answers to the questions throughout the modules. In Module 1, Identity in the Middle Ages, students read <i>Castle Diary</i> by Richard Platt, <i>The Midwife’s Apprentice</i> by Karen Cushman, and <i>The Canterbury Tales</i> by Geoffrey Chaucer retold by Geraldine McCaughrean. These texts work together to build background and context for the societal norms of the Middle Ages and their impact on the search for one’s self. For example, in Lesson 7, students address the Focusing Question “How does society influence identity and experience?” After having read an excerpt of <i>Castle Diary</i>, students strengthen their content knowledge of the historical setting by participating in a Socratic Seminar. Students then complete Assessment 7A by rewriting an incident in the story through a different character’s eyes. Responses incorporate the influence of “social hierarchy” on the character’s perspective and identity. Additional tasks throughout the module focus on the similar themes of the impact of society on one’s identity. In Module 2, Americans All, students read module core texts <i>Farewell to Manzanar</i> Code Talker, as well as, supplementary texts “Benjamin O. Davis, Jr.,” “Navajo Code Talkers,” “Pearl Harbor and World War II,” “Relocation Camps,” and “World War II Internment of Japanese Americans” to gain knowledge and understanding of what new opportunities</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and challenges World War II offered Americans. Texts also support students in understanding the contributions Navajo Americans and Japanese Americans have made to American society throughout history. By the end of the module, students write an informative piece detailing how “one individual encountered adversity and/or opportunity as a result of the war, and how he or she formed identity in a time marked by a challenge on both a national and human scale.” In Module 3, Language and Power, students read <i>Animal Farm</i>, poems such as “Caged Bird” and “Dreams” as well as a variety of historical accounts and articles to examine the power of language and how language influences people and their choices. Throughout the module, students analyze information and arguments for validity and logic. In doing so, students build both background and vocabulary knowledge. For example, in Lessons 31-37, students respond to the question, “How and why does language influence thought and action?” In Lesson 34, students complete both a vocabulary assessment and an End-of-Module task. In Assessment 34A, students write an argumentative essay about “how language can be used to influence the behavior and thinking of others.” Students use evidence from <i>Animal Farm</i> and the supplementary texts to support their arguments. Vocabulary Assessment 34B requires them to demonstrate the successful acquisition of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>vocabulary throughout the module. In Module 4, <i>Fever</i>, students read texts and complete activities that prepare them for responding to the Essential Question: “How can times of crisis affect citizens and society?” Students are led through the lessons aligned to answer this question throughout the module. For example, students read <i>An American Plague</i> to develop content-specific knowledge of eighteenth-century Philadelphia through this text’s detailed factual account of the epidemic. Students gain knowledge of “medical practices that increased death rates” as well as “the heroism of individuals like the Free African Society volunteers.” In <i>Fever 1793</i>, students experience the epidemic through the point of view of a fourteen-year-old girl who makes life altering decisions based on survival. Module texts allow students the opportunity to gain meaningful insights into the ways people “alleviate and exacerbate a crisis’s effects and of how writers of history and historical fiction use research to imbue their works with depth and truth.” By the end of the module, lessons and activities prepare students to research and write an essay analyzing and evaluating “the ways Philadelphians responded to the epidemic.”</p>
	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>Yes</b></p>	<p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. Repeated readings of texts occur frequently throughout the module</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and support knowledge building amongst connected topics and texts. Repeated close readings have a specific purpose and emphasize building the knowledge necessary for students engaged in tasks that connect ideas across multiple texts. In Module 1, Identity in the Middle Ages, Lesson 27, students examine a quote from the end of Chapter 12 of <i>The Midwife's Apprentice</i>: "I know what I want. A full belly, a contented heart, and a place in this world." Students record their thoughts in their Response Journals and then share their ideas with the class. After a brief discussion of the Craft Question, "How can 'snapshots' and 'thoughtshots' convey character information?" students reread the text to find strong examples of these external sensory details, or snapshots, and internal feelings or thoughts, or thoughtshots. Students share their choices with one another using a Think-Pair-Share structure. Students then formulate their own thoughtshot and snapshot for moments they select from Chapters 12-13. In Module 2, Americans All, Lesson 2, students begin the lesson by reviewing the previous day's lesson and text. Students state their knowledge of the Middle Ages, historical context, identity development, and narrative elements. The lesson continues with students reading, "Listen, my Grandchildren," the introduction to <i>Code Talker</i>, in order to gain insight into the themes to come and the importance of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>character’s identity as a Navajo and a Code Talker. Students reread the chapter and annotate where the narrator is directly addressing his grandchildren. As the lesson comes to a close, students “skim or reread the first three pages of the text to see what connections of the text they can make between the book and historical fiction and narrative elements from Module 1.” In Module 3, Language and Power, Lesson 10, students participate in a Socratic Seminar to address the question “Out of all the poems and speeches we have studied, which text is most inspiring?” Students return to previously read texts and supporting assignments to find evidence to support their assertions. During the Socratic Seminar students are prompted “to cite evidence, pose questions that elicit elaboration, and connect their ideas to others’ ideas.” Students then individually draft their own argument paragraphs based on the text they believe to be most inspiring and therefore, should be used in the classroom next year. Students analyze the text they have selected to construct their reasoning and evidence. In Module 4, Fever, Lesson 23, students “analyze the fever’s impact on Philadelphia’s ability to function and morale” by reading and rereading Chapter 20 of <i>Fever 1793</i>. Working with a partner, students summarize the chapter and then return to the text to answer questions that ask what is revealed about the city by the discussions in the text. Students then read Chapter 8 of <i>An</i></p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p><i>American Plague</i> to address “the epidemic’s effects on Philadelphia’s ability to function and morale.” Students work together to build Venn diagrams that compare and contrast how the two authors illustrate “Philadelphia’s ability to function and morale” during the epidemic. Students then work in small groups to “create a five-minute Graffiti Wall that uses evidence from <i>Fever 1793</i>’s Chapter 20 and <i>An American Plague</i>’s Chapter 8 to more fully respond to the question: “What were the epidemic’s effects on Philadelphia’s ability to function and morale?” Students share their work with one another and “create a traveler’s guide offering advice and information about what to expect for travelers who must visit epidemic-stricken Philadelphia.”</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>2. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>2a) A majority of questions in the materials are text dependent and text specific;</b> student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. A majority of questions require students to reference the text or cite text evidence to support their responses. Discussion and dialogue opportunities demand students refer to the text to respond. In Module 1, Identity in the Middle Ages, Lesson 5, students independently read a section of the anchor text <i>Castle Diary</i> and answer multiple text-dependent and text-specific questions. For example, students respond to “In <i>Castle Diary</i>, how does Tobias Burgess feel about his treatment from Doctor Leach?” and “A leach is a kind of worm that feeds off blood.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>In <i>Castle Diary</i>, why does the author give the doctor the name Leach?" In Module 2, Americans All, Lesson 4, students work in small groups to recall the learning from previous lessons surrounding the core text, <i>Code Talker</i>. Students engage in a Think-Pair-Share to summarize the portions of the texts they have currently completed. The teacher then reads "Who Are the Navajos?" and asks "What did you learn about Navajo history in this section?" and "What important information did you learn about Navajo history and cultures in these paragraphs?" In Module 3, Language and Power, Lesson 6, students analyze Maya Angelou's "Caged Bird" to conclude the "poetry exploration" portion of the module. To address the Content Framing Question, "What does a deeper exploration of 'Caged Bird' reveal?" students discuss the question "What does the original metaphor, in which the speaker describes the caged bird singing for freedom, suggest about human nature?" using a Think-Pair-Share structure. After this discussion, students work with a partner to "create comic strip poetry to analyze Angelou's language." Students select and illustrate three quotations that demonstrate the most effective use of language. In Module 4, Fever, Lesson 27, students participate in a Socratic Seminar. Students cite specific evidence when responding to the question, "Considering what you know of the time period, was Dr. Rush a good doctor?" During the seminar, the teacher is</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity</b> required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p><b>Yes</b></p>	<p>provided with a set of text-dependent questions in which students cite evidence to support their answers.</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. In Module 1, Identity in the Middle Ages, Lesson 31, students begin to compose narratives in response to the prompt for Assessment 31A: End-of-Module Task which requires students to write a narrative that is an “exploded moment” that demonstrates how medieval society supports or limits your protagonist’s identity (W.7.3). In Module 2, Americans All, Lesson 18, students read Chapters 27 and 28 of <i>Code Talker</i> to analyze the text’s central idea (RL.7.3). After reading, students summarize an event or events in the chapters. While summarizing students must use “at least three transitions, including a prepositional phrase and a subordinate clause” (L.7.1.a). In Lesson 19, students engage in Socratic Seminar 3, by comparing and contrasting “Houston’s’ wartime experience with Begay’s” in order to demonstrate how war affected them (RI.7.1 and RI.7.3). In Module 3, Language and Power, Lesson 4, students compare the author’s use of language in Emily Dickinson’s “‘Hope’ is the thing with feathers” to Langston Hughes’ “Dreams.” Handout 4A guides students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>through the comparison by asking questions such as “What is the impact of sound repetition on one stanza?” (RL.7.4), “How does the structure impact the poem’s meaning?” (RL.7.5), and “What is the theme/message?” (RL.7.2). After completing the comparison graphic organizer, students compose a response to the question “What are the most significant similarities and differences in how these poems use language to inspire?” (RL.7.5). In Module 4, Fever, Lesson 33, students use <i>An American Plague</i> to research and evaluate how members of a group responded to a crisis. In this lesson, students are provided insight into the End-of-Module Task and begin the foundation of the research process. The task requires students to cite several pieces of evidence (RI.7.1) and analyze interactions between individuals and events (RI.7.3).</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>3. COHERENCE OF TASKS:</b>  Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed,</p>	<p><b>Required</b>  <b>3a) Coherent sequences of questions and tasks</b> focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p><b>Yes</b></p>	<p>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. Modules are sequenced with knowledge, reading, writing, speaking and listening, and language goals in mind. Modules are designed so that students interact with the text in order to understand, make connections, and express their understanding in order to meet these goals. Tasks and assessments across the materials demand the use of multiple texts</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			<p>to build knowledge and skills. The building of knowledge and skills is done in a thoughtful sequence across a single module and across the modules as a set. Students pursue a broader and deeper knowledge of topics connected to themes across the texts. In Module 1, Identity in the Middle Ages, students read several texts to explore and better understand the structure and style of narrative fiction and the impact of Medieval Europe, “a famously inflexible social setting,” on the development of one’s identity. All of the texts within the module build context and content of this core goal. After students read <i>Castle Diary: The Journal of Tobias Burgess</i>, <i>The Canterbury Tales</i>, and <i>The Midwife’s Apprentice</i>, they work to answer the Focusing Questions and Content Framing Questions such as those in Lesson 31: “What elements make for an engaging historical narrative?” and “How do EOM models build my knowledge of historical fiction elements?” “For the End-of-Module Assessment, students write their own narrative fiction stories set in Medieval Europe.” In Module 2, Americans All, Lesson 9, the lesson plan format guides students through portions and chapters of the text and they then apply the knowledge and make connections during their written and oral discussions. Students read <i>Code Talker</i>, Chapters 7-8, and images of Pearl Harbor headlines to “analyze how the author develops the central idea of Ned Begay’s <i>Navajo identity</i>.” In the Welcome portion of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the lesson, students write a heading and subheading next to the titles of the Pearl Harbor headlines. Students return to this assignment throughout the lesson to help them keep track of main events. This handout can also be used as a note-taking sheet. In the Learn portion of the lesson, students share their headlines and the strategies they used to develop them. Then, students summarize Chapter 7. The purpose is to have students understand “Ned’s desire to serve even though he is underage.” Students then read Chapter 8 and answer several questions concerning both chapters, such as “How does the author build suspense in Chapters 7 and 8?” and “Describe the author’s style and language.” Students then use handout 9B to “search and record evidence in the chapters to show how the author develops the central idea and specific elements of Ned’s Navajo identity that makes him want to be a Marine.” In the Land/Reflect On the Learning portion of the lesson, students reflect in writing in their journal on the question: “How does Ned’s decision to join the Marines represent his loyalty to the two nations: the Navajo and United States?” In Module 3, Language and Power, students read George Orwell’s <i>Animal Farm</i> and an assortment of other texts to better understand “the power of language in personal, political, commercial, and civic arenas” and to effectively craft an argument essay illustrating their perspective on</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>whether language is “more powerful when used to uplift or to control.” For example, in Lesson 10, students compare and contrast Martin Luther King Jr.’s speech “I Have a Dream” to the video of him delivering the same speech. Students then answer questions such as “What are two examples of language that is especially inspiring and uplifting?” and “How does this language inspire or uplift?” Students also analyze how specific vocal and visual details contribute to the power of the speech. In Module 4, <i>Fever</i>, the Major Assessments provide elements that support student success on the End-of-Module Task and students show that they understand the connections by expressing their understanding of each lesson. For the Focusing Question Tasks, students gather relevant information and organize and apply the information into writing assignments. On Focusing Task 1, students “complete a graphic organizer and short responses to compare and contrast <i>Fever 1793</i> with <i>An American Plague</i>” in addition to their own research. Students demonstrate that they can engage and reflect on their research, derive information from multiple sources, and demonstrate an understanding of the context of the epidemic.</p>
	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Within each module,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students engage with multiple complex texts that build on a common theme and/or topic. Questions and tasks within the materials demand that students analyze both the content and crafting of these texts through reading, writing, and discussion. Major assessments require students to apply the learning from the lessons and modules in writing to demonstrate their understanding and apply the knowledge gained from the complex texts in reading, writing, speaking and listening, and language. In Module 1, Identity in the Middle Ages, Lesson 18, students discuss the question “What do <i>The Canterbury Tales</i>’ varied stories of medieval characters and society teach modern readers about strong storytelling and vivid characterization?” through a Socratic Seminar. In preparation for the discussion, students reflect on entries in their Response Journals and address the Focusing and Content Framing Questions. Students gather evidence from the text in reference to mood, intent, and tone. Students prepare questions to discuss with their classmates during the Socratic Seminar. Additional questions such as “How does the structure of <i>The Canterbury Tales</i> allow Chaucer to play with many different characters’ identities and many different kinds of stories?” and “What narrative element does Chaucer develop most fully: plot, setting, or character? Explain” are also incorporated. Students reflect on this discussion as they craft their End-of-Module Task where they</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>“write a narrative that is an ‘exploded moment.’” In Module 2, Americans All, Lesson 2, students participate in a Notice and Wonder activity as the teacher conducts a read aloud. After each pause, students record specific details and questions about the core text, <i>Code Talker</i>. The teacher notes guide the teacher to have the students focus on various details and organization of the text. The teacher reads aloud page 2. If students are not meeting expectations, the teacher asks, “What have you noticed and wondered about the author’s use of italics?” Students are expected to respond, “The words in italics seem to be Navajo words.” In Module 3, Language and Power, Lesson 34, End-of-Module Task, students address the Essential Question, “What makes language powerful?” and express their learning regarding the power of language “to inspire, uplift, persuade, manipulate, and control.” Students write an argument essay based on their claim as to whether “language is more powerful when it is used to uplift or whether it is more powerful when it is used to control.” Students must incorporate evidence from the anchor text, <i>Animal Farm</i>, and at least one additional text from the module. Students return to the work completed in previous lessons to gather evidence to support their claims. Lessons 34-36 guide students through crafting and revising their essays. In Lesson 37, students participate in a Chalk Talk and Socratic</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Seminar where they evaluate and discuss the arguments presented in their essays. In Module 4, Fever, Lesson 15, students begin the day's lesson by answering a Focusing and Content Framing Question: "What did you notice about the effects of the plague?" Students focus on these effects in this lesson. They read excerpts from <i>An American Plague</i>. Then, students analyze vocabulary in Chapter 4 as they keep Murphy's structure in mind. The teacher displays a list of words about government leaders and bodies students have encountered so far in <i>An American Plague</i>. Students are guided to comprehend the vocabulary words through teacher directed questioning. Students answer how the words are related to the government which they have learned about so far in the text. Additionally, students keep in mind that the government has obligations to address outside of the affected areas. The teacher then provides direct instruction on vocabulary they will encounter in Chapter 4. Students recall a previous lesson where they ranked words on a continuum. They then place pestilence on the continuum and explain their decision.</p>
	<p><b>Required</b>  <b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and</li> </ul>	<p><b>Yes</b></p>	<p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>		<p>relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. Throughout the modules, Craft Questions focus on instruction in which students analyze the language of texts. In addition, Vocabulary Deep Dives incorporate intentional language instruction throughout each module. These activities focus on style and conventions and are designed to be taught to the whole group or to select students based on classroom needs. Each lesson provides activities designed to address the Language Learning Goal for the module through the use of targeted lessons, studies of conventions and language, and vocabulary Deep Dives. In Module 1, Identity in the Middle Ages, Lesson 31, students complete the Assessment 31B: Vocabulary Assessment 2. Throughout the module, students encounter unfamiliar vocabulary that is discussed within the lessons and Vocabulary Deep Dives. This assessment measures student comprehension of both content and academic vocabulary noted in <i>The Midwife’s Apprentice</i>. Questions ask for synonyms of terms used within the context of the text and also include references to applicable morphemes. In Module 2, Americans All, Lesson 4, Deep Dive: Vocabulary, students work with academic vocabulary from pages 215-218 in <i>Code Talker</i> to “evaluate the impact of the words <i>bleak</i>, <i>brutal</i>, and <i>catastrophic</i>, in context to describe Navajo experience.” The teacher</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>launches the lesson by displaying excerpts from the text and students participate in a Think-Pair-Share to use context clues to come up with the meaning for the given words. Students then verify the meaning in a dictionary. Students work with partners with the vocabulary words used in a variety of contexts. Students have to evaluate the impact of the words according to the connotation. Students defend their choices in an oral discussion. Finally, students respond in their Response Journals to the question “What impact does the author’s use of the words catastrophic, bleak, and brutal have on the reader’s understanding of what the Navajos experienced?” In Module 3, Language and Power, Lesson 25, students complete a Vocabulary Deep Dive in reference to the content vocabulary phrase “cult of personality.” Students analyze the phrase within the context of the text as it was used in previous lessons and readings: “Both Napoleon in <i>Animal Farm</i> and Ramesses, who commissioned the temples at Abu Simbel, created a cult of personality around themselves.” Students work to define the phrase through class discussion and then begin to more intentionally break the phrase down and examine it. Students discuss the negative connotation the word cult evokes and the definition of personality as they consider each word of the phrase individually. Students conclude the lesson by responding individually to an Exit Ticket asking “If someone were to say that the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>citizens were following a leader who had created a cult of personality, what does this suggest about the citizens?" In Module 4, Fever, Lesson 16, students begin with Reading and Reflecting on a New Text. In a whole group, students follow along with the reading of Chapter 7 of <i>An American Plague</i> using a T-Chart to record their Notice and Wonder annotations and/or questions. The teacher directs students to pay attention to the order that it is read because it best correlates with the additional text <i>Fever 1793</i>. Guidance notes that the structure of the text should also be paid attention to which will lead into later discussion and analysis. The teacher then provides additional support by providing challenging vocabulary and allowing students to interact with the meanings as seen in the Vocabulary Deep Dives lessons. Students share their observations and answer teacher questions about how Murphy organized the chapter. Students use Handout 16a to record their understanding of how the chapter is organized. Students record how Murphy "organizes most of this chapter through sections devoted to specific individuals or groups." Students then share their responses.</p>
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational</a></p>	<b>N/A</b>	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>Non-negotiable<sup>6</sup></b>  <b>4. FOUNDATIONAL SKILLS:</b>  Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><a href="#">Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>		
	<p><b>Required *Indicator for grades K-1 only Indicator 4b)</b>  Materials provide grade-appropriate instruction and practice for the <b>concepts of print</b> (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).</p>	N/A	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-1 only 4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-5 only 4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	N/A	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-5 only Indicator 4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency words using</b> multisensory techniques.</p>	N/A	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-5 only 4f)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p>	N/A	Not applicable for this grade level.

<sup>6</sup> As applicable.

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

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



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><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b>  The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.<sup>7</sup></p> <p><b>Required *Indicator for grades 3-12 only</b>  <b>6b)</b> The <b>majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b>, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p> <p><b>Required</b>  <b>6c)</b> Materials include multiple <b>writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> <li>• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>• In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>		

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

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

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

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

**FINAL EVALUATION**

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

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>8</sup></b>	1. Quality of Texts	<b>Yes</b>	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials 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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	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
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>9</sup></b>	4. Foundational Skills <sup>10</sup>	<b>N/A</b>	Not applicable for this grade level.
<b>III. Additional Criteria of Superior Quality<sup>11</sup></b>	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: <b><u>Tier 1, Exemplifies quality</u></b>			

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

<sup>10</sup> As applicable.

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

**Qualified for Abbreviated Review<sup>1</sup>**

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>2</sup> In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts<sup>3</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Wit & Wisdom**

Grade: **8**

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	

<sup>1</sup> 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/grades-6-8>.

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

<sup>3</sup> A range of texts are texts written at different reading levels.



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

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

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

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

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

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

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

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

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



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b>  <b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</b></p>			
<p><b>Non-negotiable</b>  <b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. A text analysis including complexity information is provided for anchor texts in each of the four modules. The text analysis, “Appendix A: Text Complexity,” includes measures for core texts using both quantitative and qualitative complexity, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. Grade 8 texts range (across modules) from 750L to 1170L and include poetry with a variety of tasks connected. Selected texts are intended to be “both content-rich and complex.” In Module 1, The Poetics and Power of Storytelling, students read Geoffrey Kwame Alexander’s <i>The Crossover</i> (750L). Written in verse, this award-winning novel explores how a middle-school basketball player uses poetry to navigate “a challenging and transformative time” in his life. With a quantitative score of 750L, this engaging text scores at the lower end of the 6-8 grade level band. Qualitatively, the straightforward structure and language of the novel are accessible while the “use of descriptive, figurative, and sensory language” while depicting “a complex</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>account of a young boy’s experience of conflict, loss, and familial relationships”create a challenge for readers. The Knowledge Demands in terms of cultural knowledge related to professional basketball and rap, hip-hop, and jazz musicians also present a challenge to readers not familiar with these subjects. In Module 2, The Great War, students read Erich Maria Remarque’s <i>All Quiet on the Western Front</i> (830L). Written as a first-person narrative, the narrator, Paul, describes the brutality of World War I. Quantitatively scoring 830L, the text is considered complex due to its use of military vocabulary and figurative language - especially idioms. The present tense structure of the text offers difficulty as it “adds both immediacy and some difficulty since as readers, we are immersed in Paul’s world, and though we know we are at war, the story develops within a more atmospheric, rather than physically concrete or specific, context.” In Module 3, What Is Love? students read William Shakespeare’s classic drama, <i>A Midsummer Night’s Dream</i>. A quantitative measure is not applicable to the text based on its structure as a drama. The play’s qualitative measures present a challenge for young readers. In relation to Meaning/Purpose, extensive use of “figurative language, personification, metaphors, word play” requires the use of “strategies for reading the text to unpack the figurative language, especially regarding</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the deep and nuanced understandings of the way love is rendered in the play.” The Structure, Language, and Knowledge Demands are also complex and challenging for students. The play structure of the text, archaic language, and allusions to “Greek tragedies and myths” increase the text’s complexity. In Module 4, Teens as Change Agents, students read Phillip Hoose’s <i>Claudette Colvin: Twice Toward Justice</i> (1170L). The Newbery Award winner tells the story of Claudette Colvin, a teenager who did not give up her seat on a segregated bus in Alabama. The text provides teenagers the opportunity to build cultural knowledge of the Civil Rights Movement. Quantitatively, the score of 1170L places the text on the higher end of the 6-8 grade band, which is appropriate for a text in the final module. Qualitatively, the novel is considered complex due to the knowledge demands. Readers build awareness of key issues of the time period. The text is written sequentially with the addition of transcripts of interviews with Colvin.</p>
	<p><b>Required Indicator 1b)</b> At least 90% of provided texts, <b>including read-alouds in K-2</b>, are of <b>publishable quality</b> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p><b>Yes</b></p>	<p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Most texts in the materials are authentic and crafted for non-instructional purposes. Multiple modules</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>include eight written anchor texts and additional shorter texts that have won prestigious awards and remain in publication. In Module 1, The Poetics and Power of Storytelling, students read Alexander Kwame’s <i>The Crossover</i> and a variety of supplemental texts including Nikki Giovanni’s poem “Nikki-Rosa,” Horace Silver’s song “Filthy McNasty,” and Yusef Kornunyakaa’s poem “Slam, Dunk, &amp; Hook.” Published in 2014, the realistic fiction novel, <i>The Crossover</i>, won the John Newbery Medal and Coretta Scott King Honor Award in 2015. In Module 2, The Great War, students read a core text, excerpts from the film, <i>All Quiet on the Western Front</i>, multiple historical articles, an article from <i>BBC Magazine</i>, paintings, and poems. For example, students read the article, “Your Country Needs You: Why Did So Many Volunteer in 1914?” by Toby Thacker. Published in 2014, the text outlines the reasons Americans volunteered for World War I. Students also read the well-known poem, “In Flanders Fields” by John McCrae. Written during the First World War by Canadian physician Lieutenant-Colonel John McCrae. In Module 3, What Is Love? students read William Shakespeare’s <i>A Midsummer Night’s Dream (Folger version)</i>. Published in the late 1500s, the classic play has been made into multiple movies, musicals, and an opera and remains a touchstone in popular culture. In addition, students read multiple supplementary texts including Kurt Vonnegut’s ground-breaking</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>short story “EPICAC,” Vincent Van Gogh’s painting “Starry Night,” and the Shakespeare’s Globe video “Globe On Screen 2014: A Midsummer Night’s Dream.” In Module 4, Teens as Change Agents, students read an anchor text, multiple articles, a sculpture, a video of Claudette Colvin, and a speech by Dr. Martin Luther King, Jr. to develop background knowledge and build awareness of key issues of the time period. Texts were published outside of the materials. For example, “Small Change” by Malcolm Gladwell was published in the <i>New Yorker</i>.</p>
	<p><b>Required</b></p> <p><b>1c) Materials provide a coherent sequence or collection of connected texts</b> that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> <li>In grades <b>K-2</b>, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex texts. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Text sets build both vocabulary knowledge and understanding of connected topics, themes, and ideas throughout the individual modules and across the materials as a whole. Topics and ideas are connected by tasks that include reading, writing, speaking and language across multiple lessons. Texts address common topics from multiple perspectives throughout the modules. Assessments and tasks demand students to cite multiple texts that are connected by a theme, topic, or idea. Texts are sequenced in a purposeful manner based on topics and ideas. Anchor texts are chosen for students to explore the essential questions of each module. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>texts allow students to purposefully seek answers to the questions throughout the modules. In Module 1, The Poetics and Power of Storytelling, students read <i>The Crossover</i>, poems, informational texts, and speeches to build background and context for the powerful impacts of “storytelling as a personal, social, and cultural form of expression that we use to make sense of ourselves and our worlds.” For example, in Lesson 28, students respond to the Focusing Question, “How do stories help us make sense of ourselves and the world?” Students read articles: “Your Brain on Fiction,” “The Man Made of Words”, and “The Danger of a Single Story” and view the illustration “Fat Man Kicks Man in Hat” and work together to formulate thesis statements about the “power of stories.” Students then complete Assessment 28A by writing two ToSEEC paragraphs (paragraphs each containing a Topic Sentence, Evidence, Elaboration, and a Concluding Statement) by explaining the power of stories, “incorporating ideas and evidence from two informational texts of your choice.” In Module 2, The Great War, students engage with module texts that determine the effects of World War I and how literature and art illuminate understanding of the experience of people “thrust into conflict” and develop an understanding of the “mental scars” that remained once the fight was over. In the module, students read a series of informational articles that provide context</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>on the conflicts and the responses of both British and American people. For example, In Lesson 2, students read “The Peace President Goes to War” and “The War to End All Wars” to explain an important factor leading to one country’s decision to join World War I. In Lesson 3, students read “The Teenage Soldiers of World War One” to analyze how British teens’ experiences developed a “larger idea about war’s impact on society using effective evidence.” In Lesson 4, students read “Your Country Needs You: Why Did So Many Volunteer in 1914?” Students must synthesize an understanding of the national and social pressures that influenced men’s decision to volunteer to fight in World War I. Students view and analyze paintings such as <i>Soldiers Playing Cards</i> and <i>Gassed</i>. In Lesson 14, students view the painting, <i>Gassed</i>, silently to consider what catches their attention and determine, “What do you see happening in the painting?” Students then discuss their observations with a partner. Students must then determine “how their observations about the painting might relate to the Focusing Question: How did the conditions of the front affect soldiers? As students read <i>All Quiet on the Western Front</i> they encounter the war as chronicled by a “group of young soldiers...who become increasingly disillusioned as they witness and are forced to participate in unspeakable violence.” By the end of the module students are prepared to write an informative essay to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>explain “how the experience of Paul, the protagonist of <i>All Quiet on the Western Front</i>, illuminates individual effects of war and suggests larger reverberations through society at large.” In Module 3, What Is Love? students read William Shakespeare’s <i>A Midsummer Night’s Dream</i> and “What is Love? Five Theories on the Greatest Emotion of All” in addition to Kurt Vonnegut’s short story “EPICAC” and the paintings <i>The Arnolfini Portrait</i> by Jan Van Eyck and <i>Birthday</i> by Marc Chagall to explore the “human experience of love” and address the Essential Question “What is Love?” For example, in Lesson 33, students work to respond to the Assessment 33A: End-of-Module Task by writing “an argument essay to argue whether the outcome of this character’s romantic relationship by the end of the play is a result of agency or outcome directed by fate.” Students select one of the characters provided and reflect on their previous readings and revisit their Response Journals to collect evidence. Students then work with other students who have chosen the same character to share their ideas and formulate possible claims and supporting evidence. Students continue to refine and formulate their arguments over the course of the next three lessons as they write their individual essays.</p>
	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b></p>	<p><b>Yes</b></p>	<p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. Repeated readings of texts</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>		<p>occur frequently throughout the module and support knowledge building amongst connected topics and texts. Repeated close readings have a specific purpose and emphasize building the knowledge necessary for students engaged in tasks that connect ideas across multiple texts. In Module 1, The Poetics and Power of Storytelling, Lesson 1, students read and annotate pages 1-10 of <i>The Crossover</i>. Students return to pages 4 and 5 to answer the question “Who is Josh Bell and how does he describe himself?” In Lesson 18, students analyze a poem in both its performance and print formats to address the Focusing Question: “What is the role of expression in storytelling?” Students watch a performance of the poem “Sometimes Silence is the Loudest Kind of Noise” by Bassey Ikpi and share what they notice in a brief class discussion. After rereading the text version of the poem individually, students watch the video once again. This time, students annotate the written text as they listen to and watch the video performance. Students then discuss their annotations with one another. Students watch the video once again and annotate for specific things they notice including how the author moves, specific terms the author “emphasizes through body language,” and how the author “interacts with the audience.” Students discuss the teacher-directed questions “What is this poem about? How does the form of Ikpi’s performance relate</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>to the content of her poem?” Students then work with a partner in a Think-Pair-Share to address the Craft Question: “Based on the performance of ‘Sometimes Silence Is the Loudest Kind of Noise,’ and your annotations of it, what characteristics define a poetic performance of spoken-word poetry?” In Module 2, The Great War, Lesson 3, students explore the reasons people joined the war. Students read “Teenage Soldiers of World War I” and discover how and why boys joined the war and the impacts of war. Students write a journal entry based on the photo of the article from the subject’s point of view. The teacher then guides students through the organization of the article where students number the paragraphs and discuss headings and subheadings. Next, students read and annotate for the soldier’s experience and support their answers with evidence. Students share their responses with their partners. Finally, students answer the Framing Question: “What does a deeper exploration of what the British soldiers experienced reveal?” In Module 3, What Is Love?, Lesson 6, students carefully read and annotate specific excerpts of William Shakespeare’s <i>A Midsummer Night’s Dream</i> to address the Focusing Question “What defines the experience of love?” and the Craft Questions “Why is the structure of an argument important?” and “Why is listening for a speaker’s logic important?” Students begin by working with other students to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>discuss a character they selected for analysis in a previous lesson. In these groups, students work together to complete the sentence stem: “According to [character’s name], love is an experience that is ___ and _____. Find one direct quote (a phrase or full line) that supports the new sentence, and write it underneath the sentence.” Students reflect on their homework assignment in which “they noticed and wondered about the characters in Act 1, Scene 2.” Students note the role of characters identified as the Mechanicals in providing commentary on text and annotate specifically for them in subsequent readings. Next, students work with a partner to reread and annotate for the character Robin Goodfellow. The text is divided into halves with partners assigned one of the line sets. Students “paraphrase and translate the descriptions of Robin’s behavior, jotting notes in their Response Journals.” After discussing their findings, student pairs write summative sentences to describe the character of Robin Goodfellow and her role in the text. In Module 4, Teens as Change Agents, Lessons 10-16, students read <i>Claudette Colvin: Twice Toward Justice</i> and “The Address to the First Montgomery Improvement Association” to answer Focusing Question 2 “What role did Claudette Colvin and others play in the Civil Right Movement?” Throughout the lessons, students read and reread <i>Claudette Colvin: Twice Toward Justice</i> to understand and analyze “the effects of the events in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Montgomery on Claudette and her community” and the historical importance of Claudette Colvin. For example, in Lesson 16, Assessment 16A, students create a two-paragraph annotated bibliography entry for the text <i>Claudette Colvin: Twice Toward Justice</i> to address Focusing Question 2. Students incorporate “an understanding of Hoose’s purpose in writing <i>Claudette Colvin: Twice Toward Justice</i>.” Students must also illustrate “how Hoose uses different types of sources to develop his purpose” and “conflicting viewpoints or evidence.” Students also support their response with text evidence “and make intentional choices about when to paraphrase and when to quote material from the book.”</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>2. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>2a) A majority of questions in the materials are text dependent and text specific;</b> student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. A majority of questions require students to reference the text or cite text evidence to support their responses. Discussion and dialogue opportunities demand students refer to the text to respond. In Module 1, The Poetics and Power of Storytelling, Lesson 4, students analyze an image of Michael Jordan by answering questions such as “What do you notice about this image? Who is depicted and how?” and “What is the purpose of this image?” Students discuss their ideas and then respond to the question, “How does the word WINGS function as a metaphor that contributes to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the message of the image?" These text-dependent and text-specific questions open the lesson for students to explicitly analyze the use of metaphors in <i>The Crossover</i> and the free-verse poem "Slam, Dunk, &amp; Hook." After discussing the use of metaphors in the anchor text, students read the poem independently for Assessment 4A. Questions include "'Sprung rhythm' refers to a way of writing poetry that attempts to imitate the way people normally speak. What does this phrase reveal about the way the players play basketball?" and "Mercury is the Roman god of poetry and messages-he is thought to be the fastest of all the gods and has wings on his feet. What does the reference to 'Mercury's Insignia on our sneakers' show about the basketball players?"</p> <p>In Module 2, The Great War, Lesson 5, in the Learn section of the lesson plan, students organize evidence in a graphic organizer in order to answer the Focusing Question, "Why did individuals and countries join World War I?"</p> <p>In the Land section of the lesson plan, students answer the Content Framing Question by using evidence from their chart and journals. Finally, in the Wrap section, students choose two perspectives on reasons for joining the war and must provide evidence to support their answers.</p> <p>In Module 3, What Is Love? Lesson 18, students analyze point of view in <i>Act 3, Scene 1 of A Midsummer Night's Dream</i> by answering the questions: "What does Titania know? What does Bottom know? What does</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the audience know?” in their Response Journals. Students annotate their texts by highlighting the various perspectives in different colors. Shared perspectives are identified in a different color. Students then “explain in two or three sentences the difference between points of view in <i>Act 1, Scene 3</i>.” Students continue to analyze point of view in subsequent independent readings. In Module 4, <i>Teens as Change Agents</i>, Lesson 24, students apply their understanding of key concepts from the module by planning and engaging in a Socratic Seminar. Students use knowledge built through module texts and through independent research to explain the strategies people use to effect social change. Students must use module texts to defend their claims.</p>
	<p><b>Required</b>  <b>2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p><b>Yes</b></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. In Module 1, <i>The Poetics and Power of Storytelling</i>, Lesson 11, students “revise the use of imagery and descriptive and sensory language in their <i>Found Materials</i> poem.” Students “elaborate with more vivid imagery,” “add precise or stronger adjectives,” and “replace passive verbs with active verbs” (W.8.3, L.8.5). Students also work to create “effective descriptive and sensory language” by providing “details that help readers</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>imagine a person, place, thing, action, event, emotion, or experience” (W.8.3). In Module 2, The Great War, Lesson 1, students analyze the importance of a word related to conflict or tension in developing an idea about why countries joined World War I (RI.8.1-4). In Lesson 9, students continue reading and analyzing <i>The Great War</i>. In the lesson, students analyze how the incidents in training camp develop comradeship between the soldiers (RL.8.2 and RL.8.3) by writing “one to two sentences about how incidents in Chapter 3 reveal comradeship among the men” (W.8.2). In Lesson 17, Assessment 17A: New-Read Assessment 2, students read an excerpt from <i>All Quiet on the Western Front</i> and respond to multiple choice questions and a prompt requiring students to gather evidence about attitudes towards war (RI.8.1 and RI.8.3). In Module 3, What Is Love? Lesson 14, students complete Assessment 14A: New-Read Assessment 2. After reading “What Is Love? Five Theories on the Greatest Emotion of All” students answer multiple choice and short answer questions. For example, students respond to the following prompts: “Using context clues from the paragraphs written by Philippa Perry, the psychotherapist, predict the meaning of the word guises as used in the title “Love Has Many Guises” (RI.8.4), “How does the structure impact the poem’s meaning?” (RL.7.5), and “Choose one of the five theories of love presented in the article, and summarize its argument by</p>

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			<p>paraphrasing the author’s claim and explaining one reason or piece of evidence the author uses to develop the claim” (RI.8.1, RI.8.2, RI.8.5). In Module 4, Teens as Change Agents, Lesson 25, students preview the End-of-Module Assessment. Using the research students have been conducting and collecting throughout the module, they plan and write an explanatory essay. In subsequent lessons, students create a multimedia presentation. Lesson 25 provides students the opportunity to “pause and take a break” in order to evaluate their research. Students question their own understanding of strong questions and reliable resources to more effectively prepare for their assessment. The explanatory essay and multimedia presentation require students to analyze and assess the purpose, motives, and credibility of information presented in diverse media (RI.8.1).</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>3. COHERENCE OF TASKS:</b>  Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include</p>	<p><b>Required</b>  <b>3a) Coherent sequences of questions and tasks</b> focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p><b>Yes</b></p>	<p>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. Modules are sequenced with knowledge, reading, writing, speaking and listening, and language goals in mind. Modules are designed so that students interact with the text in order to understand, make connections, and express their understanding in order to meet these goals.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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>Tasks and assessments across the materials demand the use of multiple texts to build knowledge and skills. The building of knowledge and skills is done in a thoughtful sequence across a single module and across the modules as a set. Students pursue a broader and deeper knowledge of topics connected to themes across the texts. In Module 1, The Poetics and Power of Storytelling, students read multiple texts to explore and better understand the structure and style of narrative poetry and the power of “storytelling as a personal, social, and cultural form of expression that we use to make sense of ourselves and our worlds.” All of the texts within the module build context and content understanding toward this core goal. For example, after students read <i>The Crossover</i>, multiple poems by diverse poets, and two informational texts, they work to answer the Focusing, Content Framing, and Craft Questions such as those in Lesson 29: “What does it mean to be a storyteller?” “How do the module texts build my knowledge of narrative writing?” and “How do I use narrative arc and descriptive and sensory language in a poetry portfolio?” For the End-of-Module Assessment, students create their own poetry portfolio complete with three poems and a cover letter “that together tell a story about a significant time” in their own life. In Module 2, The Great War, students work through portions and chapters of the text and then apply the knowledge gained and make connections</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>during their written and oral discussions. For example, in Lesson 14, students refer to two sources, <i>Gassed</i> and an excerpt from <i>All Quiet on the Western Front</i>. The lesson begins with displaying the art <i>Gassed</i> without sharing the title or the artists. Students brainstorm about what is happening in the painting. Next, students connect what they are seeing in the painting to the Focusing Question “How did the conditions on the front affect the soldiers?” Student look-fors include: “Soldiers are dressed the same. Soldiers are injured. Soldiers look tired, some might be dead.” Students examine an excerpt on their Stop and Jot Handout where they study the transitions to understand how the text portrays experiences on the front. Students further examine the text by sharing their insights and the use of vocabulary and sensory details about life at the front. Students conclude this portion of the lesson by composing a poem using the vocabulary and their understanding of the effects of soldiers at the front. In Module 3, What Is Love? students read William Shakespeare’s <i>A Midsummer Night’s Dream</i> and an assortment of other texts to better understand love in the contexts regarding “the motivations for love and whether or not we have the freedom to choose whom we love, or even understand what love is” and “to write an argument essay that asserts whether or not one character from <i>A Midsummer Night’s Dream</i> chose whom</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>they loved at the end of the drama, thus attributing the nature of love to either agency or fate.” The texts and tasks within the module build context and understanding toward this core goal. For example, in Lesson 26, students prepare for and participate in a Socratic Seminar focused on the question “Are the characters in ‘EPICAC’ and <i>A Midsummer Night’s Dream</i> responsible for their actions? Why or why not?” In preparation for this task, students reflect on their readings and prepare their own answers with supporting evidence to share during the Socratic Seminar. In Module 4, Teens as Change Agents, the Major Assessments provide elements to support student success on the End-of-Module Task. Students demonstrate an understanding of the connections by expressing their comprehension through subsequent lessons. Throughout the lessons in the module, Focusing Question Tasks support the End-of-Module Task. For example, tasks require students to “analyze the advantages and disadvantages of different mediums in order to write a letter to make a case for inclusion of artifacts in Colvin exhibit,” “assess an author’s purpose in writing a text in order to write a two paragraph annotated bibliography entry about Hoose’s purpose in writing about Colvin and multiple viewpoints,” and “apply an understanding of strategies for social change and Identify where two texts disagree on facts and interpretation.”</p>

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	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Within each module, students engage with multiple complex texts that build on a common theme and/or topic. Questions and tasks within the materials demand that students analyze both the content and crafting of these texts through reading, writing, and discussion. Major assessments require students to apply the learning from the lessons and modules in writing to demonstrate their understanding and apply the knowledge gained from the complex texts in reading, writing, speaking and listening, and language. In Module 1, The Poetics and Power of Storytelling, Lesson 29, students “deconstruct a portfolio of exemplar poems, identifying descriptive and sensory language and narrative arc in order to demonstrate understanding of the components of a high-performing written product.” Students review Assessment 29A: End-of-Module Task in which they create their own portfolio of three poems they have written with a cover letter explaining how the poems work together to share a significant time in their lives. Students carefully analyze the exemplar portfolio and discuss their findings with one another to better understand the structure and expectations for their own work. In subsequent lessons, students create their portfolio, write their cover letter, plan and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>practice their presentation of their work, and orally present their portfolios to an authentic audience. In Module 2, The Great War, Lesson 6, students participate in a notice and wonder activity as the teacher conducts a read aloud. After each pause, students record specific details and questions about the text. The students focus on various details and organization of the text. In a small group, students work through a character analysis where they track what is happening to characters. Students then write about different characters for the Focusing Question Task. In small groups, students write “status reports” for each character using the text and an exemplar. The lesson closes with students answering the Focusing Question Task, “What do I notice and wonder about the soldiers in <i>All Quiet on the Western Front</i>?”</p> <p>In Module 3, What Is Love? Lesson 11, students address the Focusing Question, “What defines the experience of love?” and the Content Framing Question, “What are the themes about love in <i>A Midsummer Night’s Dream</i>?” Students begin by discussing Jan van Eyck’s painting, “The Arnolfini Portrait” using a Notice and Wonder format. Students then discuss and add the term transpose to their Vocabulary Journal. Referring back to the artwork, students reflect on “how this painting depicts an experience of love” using the Think-Pair-Share Protocol. Students connect symbolism within the painting to an</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>experience of love. Students then “create their own symbol to represent a theme about their experience of love.” To conclude the lesson, students share their symbols and how they connect to an experience of love through a Fishbowl Discussion. During the discussion, students take note of connections among peer comments and the effectiveness of the claims made by various speakers. In Module 4, Teens As Change Agents, Lesson 12, Assessment 12A: New-Read Assessment, students independently read and analyze Dr. Martin Luther King, Jr.’s speech “The Address to First Montgomery Improvement Association Mass Meeting.” Students then answer multiple-choice and short-response questions about the text. After completing the assessment, students listen to and discuss the recording of the text. Students then reflect on how “their work with various mediums and how each medium provides a unique insight into the historical context of the time or a piece of the whole story.” Students continue to discuss the impact of the speech as they answer teacher-directed questions such as “How does listening to Dr. King’s speech help you better understand the Civil Rights Movement as a whole?” and “How does Dr. King’s speech deepen your understanding of justice?” To conclude the lesson, students write a Quick Write addressing the question “How has studying Dr. King’s speech developed your understanding of why Phillip</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b></p> <p><b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</li> </ul>	Yes	<p>Hoose chose this quote for the epigraph?" in their Response Journals.</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 the modules, Craft Questions focus on instruction in which students analyze the language of texts. In addition, Vocabulary Deep Dives incorporate intentional language instruction throughout each module. These activities focus on style and conventions and are designed to be taught to the whole group or to select students based on classroom needs. Each lesson provides activities designed to address the Language Learning Goal for the module through the use of targeted lessons, studies of conventions and language, and vocabulary Deep Dives. In Module 1, The Poetics and Power of Storytelling, Lesson 8, students explore the impact of descriptive and sensory language with a focus on the use of "verbs in the indicative and imperative moods to express understanding of figurative language" by analyzing an excerpt of <i>The Crossover</i>. Students reread the poem "How Do You Spell Trouble?" to analyze the metaphor "I'm a fly caught in a</p>

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			<p>web.” Students write a sentence illustrating the meaning of the metaphor and share their responses through a Whip Around format. Students then identify the verb mood of the collection of statements as indicative based on the sentences being opinion statements. Students then “write sentences in the indicative mood to express their understanding of poetic features or figurative language” and to “check their writing to ensure that they do not use the imperative mood.” Through a Think-Pair-Share structure, students identify verb moods in the paragraph presented and then write three indicative sentences about the use of metaphor in the poem “Basketball Rule #4” from the novel. Students share their work with a partner. In Module 2, The Great War, Language Goals are cited at the beginning of the Teacher Edition. Each language goal is student friendly, aligned to the standards, and supported by additional learning goals. For example, in Lesson 1, L.8.4 is addressed by the Learning Goal “analyze the importance of a word related to conflict or tension in developing an idea about why countries joined World War I.” In the Explore Word Relationships portion of the lesson, the teacher leads students through the connection of the word war with another word in the title, <i>The War to End All Wars</i>. Student look-fors point out that the word war is connected to the plural form wars. Students examine <i>The Peace President Goes to War</i> and are asked</p>



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			<p>to make connections between war and tension. The lesson continues as students independently participate in a word hunt for other words from the texts connected to war and tension. In Module 3, What Is Love? Lesson 10, students complete a Vocabulary Deep Dive in reference to the morpheme ceiv. Students identify words using the root ceiv and share them with the class. Students add the root ceiv and the prefixes con-, de-, re-, and per- to their Vocabulary Journals in a table format. Students then discuss and add “take, seize, or grasp” as the meaning of ceiv. Students then refer back to an excerpt from <i>A Midsummer Night’s Dream</i> and connect the contextual meaning of the word conceive and their understanding based on its structural meaning. While discussing in a Think-Pair-Share, students find the dictionary definition of the word and connect it with the meaning of the word as it is used in the play. Students note that conceive is used in the figurative sense and as a metaphor in the text. Students then explore the words receive and deceive using the same process. Students conclude the lesson by completing an Exit Ticket where “they predict the meaning of <i>perceive</i> and whether or not Act 2, Scene 2, Lines 160–163, support their definitions of <i>perceive</i>.” After confirming their definitions with a dictionary, students add <i>perceive</i> and the meaning to their Vocabulary Journals. In Module 4, Teens As Change Agents, Lesson</p>

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			13, students distinguish between infinitives and prepositional phrases, aligned to L.8.1a. In the Deep Dive: Style and Conventions, students address the Craft Question, “Why are infinitives important?” Students underline a line from the text with the words, to find. Students answer “What is the function or role of the underlined verbal in this sentence?” Students discuss that the verbal <i>to find</i> acts as an adverb because it tells why something happens. Students complete Handout 4A and discuss the differences between infinitives and prepositions. Students then examine another sentence from the text and explain how the infinitive functions in the sentence.
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<b>Non-negotiable<sup>6</sup></b> <b>4. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective,	<b>Required *Indicator for grades K-5 only</b> <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a> ) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	<b>N/A</b>	Not applicable for this grade level.
	<b>Required *Indicator for grades K-1 only</b> <b>Indicator 4b)</b> Materials provide grade-appropriate instruction and practice for the <b>concepts of print</b> (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).	<b>N/A</b>	Not applicable for this grade level.

<sup>6</sup> As applicable.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required *Indicator for grades K-1 only</b>  <b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	N/A	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-5 only</b>  <b>Indicator 4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency words using</b> multisensory techniques.</p>	N/A	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4f)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>	N/A	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4g)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> in oral and silent reading, that is, to read a wide variety of grade-</p>	N/A	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate <b>rate, expressiveness, and accuracy.</b></p>		
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4h) Materials provide instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>• In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>)</li> <li>• In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</li> </ul>	<b>N/A</b>	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-2 only</b></p> <p><b>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.</b></p>	<b>N/A</b>	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>Required *Indicator for grades K-5 only</b> <b>4j) Foundational Skills materials are abundant and easily implemented</b> so that teachers can spend time, attention and practice with students who need foundational skills supports.	<b>N/A</b>	Not applicable for this grade level.
<b>Section III. Additional Criteria of Superior Quality</b>			
<b>5. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>5a) Materials seek a balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) <ul style="list-style-type: none"> <li>• The majority of informational texts have an informational text structure.</li> <li>• In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>		See EdReports for more information.
	<b>Required</b> <b>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).</b>		
	<b>5c) Additional materials provide direction and practice for regular, accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		
<b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills	<b>Required</b> <b>6a) Materials include a variety of opportunities</b> for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
for college and career readiness, and help students meet the language standards for the grade.  <input type="checkbox"/> Yes <input type="checkbox"/> No	to engage effectively, as determined by the grade-level standards. <sup>7</sup>		
	<b>Required *Indicator for grades 3-12 only</b> <b>6b) The majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b> , using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.		
	<b>Required</b> <b>6c) Materials include multiple writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. <ul style="list-style-type: none"> <li>• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>• In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>		
	<b>Required</b> <b>6d) Materials address the grammar and language</b> conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. <ul style="list-style-type: none"> <li>• For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage.</li> </ul>		

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

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

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



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
<b>Compile the results for Sections I-III to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>8</sup></b>	1. Quality of Texts	<b>Yes</b>	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials 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	<b>Yes</b>	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	<b>Yes</b>	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (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.
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>9</sup></b>	4. Foundational Skills <sup>10</sup>	<b>N/A</b>	Not applicable for this grade level.
<b>III. Additional Criteria of Superior Quality<sup>11</sup></b>	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.

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

<sup>10</sup> As applicable.

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

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

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 6-12.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.