LOUISIANA DEPARTMENT OF EDUCATION

Office of Teaching and Learning

ELA K-12 Louisiana Student Standards Review: ELA Grades K-5

Louisiana educators engaged in a professional review of the state's academic standards for English language arts (ELA) to ensure they continue to maintain strong expectations for teaching and learning aligned with college and workplace demands. The new ELA standards will be effective beginning with the 2027-2028 school year. As part of the Louisiana Department of Education's (LDOE's) support for a seamless transition to these new standards, the LDOE identified the major changes in the standards and their potential impact on the criteria used to review instructional materials.

Title: **Wit & Wisdom with Fundations and Geodes** Grade: **K-3**

Publisher: **Great Minds PBC** Copyright: **2023**

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

This English Language Arts review has been examined for the following major shifts in alignment resulting from the 2026 Louisiana Student Standards Review:

- **Foundational Skills**: Print concepts in Grades K-1 (RF.1), Phonological Awareness in Grades K-1 (RF.2), Phonics and Word Recognition in Grades K-5 (RF.3), and Fluency in Grades K-5 (RF.4)
- **Writing**: Multiparagraph Writing in Grades 3-12 (W.1, W.2, W.3) and Thesis Statements in Grades 5-12 (W.1)

The following criteria/indicators may be impacted:

- **Criterion 4:** Indicators 4a (K-5), 4b (K-2), 4c (K), 4d (K-3), 4e (K-5), 4f (K-5), and 4g (K-5)
- **Criterion 6:** Indicators 6a (3-12), 6b (3-12), and 6c (3-12)

This review **remains a Tier 1 rating.** As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that system curriculum staff, school leaders, and teachers consider this information when selecting and using instructional materials.

Non-Negotiable Criterion 4. FOUNDATIONAL SKILLS:
Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)

Indicator	Currently in the Rubric	Alignment Review	Impact of Review
Required ***Indicator for grades K-5 only** **4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	This program is currently reviewed as "Yes" for this criterion because the materials provide and follow a logical sequence of appropriate foundational skills instruction while providing abundant opportunities for every student to become proficient. Across fourteen comprehensive units, the materials maintain a pacing that spans concepts of print, phonological/phonemic awareness, phonics, word study, handwriting, high-frequency words, spelling, and fluency. Through explicit, multi-sensory instructional protocols, students systematically advance from basic individual letter-keyword-sound correspondences to complex word analysis strategies, including structural syllable segmenting, morphological sorting, and the decoding of multi-syllable vowel-consonant-e words using specialized Syllable Frames.	Aligns	Materials align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts. **Foundational Skills Time Allotment** The materials allocate instructional time across foundational skills through a structured, multi-component daily routine that balances a 30-minute core lesson block with a dedicated 30-minute intervention block for targeted skill reinforcement. This foundational routine is systematically coordinated with a separate 90-minute language arts block that addresses advanced vocabulary, reading comprehension, and writing conventions, which includes 15 to 20-minute grammar lessons 3 times a week and 15-minute vocabulary lessons twice a week. During the initial phases of instruction, the 30-minute core foundational block centers on an integrated sequence of phonemic awareness, print concepts, and phonics. Daily routines allocate 3 minutes to a sound and letter review

			drill, 3 to 5 minutes to decoding through echo-and-find routines with magnetic letters, and 3 to 5 minutes to encoding. This encoding segment extends to 5 to 7 minutes for longer words to incorporate explicit, multimodal handwriting instruction that utilizes skywriting. The remaining core time is distributed among 5 minutes for letter linkages, 5 minutes for trick words and sentence formation, 5 to 10 minutes for word play, 5 to 15 minutes for new concept introduction, and 5 to 10 minutes for dictation activities. As the instructional progression advances, the 30-minute core block transitions into a standardized, routine focused on advanced phonics, vocabulary, and textual application. The block begins with a 2 to 5-minute sound drill warm-up, followed by 5 minutes of echo-and-find word work covering single and multisyllabic words, with an optional 5 to 7-minute spelling component. Lessons incorporate an additional 3 to 5-minute letter-keyword-sound routine during this phase, along with an optional 2 to 3-minute skywriting review. Structural language study is maintained through 5 to 10-minute vocabulary routines and 5 to 10 minutes of structural word analysis. Fluency and comprehension are continuously developed through adjustable

			storytime routines, which utilize a strategic mix of highly decodable books and controlled-text materials to ensure sufficient application of foundational skills.
Required ***Indicator for grades K-1 only** **4b)** Materials provide explicit grade-appropriate instruction and practice for the **concepts of print** (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).	This program is currently reviewed as "Yes" for this criterion because the materials provide grade-appropriate instruction and practice for the basic features of print. The materials explicitly integrate print awareness, including book handling, author/illustrator roles, and text directionality directly into its Storytime Activities and across multiple daily routines like Dictation/Sentences and Make It Fun. Through teacher modeling and interactive application exercises, students routinely analyze sentence organization by tracking text left-to-right, arranging scrambled word frames, applying proper capitalization to sentence starters and proper nouns, and identifying the structural purpose of end punctuation marks.	Aligns	Materials align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.
Required ***Indicator for grades K-1 only** **4c)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words;	This program is currently reviewed as "Yes" for this criterion because the materials provide systematic and explicit phonological awareness instruction that logically builds upon prior learning. The lessons	Aligns	Materials align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.

clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).	systematically address a comprehensive continuum of skills, including sound isolation, segmenting, blending, and phoneme manipulation for words containing up to six sounds per syllable. Through structured, engaging routines for blending real and nonsense words, the materials provide regular and explicit opportunities.		
Required ***Indicator for grades K-5 only** **4d)** Materials provide systematic and explicit **phonics** instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that include repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g., sounds, words, sentences, reading within text). Materials do not require or encourage three-cueing[1], MSV[2] cues, or visual memory for word recognition.	This program is currently reviewed as "Yes" for this criterion because the materials provide systematic and explicit phonics instruction that enables students to master syllable types and sound-spelling patterns, including closed, vowel-consonant-e, and r-controlled variations. Lessons consistently open with a Drill Sounds/Warm-Up. By integrating scaffolded interactive routines — such as segmentation tapping, letter tile manipulation on personal boards, structural suffix parsing, and systematic multi-syllable "scooping" exercises — the lessons bridge explicit phonetic decoding with encoding.	Aligns	Materials align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.

[1] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues.

[2] **MSV**: Meaning, Structure, and Visual cues

Required ***Indicator for grades K-5 only** **4e)** Resources and/or texts provide ample **practice** of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials do not require or encourage three-cueing, MSV cues, or visual memory for word recognition. Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning. Opportunities for self-monitoring and self-correction are not based on three-cueing, MSV cues, or visual memory. This should include monitoring that will allow students to receive regular feedback.	This program is currently reviewed as "Yes" for this criterion because the resources and texts provide ample and frequent opportunities for students to practice foundational reading skills, phonic patterns, and word analysis skills in connected text. Phonics concepts introduced during core routines are directly applied during Storytime segments and through supplemental materials like Fundations Stories Sets, Fluency Kits, and the Geodes Readable Classroom Library. Through structured instructional practices like phrase scooping, echo reading, and choral reading, the materials explicitly target oral reading fluency, prosody, and expression. Furthermore, the program features including 64 topically organized Geodes titles and specific story sets over 95% decodable, ensuring students can successfully decode while receiving immediate, corrective teacher feedback.	Aligns	Materials align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.
Required ***Indicator for grades K-5 only** **4f)** Opportunities are frequently built into the materials that allow for students to achieve reading **fluency** in oral and silent reading, that is, to read a wide variety of grade-	This program is currently reviewed as "Yes" for this criterion because opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading while providing systematic monitoring and	Aligns	Materials align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.

appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. Materials do not require or encourage three-cueing, MSV cues, or visual memory for word recognition. Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate **rate, expressiveness, and accuracy**.	feedback across rate, expressiveness, and accuracy. Fluency development is consistently reinforced through repeated readings of knowledge-building Geodes texts, targeted intervention drills via the Fluency Kits, and parent-facing fluency sheets in the Home Support Pack. Additionally, the materials integrate teacher monitoring protocols and corrective modeling routines to ensure students master automaticity, phrasing, and prosody in both small-group and whole-class settings.		
Required ***Indicator for grades K-5 only** **4g)** Materials provide **instruction and practice in word study**. • 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)	This program is currently reviewed as "Yes" for this criterion because the materials provide systematic instruction and practice in word study, including spelling-sound patterns, correct pronunciation, and the structural decoding and encoding of grade-level words using sound-symbol knowledge. The lessons guide students through a progression from individual letter-sounds to blending complex orthographic units, including closed, vowel-consonant-e, r-controlled,	Aligns	Materials align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.

the sound-symbol relationships of English. (***Note:*** *Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* • 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.	and vowel team syllables. Through teacher modeling and tools like Suffix and Syllable Frames, students regularly analyze base words and inflectional suffixes while evaluating auditory variations and shifts in word meaning. The materials also embed frequent multi-sensory encoding practice through weekly dictation routines, where students say, spell, and write sounds, multisyllabic words, and full sentences.		

Criterion 6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:
The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.

Indicator	Currently in the Rubric	Alignment Review	Impact of Review
Required **6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and	This program is currently reviewed as "Yes" for this criterion because the materials provide a variety of opportunities for students to listen, speak, and write about their understanding of complex texts. Within each module, students regularly engage in informal peer conversations, structured Socratic Seminars, genre writing, and text-based responses to demonstrate comprehension. Through collaborative routines like Think-Pair-Shares and text-dependent	Aligns	Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.

process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.	question chains, students analyze textual evidence, map narrative cause-and-effect relationships, and evaluate character viewpoints. Additionally, the materials integrate targeted writing and scaffolding such as the Painted Paragraph Strategy to teach topic statements and dedicated response journals to help students capture, deconstruct, and communicate their textual learning.		
Required ***Indicator for grades 3-12 only** **6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	This program is currently reviewed as "Yes" for this criterion because the materials require the majority of oral and written tasks to focus on demonstrating knowledge built through the analysis and synthesis of texts. Students routinely draw on textual evidence to support valid inferences, present well-defended claims, and communicate clear information using grade-level language and conventions. Throughout the modules, evidence-based discussions and writing activities are systematically supported by text-dependent questions, explicit prompts, and structured graphic organizers — such as Evidence Organizers and Research Note Catchers — that scaffold the data-gathering process. This collaborative research and peer	Aligns	Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.

	evaluation sequence ensures students effectively synthesize information from multiple connected sources, culminating in performance-based assessments like multi-paragraph explanatory essays.		
Required **6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing).	This program is currently reviewed as "Yes" for this criterion because the materials include multiple writing tasks that align directly to the three modes of writing — opinion, informative/explanatory, and narrative — as outlined by grade-level standards. Students engage in multiple written Focusing Question Tasks that scaffold the specific writing style and success criteria required for the final End-of-Module Task. This design ensures that students systematically practice gathering textual evidence across multiple core readings,	Aligns	Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.

Instructional Materials Evaluation Review for Alignment in ELA Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

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.[1] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[2] independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Wit & Wisdom with Fundations (and Geodes for K-2 only)** Grade/Course: **K-3**

Publisher: **Great Minds PBC** Copyright: **2023**

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 K (Tier 1) Grade 1 (Tier 1) Grade 2 (Tier 1) Grade 3 (Tier 1)

[1] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[2] A range of texts are texts written at different reading levels.

DEPARTMENT of EDUCATION
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Instructional Materials Evaluation Tool for Alignment in ELA Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

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.[1] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[2] independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Wit & Wisdom with Fundations and Geodes** Grade: **K**

Publisher: **Great Minds PBC** Copyright: **2023**

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

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

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

[1] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[2] 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**[3] 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[4] 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.

[3] **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.
[4] 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
SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.			
Non-negotiable **1. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**Required** **1a)** Materials provide texts that are **appropriately complex** for the identified grade level according to the requirements outlined in the standards. • **A text analysis that includes complexity information is provided.** Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades **K-2, extensive read-aloud** texts allow sufficient opportunity for engagement with texts more complex than students could read themselves.	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. The provided complexity guide outlines details for each core text, the text richness and complexity, along with each module's knowledge building and goals. The materials provide extensive read-aloud texts that allow sufficient opportunity for engagement with text more complex than students could read themselves. Some core texts are above the Lexile level for Grade K, requiring more adult-directed instruction. For example, in Module 1, The Five Senses, students engage with five core texts that fall between 250L and 610L. *My Five Senses* by Margaret Miller is an informational text with a quantitative level of 250L and is within the Lexile level for Grade K. This simple text serves as an introduction to the module's content as well as concepts of print. With simple repetitive language, the text gives emerging readers an effective introduction to the five senses. *My Five Senses* by Aliki (590L), is an informational text that develops students' understanding of the five senses with simple

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			sentence structure and vocabulary making this text accessible for students. *Last Stop on Market Street* by Matt de la Peña and *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault are the two literary core texts in the module with quantitative levels of 530L and 610L. These texts support students in developing their listening skills as well as answer questions about the texts and analyze how words and illustrations communicate key information and meaning. The last core text students are introduced to in the module is *Rap a Tap Tap* by Leo Dillon and Diane Dillon, this informational text allows students the opportunity to apply the knowledge gained throughout the module to understanding the text. Module 3, America Then and Now, includes a total of seven core texts. Four of the core text do not have a quantitative rating and include the following: *School Then and Now, Transportation Then and Now, Communication Then and Now* and *Home Then and Now,* all written by Robin Nelson. These four informational picture books compare photographs of schools, transportation, types of communication, and home life from the past with those of the present. Students identify the main topic and key details of each of these texts as well as make connections between the four texts. Qualitative ratings include meaning/purpose, structure, language and knowledge, and each of the texts use "Tier 1 and Tier 2 words, along with a few low

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			frequency words." Students access this text independently and no prior knowledge is necessary.
	Required **1b)** At least 90% of provided texts, **including read-alouds in K-2,** are of **publishable quality** and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	**Yes**	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. The texts within the materials build knowledge of content related to the overarching module theme. Students engage with quality, critically acclaimed literary and informational works that promote mastery when paired with learning activities. The majority of the texts included in each module are crafted for authentic, non-instructional purposes. The texts that are not authentic are of publishable quality and offer rich opportunities for students. In Module 1, students engage with the text Chicka Chicka Boom Boom by Bill Martin Jr and John Archambault which has won multiple awards such as the ALA Notable Children's book award, as well as the Parents' Choice Award. This text tells the story of each lowercase letter of the alphabet rushing to climb a coconut tree, and when the letters fall to the ground, some leave tired while others are comforted by the uppercase letters in the community. Students also engage with the text *Rap a Tap Tap* by the Caldecott Medal winning

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			author duo, Leo and Diane Dillon. This picture book features award winning illustrations that celebrate the life of the dancer Bill "Bojangles" Robinson. Students use these texts to build and apply their knowledge of the five senses and how those senses help them experience a text, as well as, communicate key information and meaning. In Module 2, students engage with the text *The Year at Maple Hill Farm* by Alice and Martin Provensen, Caldecott Medal winning authors. This informational text takes a look at a calendar year on the Provensen's farm, conveying a strong sense of place and explains how the "rhythms of natural life and how the animals on the farm both take and give cues according to the seasons or months". The *Three Little Pigs* adaptation by Raina Moore, published in 2002 by Scholastic Inc., emphasizes the relationship between the pigs and their characteristics before dramatizing their encounter with the wolf. Remaining texts in this module include, *The Little Red Hen* by Jerry Pinkney, award winning author, *Farm Animals* by Wade Cooper and *The Three Billy Goats Gruff* by Paul Galdone, both published independently of materials.
	Required **1c)** Materials provide a **coherent sequence or collection of connected texts** that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study.	**Yes**	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Each module is themed around an Essential Question and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	• In grades **K-2**, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex texts. Texts 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 across a unit of study.		theme. Lessons are organized within Focusing Question Arcs and, within these Arcs, students engage with multiple texts related to the module's core text. Each Focusing Question Arc includes a Focusing Question Task that students engage in by the end of the Arc. Module summaries explain the theme, focusing questions, and suggested understandings. Text sets are used to build understanding and knowledge of a connected topic, theme, or idea and connect topics and ideas from multiple lessons as students work towards answering the Essential Question by the end of the module. For example, Grade K, Module 2, the Essential Question is, "What makes a good story?" In the Fifth Arc, students work within Lessons 24-28 to answer the Focusing Question, "How do authors sequence events?" In this Arc students engage with the core texts, *The Three Billy Goats Gruff, Farm Animals,* and *Three Little Pigs.* Students work with these three connected texts to examine how authors sequence events. In Lesson 27, students complete Assessment 27A, Focusing Question Task 5. Throughout the lesson, students participate in activities to complete the assessment. In a previous lesson, the class created a Shared Narrative in which they wrote a new event by creating a response to the problem in *Three Billy Goats Gruff.* Then in this lesson, students independently create their own response to the problem which takes place after the original co-created response thus

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			helping students to sequence the events. In Module 3, America, Then and Now, students read several informational texts over the course of the Module to answer the Essential Question, "How has life in America changed over time?" To develop an understanding of change in America and how people meet their needs as things change, students engage with the following texts: *Communication*, *Home Then and Now*, *Now and Ben*, *School Then and Now*, *Transportation,* and *When I was young in the Mountains.* Students also engage with the literary text, *The Little House*. Students build knowledge about aspects of life in the present and past, such as experiences at home and in school, as well as transportation and communication. The learning culminates in the End-of-Module Task in which they create a poster and write an evidenced based informative paragraph to compare home life, school life, transportation, and communication of the present and past. In Module 4, The Continents, students read several texts over the course of the module to answer the Essential Question, "What makes the world fascinating? To develop an understanding of world knowledge, students study the seven continents as they engage with the following texts: *Africa*, *Antarctica*, *Asia*, *Australia*, *Europe*, *Introducing North America*, *South America*, and *World Atlas.* Students build knowledge about the continents regarding topics such as interesting things people do in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the continents, geographical features, customs and culture, travel, and animals. During the module, students compare and contrast different sources of the same topic, read maps, collect and organize evidence, make connections between texts, and write an opinion paragraph.
	Required **1d)** Within a sequence or collection, quality texts of grade-level complexity are selected for **multiple, careful readings** throughout the unit of study. These texts are revisited as needed to support knowledge building.	**Yes**	Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Multiple readings of texts are evident throughout the modules. Repeated and choral readings that support knowledge building amongst connected topics or texts occur throughout the materials and have specific purposes. For example, in Module 4, The Continents, Lesson 25, the teacher divides the class into pairs and distributes a copy of the text, *South America* by Rebecca Hirsch. Students engage in Partner Reading, sharing responsibility for the text as they respond to various Text Dependent Questions (TDQ) related to the words and pictures on pages 16-21. Students Think–Pair–Share about TDQs such as, “How does the picture on page 16 help us understand where monkeys live? What makes you think so?” and “How does this picture show us the details we just read? Are there details in the words that you do not see in this picture?” Students work in pairs once again later in the lesson as they prepare to collect evidence for Focusing Question Task 4. The teacher rereads pages 16-21 and page 30 aloud while pairs use sticky notes to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			annotate picture evidence of animals in the text. After they annotate, the student pairs choose two animals to record, share the animals they recorded, and the teacher adds the evidence to the blank Evidence Organizer for *South America.* In Module 3, Lesson 23, students engage with the text *Now & Ben: The Modern Inventions of Benjamin Franklin.* The teacher reads multiple page spreads aloud for students to identify the main topic, inventions. After the teacher reads each page spread, the teacher rereads each page spread and prompts students to identify names of inventions. During the Deep Dive, the teacher rereads page 2 of the text emphasizing the term inventions as students learn about plural nouns. In the next lesson, the teacher rereads the page spreads with a focus of engaging in a deeper exploration of words and illustrations to understand Benjamin Franklin's inventions. After reading each page spread, the teacher asks, "How does this invention help us? How does this invention make life easier?"
Non-negotiable (only reviewed if Criterion 1 is met) **2. TEXT-DEPENDENT QUESTIONS:** Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of	**Required** **2a)** A **large majority of questions in the materials are text dependent and text specific** supporting students in building knowledge; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. The materials provide lesson questions, tasks, and writing prompts that are text-dependent and text specific to support students in building knowledge while providing opportunities for students to provide both written and spoken responses. For example, Module 3, Lesson

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
meeting other grade-specific standards. ☒ Yes ☐ No			20, students engage with texts and in lesson activities to answer the Content Framing Question, "What does a deeper exploration of the text features reveal in Transportation Then and Now and Communication Then and Now?" The teacher reads the pages 6-7 of the text, *Transportation Then and Now.* Students follow along and answer two Text Dependent Questions, "How does the text help us understand what a streetcar is? Use details from the illustrations and words to support your answer." and "How do the pictures in the text help us to understand which information is about long ago and which information is about now? Use examples from the text." With these TDQs, the teacher guides students on how to use various text features to not only answer the question but also support their answers with evidence from the text. In Module 2, Lesson 23, students engage with two core texts, *The Little Red Hen* and *Three Little Pigs,* to participate in a Socratic Seminar. Students think about the hen from *The Little Red Hen* and the third pig from *Three Little Pigs* to discuss the opening question, "What is different about how the Little Red Hen and the third little pig solve their problems?" The teacher provides a copy of each text for students to reference during the discussion. Midway through the seminar, a new TDQ is introduced, "How is the way the hen solved her problems the same as the way the third pig solved his problem?" From there students use what they have discussed to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			engage in the Focusing Question Task in which they answer the question "What did the animals always say to the Little Red Hen when she asked for help?"
	Required **2b)** Questions and tasks include the **language of the standards and require students to engage in thinking at the depth and complexity** required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)	**Yes**	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. Questions and tasks use language of standards while assessments or culminating tasks bridge multiple texts and advance student learning over the course of the units and term of study. Additionally, modules and Lessons include learning goals that reflect the language of the standards. For example, in Module 1, Lesson 2, one of the Learning Goal states, "identify key details and discuss the main topic of *My Five Senses* (RI.K.2)" Students demonstrate their understanding of this learning goal by participating in a "Think-Pair-Share to identify the main topic and details from various sections of the text." During the lesson, students answer questions such as, "What is this section about? What in the text makes you think so?" and "What did you learn from this text, or what is its main topic?" The Lesson 2 Vocabulary Deep Dive also includes a Learning Goal that also reflects the language of the standards which states, "Interpret expressions from *My Five Seasons* and link them to sensory experiences and feelings" (L.K.4.a). During the Deep Dive, students identify sensory

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			experiences within the text and describe feelings based on evidence from the text. In Module 2, Lesson 22, students work to identify the essential meaning in *The Little Red Hen* (RL.K.1, RL.K.2). During the Learn portion of the lesson, the teacher reads The Little Red hen aloud, and students Think-Pair-Share about multiple TDQs, such as, "Why do all the animals tell the Little Red Hen 'Not I' when she asks for help?" and "What lesson do you think the author is teaching about life? What's the essential meaning? Explain with text evidence?" With a partner, students use the text to choose one illustration that supports the essential meaning of the story. Students also execute Focusing Question Task 4 within this lesson in which they rehearse and write a sentence that presents the new problem of the story, draw an illustration to accompany the new problem, complete a sentence frame for the response to the problem, and use phonetic spelling and upper- and lowercase letters as appropriate. (RL.K.3, W.K.3, L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d).
Non-negotiable (only reviewed if Criterion 1 is met) **3. COHERENCE OF TASKS:** Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening,	**Required** **3a)** Coherent **sequences of questions and tasks** focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.	**Yes**	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. The materials build knowledge and skills in a thoughtful sequence across a series of questions aligned with a task or assessment to support students in making meaning of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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. ☒ Yes ☐ No			complex text. Each module includes multiple texts that are connected by theme or topic and focuses on an Essential Question for the Module, Focusing Questions for a series of lessons, and a Content Framing Question for each lesson. The Essential Question is posted for reference throughout the entire module as students incrementally build knowledge to answer the question by the end of the module. Each module contains a module map with sequenced activities and tasks in preparation for the End-of-Module Task. For example, in Module 1, the Essential Question is "How do our senses help us learn?" The Focusing Question for Lessons 23-28 is "How do our senses help us learn from Rap a Tap Tap?" In Lesson 24, during the Learn section of the lesson, students experiment with labeling letters. In pairs, students participate in a Think-Pair-Share to the question, "How do you label with letters? What can help you identify the letters?" The teacher turns to pages 17-18 and chooses one detail from the illustration on page 17 to practice making a label. Pairs discuss what is happening in the illustration on page 18 as well as what labels can be added to help readers better understand the illustration. Students then complete Handout24A, writing at least two labels for the sketch. This activity prepares them for the Focusing Question Task where they write a book about how they used sight and hearing to learn from *Rap a Tap Tap* and label their drawings. In the Module 1, End-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			of-Module Task, students "write an informative/explanatory book describing how the five senses help both you and a character from a text learn. In Module 2, Lesson 2, students engage in lesson activities to answer the Focusing Question, "What is true about real farm animals?" Students first examine a copy of *Three Little Pigs* and *Farm Animals* for differences, then engage with the informational text *Farm Animals* by listening to a read-aloud of the text. Students respond to questions such as "What did you notice from listening to the text?" "How did reading through the rest of the text help us learn more about the animals?" Students then engage in a discussion using a Question Cube. They take turns rolling the question cube and generating questions using the question word that the cube lands on. The teacher adds various student questions to the Wonders for Farm Animals anchor chart. During a whole group discussion, students determine if they remember the answer from the text, remember part of the answer from the text or if they do not remember the answer at all. This anchor chart stays posted and is updated for the duration of the Focusing Question Arc as the class continues to work with the text.
	Required **3b**) Questions and tasks are designed so that students **build, apply, and integrate knowledge and skills** in reading, writing, speaking, listening, and language through quality, grade-level complex texts.	**Yes**	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. While examining complex

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			texts, students engage in series of questions and tasks that integrate reading, writing, speaking, listening, and language skills, supporting students in understanding and expressing their knowledge of the text. Each modules includes questions and tasks that provide students the opportunity to build, apply and integrate knowledge skills in all language and reading areas. For example, in Module 3, Lesson 12, students begin the lesson by exploring vocabulary words city and country. The teacher explains that the images show different places where people live. To solidify the learning, students participate in a practice where the teacher names an item and students chorally respond with either city or country; items named include: farm, horse, skyscraper, traffic, grassy field and apartment building. This Welcome activity prepares students for later in the lesson when they use vocabulary while writing. Students participate in a discussion surrounding the question, “Is the Little House in the city or country in this picture? How do you know?” Students examine page 7 of the text to determine their answers and find evidence to support their evidence. Then, in pairs, students look throughout the text to find an example of the Little House in the city. Students Think-Pair-Share the question, “Do you live in the city or country? How do you know?” once the discussion concludes students record their answers to the question in their Response Journals. In Module 4, The

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Continents, Lessons 16 -21, students engage with the text, *Why Mosquitoes Buzz in People's Ears*. Over the course of the lessons, students use the texts and engage in activities to prepare for and complete parts of the Focusing Question Task 3, in which students write an opinion piece about their favorite character and respond to "How can a story transport you to a different place?" Students work in groups to collect evidence on the characters in the text and add the evidence to the Evidence Organizer Chart. Students then respond to a peer's writing from their Response Journal in which they responded to an illustration in the text. Before doing so, the teacher displays the Sharing Our Writing Anchor Chart which states "Share and listen" and "Give a Compliment." In the next lesson, students collect evidence on the character's actions and begin the first part of the Focusing Question Task. Students analyze words and illustrations as they teacher asks questions such as, "Do the illustrations in a text move? Howe can we figure out how the animals are moving in this text?" Students read through portions of the text and use the words and illustrations to learn more about the animal's movement. The teacher then asks "What words did you hear to describe how the iguana moves?" At the end of the lesson, students execute Part 1 of the task by writing and illustrating "one sentence about what part of the story the illustration on pages 17-18 depict." In the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			next lesson, students engage in activities in which they form an opinion about the characters and begin writing the opinion piece for the Focusing Question Task 3. Students complete the writing task in Lesson 21 and engage in peer reviews by giving one compliment and one suggestion.
	Required **3c)** Questions and tasks support students in **examining the language** (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. • 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).	**Yes**	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. All modules contain lessons on vocabulary deep dive, in which vocabulary meaning, relationships, and use are the focus. For example, in Module 4, Lesson 14, Vocabulary Deep Dive, students use word parts as a clue to help them figure out the meaning of a new word like in previous modules. Students Think-Pair-Share the question, “What other strategies can you use to find the meaning of a new word?” After discussing in pairs, they share out in a whole group discussion. Students look at illustrations in *Africa,* as well as the word ending –ful to help find the meaning of new describing words. The teacher reviews that “–ful” means “full of.” Students examine the illustration on the cover of the text and the teacher points out that

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			"wonder" is "a feeling of amazement." Students Add "–ful" to the end of "wonder" making the word "wonderful" and then participate in a Think-Pair-Share to figure out the meaning of the word "wonderful." Students then work in small groups to determine the meaning of various describing words from the text. In Module 3, Lesson 18, students begin the lesson by understanding Key Vocabulary words transportation and communication. Students examine the front cover of *Transportation Then and Now* and *Communication Then and Now.* Students identify what they notice about the covers, illustrations, and page 2 from both texts, answering what they think transportation and communication both mean. The teacher states both definitions before adding the words to the Word Wall. This activity prepares students for the Lesson 19 Deep Dive, a Concept Sort of the words communication and transportation. In pairs, students explore the illustrations in each text, "Transportation Then and Now" and "Communication Then and Now". Students find examples of various modes of communication and transportation. The mini lesson concludes as students complete Handout 19A: Transportation and Communication Sort Independently.
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* 4. FOUNDATIONAL SKILLS:	**Required *Indicator for grades K-5 only** **4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the	**Yes**	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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. *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program) ☒ Yes ☐ No	standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.		providing abundant opportunities for every student to become proficient in each of the foundational skills. The Fundations Level K Scope and Sequence details five units that follow a sequential and explicit pacing of foundational skills. Concepts of print, phonological awareness, letter recognition, phonics, handwriting, high frequency words, spelling, and fluency are developed throughout the year. The program follows a sequential and cumulative approach that includes explicit and multisensory instruction. For example, in Unit 1, Week 2, the instructional phonics focus is the letters n and m. During Day 1 instruction, the teacher introduces the Letter-Keyword-Sound using sound cards. The teacher models the sound by focusing the student's attention on the mouth and production of the sound. From there the teacher uses the large sound cards to model the letter, keyword, and sound while the students echo back. Next, the teacher points to the standard sound cards that are displayed using the Baby Echo pointer while the students repeat. During the Skywrite/Letter Formation, students learn the formation of the letters n and m. Students first skywrite each letter and then trace with their finger each letter in their student notebook. Students then say the Letter-Keyword-Sound. On Day 2, the teacher displays the large sound cards and models the Letter-Keyword-Sound while students echo. Then the teacher points to the standard sound

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			cards that are displayed and students repeat. The teacher reviews the n and m letter formation. Students then practice the letter formation for n and m by skywriting each letter. Students then use their student notebooks to trace each letter while saying the Letter-Keyword-Sound. They color the keyword picture for both letters. Next, during Echo/Letter Formation, students use their Dry Erase Writing Tablets to write the letter for the dictated sound. The dictated sounds include a mix of new and previously taught sounds: /t/, /b/, /f/, /n/, and /m/. The teacher circulates around the room to support students with pencil grip and letter formation. On Day 3, the teacher begins the lesson with Drill Sounds/Warm Up, where the teacher drills the sounds of the week plus previously taught words. In the Make It Fun section, each student is given a standard sound card that contains a taught sound. One at a time, each student holds up their card, says the Letter-Keyword-Sound. The teacher holds up Echo the Owl which means the students repeat. The teacher asks, "When you make this letter, where does it start?" As the student skywrites the letter, the teacher says the letter formation verbalization. The teacher then asks questions, such as the following: "Who is holding up the card that says /t/?" "Who is holding a card that is a sky line letter?" and "Who has a card with a keyword that rhymes with fan?" During the Echo/Find Letters part of the lesson, students match

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			letter tiles to the letter(s) on their letter boards. Students are given n and m letter tiles. The teacher dictates a sound and students echo the sound and match the tile. This is done with the five sounds that have been taught thus far. Then the teacher dictates two to three sounds and the students point to the letter that matches the sound. Students practice tracing the letters that have been taught while naming Letter-Keyword-Sound in their student notebook. On Day 4, the students practice skywriting the formation of the letters n and m. During the last part of the lesson, the Echo/Letter Formation portion, the teacher dictates three sounds, one at a time. One student writes the letter that corresponds to the sound on the classroom board. All students are directed to write the letter on their individual dry erase writing tablets while the teacher directs them with the letter formation verbalization. Day 5 begins with a cumulative review of sounds by using the Letter-Keyword-Sound protocol. During Storytime, the teacher reads aloud *Echo Finds Dinner*. Using the Echo the Owl puppet, the teacher performs the story and asks comprehension questions such as “Who was in this story?” and “What was Echo’s problem?” During the Echo/Find Letters part of the lesson, students match letter tiles to the letter(s) on their letter boards. The teacher dictates a sound and students echo the sound and match the tile on their letter boards. This is done with the five sounds

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			that have been taught thus far. Unit 1, Week 10, focuses on the letter, sound, and formation of v and w. On Day 1, Letter-Keyword-Sound, the teacher introduces Letter-Keyword-Sound with Large and Standard Sound Cards. The teacher teaches with the Large Sound Card. Students echo Letter-Keyword-Sound. The process is repeated with the Standard Sound Card prior to adding the card to the card display to be drilled at each lesson. During Day 1, Drill Sounds/Warm-Up, new sounds, vowel sounds, and four-five consonant sounds are reviewed using the large Sound Cards. The teacher models saying the Letter-Keyword-Sound while students echo. The teacher says the Letter-Keyword-Sound and students repeat. Vowels are reviewed using Vowel Extension, the teacher models extending the vowel sounds. Students repeat while tracing the line for each of the vowels on the vowel poster. During Sky Write/Letter Formation, the teacher teaches v and w formation, linking the formation with letter name, keyword, and sound. The teacher models forming the letters. Students skywrite the letters and use their Student Notebook to trace the letter formation with their fingers while saying the Letter-Keyword-Sound. Students color the keyword picture for the letter v. On Day 2, Drill Sounds/Warm-Up, new sounds, vowel sounds, and four-five consonant sounds are reviewed using the large Sound Cards. The teacher models saying the Letter-Keyword-Sound and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students echo. The teacher points to the Standard Sound Cards in the card display with the Baby Echo pointer. Vowels are reviewed using Vowel Extension. The teacher models extending the vowel sounds and students repeat while tracing the line for each of the vowels on the vowel poster. During Skywrite/Letter Formation, students review letters and skywrite them, using the Letter Formation Poster as a reference. Students use their Student Notebook to trace and say the Letter-Keyword-Sound for all the previous letters introduced. Students trace the newly introduced letters with their fingers, say the Letter-Keyword-Sound as they trace, and color the keyword picture for the letter w. During Echo/Letter Formation, the teacher dictates new and review target sounds. Students echo the sound, say the letter, and write the letter on dry erase tablets. On Day 3, Drill Sounds/Warm-Up, new sounds, vowel sounds, and four-five consonant sounds are reviewed using the Large Sound Cards. During Make It Fun, the teacher collects objects that end with the letters taught so far and puts them in a big shopping bag. Students pick something out of the bag, identify the object, and find the letter that ends with the word. The teacher says the Letter-Keyword-Sound for that letter, students repeat and skywrite the letter. During Day 4, Word Play, the teacher displays word and punctuation frames in a column, and students get the pieces needed

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			to write a sentence. The teacher asks, “Is it hot today?” The teacher explains that the tall frame is needed first because every sentence must start with a capital letter. The teacher then explains that a question mark is needed at the end because it asks a question. Next, the teacher writes the words on the frames and reads the question again, pointing to each word. This process is repeated with student volunteers for the following sentences: “Do you like candy?” “Is Jimmy here today?” “Where is Juan?” and “Can we eat lunch?” During Day 4, Skywrite/Letter Formation, students review letters and skywrite them, using the Letter Formation Poster as a reference. During Day 4, Echo/Letter Formation, the teacher dictates new and previously taught sounds. Students echo the sounds and say the letters. Students make the letter on the Large Letter Formation Grid. Students write the letters on dry erase tablets. During Day 5, Storytime, the teacher reads and acts out the story, *Baby Echo Flies*. Students retell the story by answering guiding questions from the teacher, such as, “Who was in the story? Where did the story begin?” and “What did Echo say to Baby Echo? How did Baby Echo feel?” The teacher illustrates the story with four simple pictures and models retelling the story. Students retell the story using the pictures as references.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required *Indicator for grades K-1 only **4b)** Materials provide explicit grade-appropriate instruction and practice for the **concepts of print** (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).	**Yes**	The materials provide grade-appropriate instruction and practice for the basic features of print. The program refers to concepts of print as print awareness. Print awareness is explicitly connected to books and stories during the various Storytime Activities. These activities include reading left to right and top to bottom; associating words on the page to the events in the story; pointing out that sentences are made up of individual words; handling a book, front and back cover; author and illustrator; and features of print. Other learning activities that support print awareness include Dictation/Sentences, Introduce New Concepts, Make it Fun, Teach Trick Words, Trick Word Practice, and Word Play. For example, in Unit 3, Week 2, Day 3, Teach Trick Words, the teacher introduces students to the concept of a sentence. The teacher displays the sentence, “We went home.” The teacher discusses capitalization and punctuation of the sentence. The teacher scoops the words to show phrasing, then reads it, and students echo the sentence. During Unit 5, Week 1, Day 1, sentence reading is reviewed during Introduce New Concepts. Students echo read sentences, such as the following: “Meg is sad.” “That is a big dog!” and “Rob sat in the sun.” The teacher discusses the capital letters at the beginning of sentences and the period at the end. When reading a sentence with an exclamation point, the teacher discusses the exclamation point and models

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			reading with expression. The teacher also draws scoops from left to right to demonstrate how to read sentences in phrases. During Unit 5, Week 1, Day 5, the teacher reads an informational book. The teacher explains to students that some books are present and other books tell us facts about things. Before reading the informational book, students look at the front and back cover of the book. The teacher and students discuss the title, author, and illustrator. The teacher explains each of the terms. As the teacher reads the book, the teacher periodically prompts students to discuss whether the stories in the book are pretend stories or if they teach true facts.
	Required *Indicator for grades K-1 only **4c)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).	**Yes**	Materials provide systematic and explicit phonological awareness instruction. Phonological awareness skills are taught focusing on a continuation of phonological awareness skills including identifying phonemes, segmenting words into phonemes, blending phonemes to form words, deleting or adding phonemes to form new words, substituting phonemes to make new words. Phonological awareness is taught in Unit 1 and a focus of phonemic awareness begins in Unit 2. The materials address phoneme manipulation with letters. Word awareness is emphasized in Word Play activities. The skill of recognizing that spoken thoughts are separated into words is reinforced in Teach/Practice Trick Words and Dictation/Sentences. Syllable awareness

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			is practiced in Word Play activities. Rhyming, onset and rime, and distinguishing initial and final sounds of words are practiced in Make It Fun activities. For example, in Unit 1, Week 5, Day 5, rhyming is the focus of Storytime. The teacher selects a rhyming picture book. The students preview the front and back cover and discuss the author and illustrator. The book is read all the way through as the teacher tracks with his/her finger while emphasizing the rhyme. Then the teacher reads the book once more pausing at the rhyming words so students can orally say the word. The teacher then writes the rhyming pairs on chart paper. Students chorally read the rhyming words. During Unit 2, Week 1, Day 1, Introduce New Concepts, students are introduced on how to blend words with three sounds. Using the standard sound cards, the teacher displays the letters, m, a, and t. The teacher instructs students on how to blend CVC words and states, “Say each sound separately, then blend the sounds together. Tap a finger to your thumb over each sound card while saying the sound. Tap your index finger to thumb while saying /m/, middle finger to thumb saying /a/, and ring finger to thumb saying /t/. Then blend the sounds and say the word as you drag your thumb across your fingers beginning with the index finger.” Students do this process along with the teacher. This process is repeated with the words: map, mad, sad, sat, and sap. During Unit 2, Week 2, Day 4, Make It Fun,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students begin to manipulate sounds with rhyming patterns. Students make the word, cat, with Sound Cards. Students remove the c card and replace it with the b card. Students continue to make rhyming words by changing the first letter.
	Required *Indicator for grades K-5 only **4d)** Materials provide systematic and explicit **phonics** instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text). Materials do not require or encourage three-cueing[5], MSV[6] cues, or visual memory for word recognition.	**Yes**	Materials provide systematic and explicit phonics instruction. Students are directly taught letter-sound correspondence in the written form and begin blending three-sound short vowel words. Students are directly taught a consistently used keyword to help them remember the sound represented by a letter. For example, Unit 1, Week 3, focuses on the letter, sound, and formation of i and u. On Day 1, Letter-Keyword-Sound, the teacher explains that every word must have at least one vowel. The teacher introduces i-itch-/i/ and u-up-/u/ using Large and Standard Sound Cards. Students echo the Letter-Keyword-Sound. During Drill Sounds/Warm-Up, students practice sounds with Large Sound Cards and Standard Sound Cards. During Skywrite/Letter Formation, the teacher teaches the formation of i and u and students skywrite the letters. On Day 2, Drill Sounds/Warm-Up, students practice sounds using Large Sound Cards and Standard Sound Cards. The teacher models and students practice Vowel Extension of i and u using the Vowel Extension Poster. During

[5] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues.
[6] **MSV**: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Day 2, Skywrite/Letter Formation, the teacher reviews the formation of i and u and students skywrite the letters once again. During Echo/Letter Formation, the teacher dictates sounds. Students echo the sound, say the letter, make the letter on the Large Letter Formation Grid, and write the letters on dry erase writing tablets. The teacher circulates to reinforce pencil grip and assist students as needed. The letters include: t, b, f, n, m, i, and u. On Day 3, Drill Sounds/Warm-Up, students follow the same protocol from Day 2. During Make It Fun, students practice identifying letters to sounds using Standard Sound Cards and the letters from the previous lesson. On Day 3, Echo/Find Letters, students match Magnetic Letter Tiles to the letters on their Letter Boards. The teacher dictates previously learned sounds, /t/, /b/, /f/, /n/, /m/, /i/, and /u/. Students echo the sounds and match the tiles. Students use their Student Notebook to trace previously taught letters while naming Letter-Keyword-Sound. Students follow this same format on Day 4 as a review. On Day 5, Drill Sounds/Warm-Up, students practice sounds using Large Sound Cards and Standard Sound Cards. The teacher models and students practice Vowel Extension of i and u using the Vowel Extension Poster. During Day 5, Storytime, the teacher says and acts out *Echo Finds Dinner*. Students retell the story while the teacher asks guiding questions and illustrates using simple pictures. The teacher

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			models retelling the story using the pictures as references. On Day 5, Echo/Find Letters, students match Magnetic Letter Tiles to the letters on their Letter Boards. The teacher dictates sounds. Students echo the sounds and match the tiles.
	Required *Indicator for grades K-5 only **4e)** Resources and/or texts provide ample **practice** of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials do not require or encourage three-cueing[7], MSV[8] cues, or visual memory for word recognition. Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning. Opportunities for self-monitoring and self-correction are not based on three-cueing, MSV cues, or visual memory. This should include monitoring that will allow students to receive regular feedback.	**Yes**	Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. In Fundations, Level K students are introduced to decoding and word study in Unit 3 and then begin practicing decoding with Fundations connected texts at the end of Unit 4. Then, in Unit 5, students practice foundational skills daily within lessons with connected texts. The Word Play-Read Sentences activities, and some of the Make It Fun activities reinforce the skills learned. The sentences within the activities are 100% decodable and contain only word structures that have been directly taught. Students also have the opportunity to practice decoding using Geodes Readable Classroom Libraries. The Geodes Classroom Library contains four modules comprising 48 books. Modules 1 and 2 contain Sound Search Books to support students in letter-sound awareness. Modules 3 and 4 contain Duet Books for students to read along with an adult while

[7] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues.
[8] **MSV**: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			building decoding and word recognition skills. Throughout the Duet Books, triangles identify when students should be reading and circles identify when adults should be reading. The modules are aligned to each of the Fundations units to allow practice of reading skills after instruction. For example, in Unit 3, Week 2 students read and spell CVC words. Day 1 begins by reviewing tapping to read words. The teacher creates five to six Unit words for students to segment and blend before moving into Echo/Find Letters & Words. The teacher dictates a sound as students identify the letter of the sound. Once the word is made, students tap the sounds and blend the word to read. Words to segment and blend include: pot, big, pen, jab, tap, and tub. This routine is repeated on Days 2-4. Finally on Day 5, students practice reading four sentences with CVC words fluently. The teacher scoops the sentences in phrases before reading it and having students echo. Students have the opportunity to practice reading CVC words in the Geodes decodable texts within Module 3. For example, *Three Sisters* aligns with Fundations. The Fundations Focus Concept is VC and CVC Words. It is 95% decodable at Unit 3 and also contains various CVC words practiced within the Unit 3 Fundations lessons. As students practice, the teacher provides feedback for students not using proper expression and phrasing.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required *Indicator for grades K-5 only **4f)** Opportunities are frequently built into the materials that allow for students to achieve reading **fluency** in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. Materials do not require or encourage three-cueing[9], MSV[10] cues, or visual memory for word recognition. Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate **rate, expressiveness, and accuracy**.	**Yes**	Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. This program teaches students to chunk text into meaningful phrases, and practice fluently reading connected texts with accuracy, automaticity, and prosody. Instruction and guidance on phrasing is included at the sentence level and at the story level. Students are taught to read in phrases and with expression. Direct instruction and guidance on phrasing is included at the sentence and story level. The program uses the scooping technique to provide a graphical representation of phrasing. Fluency is developed throughout the course of the year for Grade K, the units build fluency in a gradual manner by first developing word recognition fluency by engaging in activities such as Word Talk and Word Play to sentence level reading. For example, Unit 4, Week 2, begins with students participating in a Word Play activity each day. The teacher uses the Standard Sound Card to make five to six Unit words. As the teacher makes each word, students tap each sound and blend the sounds together. On Day 3, students begin to read

[9] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues.
[10] **MSV**: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			sentences. The teacher writes two sentences, “That is a big fish.” and “Beth had a bad rash”. Students circle the Trick Words and tap out the remaining words. The teacher models fluency and scoops the sentence into phrases and students repeat. This routine is repeated on Day 4. During Unit 4, Week 4, Day 3, Read Sentences, the teacher writes the sentences, “The dog had a bath.” and “Did the duck quack?” on Sentence Frames and scoops the sentences into phrases. Students circle the Trick Words and use the tap out blending technique to decode the non-Trick Words. The teacher and students read the sentences together, modeling fluency while scooping the phrases. Students continue to practice reading the sentences. In Unit 5, Week 1, Day 4, students are presented with two sentences. “Is this for John or Meg?” and “It was for John?” The sentences contain Trick Words, for, or and was. The teacher scoops each sentence into phrases, reads aloud the sentence, and the students echo. The sentences are read aloud several times, which builds automaticity. On Day 3, during Read Sentences, the teacher writes a sentence on the board, scoops the phrases, and students decode the sentence individually. Students chorally read the sentence again and the process is repeated with two more sentences.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required *Indicator for grades K-5 only **4g)** Materials provide **instruction and practice in word study**. • 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. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* • 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.	**Yes**	Materials provide instruction and practice in word study including pronunciation, spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and regular practice in encoding the sound-symbol relationships of English. Word knowledge is taught at the beginning at the phoneme level by explicit instruction in the basic code, blending sounds to make words, decoding Trick Words, and encoding sounds, words, and sentences. Materials focus students' attention to letter-sound correspondence. Students also begin blending three-sound short vowel CVC words. For example, in Unit 1, Week 5, Day 1, short a is introduced. First, the teacher explains that the letter a is a vowel, and students practice articulating the sound by holding the sound until they run out of breath. From there, the teacher distinguishes between different formations of the letter a and displays the standard sound card and large sound card which shows the two letters. The vowel extension poster is displayed and once again the students say the sound by stretching the sound and the teacher says the keyword picture, apple. Additional oral practice is provided on the short a sound and other taught sounds to date. Students decode CVC words using sound-symbol knowledge in Unit 2, Week 1, Day 2. During Word Play the teacher displays CVC words using sound cards. Students are instructed to tap each sound and blend the sounds together, and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			say the word. The process is repeated with nine CVC words, including sad, sat, sap, sip, sit, mop, map, mad, and mud. Unit 1, Week 7 focuses on the letter-sound correspondences of e and r. On Day 1, Letter-Keyword-Sound, the teacher introduces Letter-Keyword-Sound of the letters with Large and Standard Sound Cards. Students echo the Letter-Keyword-Sound. On Day 3, Echo/Find Letters, students match Magnetic Letter Tiles to the letters on their Letter Boards. As the teacher dictates sounds, students echo the sounds and match the tiles. Additionally, spelling is connected to phonics instruction and is taught through instruction in spelling rules, proofreading strategies to support accurate spelling, and high frequency words. Students learn to segment and spell words corresponding to taught decoding patterns. Skills are taught using multisensory techniques and manipulatives. Students also learn to segment and associate letters with sounds. For example, during Unit 3, Week 4, Day 2, the teacher dictates previously taught sounds. Students echo the sound and say the letter. Students make the letter on the Large Letter Formation Grid. Students write the letter on dry erase writing tablets. On Day 3, Dictation, the teacher dictates the words: wax, bib, tug, vet, nod, mud, pen, and jab. Students tap each sound and orally spell the words before writing the words on dry erase tablets. On Day 4, Make It Fun, each student is given a Standard Sound

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Card. The teacher dictates a word. Students echo the word, tap it out, and use the cards to spell the word as a class. In Unit 5, Week 5, Day 3, students practice encoding by writing words and sentences. The teacher dictates a list of words from the current and reviews words in unit resources. Students use the tap, orally spell, and write procedure to write each word. One sentence is dictated. The teacher dictates a sentence, students echo, and students write the sentence on their dry erase writing tablet. From there, students scoop the sentence into phrases and read it aloud.
	Required *Indicator for grades K-2 only **4h)** 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. Assessment opportunities within materials do not require or encourage three-cueing[11], MSV[12] cues, or visual memory for word recognition.	**Yes**	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. Informal formative assessments are used during the learning process to let teachers know how well students are learning so they can provide feedback to students. Students' achievement is assessed by looking at their progress through direct observation of daily work and independent application of skills. Daily assessments take place daily through instruction. The information from the daily assessments help the teacher make decisions for further support. For example,

[11] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues.
[12] **MSV**: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			during the dictation activities in Unit 5, it is suggested that the teacher provide guidance for those students who are just emerging with their skills. Students who are having difficulty with dictation use the support of the sentence frame and write with the teacher in a small group. Formal formative assessment is completed in the form of Unit Tests. Each student is assessed individually. Guidance notes that if a student does not score at least four out of five correctly on any given item, the student needs additional assistance with the assessed skill. The Unit 1 Test is administered individually and takes twenty minutes. There are three parts which include the following: identify lowercase letters, identify letters corresponding to sounds, and letter formation. In the first part, the student is shown ten standard sound cards. The student identifies the letter, keyword, and sound. The assessed letters include: a, z, g, k, o, r, b, j, e, and v. In the next part, letter sounds are assessed by the teacher who provides a sound in which the student then points to the corresponding letter on the letter board. The assessed letters include: s, n, i, q, f, u, h, l, p, and m. Lastly, letter formation is assessed as ten letters are dictated, and the student writes the letter on the dry erase writing tablet. The guidance states that a student who scores below eight out of ten on any section needs further assistance with the assessed skill. On the Unit 2 Test, students are assessed on their ability to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			blend sounds to form words, read CVC words, and form uppercase letters. During Have Student Blend Sounds to Form Words, the teacher says sound one at a time. Students blend to form words. These words include: sat, fit, poke, made, and zap. During Have Student Read CVC Words, the teacher makes the words: map, nap, fun, lip, net, set, sit, rob, mud, and box, students then tap and blend to read the words. During Have Student Form Uppercase Letters, the teacher dictates the letters names G, N, Z, P, H, T, F, X, B, and V and students write the uppercase letter on a Large Letter Formation Grid.
	Required *Indicator for grades K-5 only **4i)** Foundational Skills materials are **varied**, **abundant, and easily implemented** so that teachers can spend time, attention, and practice with students who need foundational skills supports.	**Yes**	Foundational Skills materials are varied, abundant, and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills support. The program systematically teaches foundational reading and spelling skills. These skills include the following: print concepts; phonological and phonemic awareness; phonics and word study; accuracy, automaticity, and fluency; high frequency words; handwriting; and spelling. Teacher materials include Fundations Teacher's Manual, Teacher Manipulatives, Home Support Pack, Activity Cue Cards, Large Dictation Grid, Letter Formation Grid, Letter Formation Guides, Vowel Extension Poster, Basic Keyword Poster, Letter Formation Poster, and Alphabet Wall Strip. Level K Teacher Manipulatives include Echo Puppet and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Large Sound Cards, Baby Echo and Sentence and Syllable Frames, Keyword Puzzles, Standards Sound Cards, and Trick Word Cards. For example, during Unit 3, Week 6, Day 2 Drill Sounds/Warm-Up, students practice Letter-Keyword-Sound using Large Sound Cards and Standard Sound Cards. During Word Play, the teacher makes unit words using Standard Sound Cards. Students tap and blend each word. In Unit 5, Week 3, Day 3, the teacher utilizes the Large Sound Card, Standard Sound Cards and Trick Word Flashcards when they do drills at the onset of the lesson. Student materials include Student Durable Manipulatives, Student Notebook, My Fundations Journal, Alphabet Desk Strip, and Writing and Drawing Pad. Level K Student Durable Manipulatives include Letter Board and Tiles and dry erase writing tablets. For example, during Unit 4, Week 3, Day 1, Echo/Find Letters and Words, students arrange digraph Letter Tiles with ck last as a reminder that ck is only found at the end of words. The teacher says a sound. Students echo and point to the letter(s) on their Magnetic Letter Boards. The teacher then dictates unit words. Students find the needed Letter tiles to make the words on their Magnetic Letter Boards. In Unit 4, Week 3, Day 3, students use their dry erase writing tablets to write dictated words.
Section III. Additional Criteria of Superior Quality			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☒ Yes ☐ No	**Required** **5a)** Materials seek a **balance in instructional time between literature and informational texts.** (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.	**Yes**	Materials seek a balance in instructional time between literature and informational texts. Overall, there is balanced quantity and balanced time with genres, particularly literary and informational. Through all four modules, there are nine literary texts and twenty informational texts. Text types include poetry, articles, informational text, and literary fiction. In Module 4, the core texts include eight informational picture books, six of the eight texts are written by Rebecca Hirsch and include Africa*, Antarctica, Asia, Australia, Europe* and *South America.* The remaining two informational core texts include *Introducing North America* by Chris Oxlade and *World Atlas* written by Nick Crane. In addition to the core informational texts, there is one supplementary informational text, *When I was Young in the Mountains* by Cynthia Rylant. Students also engage with three literary picture books, *Moon Rope* by Lois Ehlert, *The Story of Ferdinand* by Munro Leaf and *Why Mosquitoes Buzz in People's Ears: A West African Tale* by Verna Aardema. The informational texts within this module engage students in knowledge building and provide students the opportunity to research and gather information about various concepts related to the module topic. In Lesson 32, students begin working on Part 1 of their End-of-Module Task where they sort the core texts they have worked with in the module as an informational text or a storybook. In Lesson 33, students work

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			on part 2 of their End-of-Module Task in which they create a travel brochure on the continent of their choice. Using an evidence organizer, students write an opinion statement on their continent of choice. In Module 2, students analyze character and setting in written texts, but they also apply the same skills to two paintings. Students engage with two informational picture books, three literary picture books, and one poem. *Three Little Pigs, adaptation* by *Ra*ina Moore, "emphasizes the relationship between the three pig brothers and their individual characteristics before dramatizing their encounter with the big bad wolf." This literary story allows students to study story structure and characterization early on in the module. *Farm Animals* by Wade Cooper is an "informational text with quirky animal portraits, a bright design, and lots of animal facts…" This text provides students with background knowledge about farm animals as well as practice with rhymes. Students use the words and illustrations in this text to understand information. Remaining core texts include, informational text, *The Year at Maple Hill Farm* by Alice and Martin Provensen, literary texts, *The Little Red Hen* by Jerry Pinkney and *The Three Billy Goats Gruff* by Paul Galdone and supplementary text, the poem "Morning is Come."
	Required **5b)** Materials include print and/or non-print texts in a **variety** of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).	**Yes**	Materials include print and non-print texts of different formats and lengths. Materials include a variety of texts with illustrations, articles, poetry, film, art, and music as well

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			as variety in the lengths of texts. Texts vary in genre, complexity, and length. In Module 1, students read and analyze the core texts, *My Five Senses* by Aliki, *My Five Senses* by Margaret Miller, *Rap a Tap Tap, Chicka Chicka Boom Boom* and *Last Stop on Market Street.* Supplementary Texts include, "Great Depression" from the Children's Encyclopedia and "The Harlem Renaissance" in Britannica Kids. Additionally, students examine two paintings, "Flower Day" and "Le Gourmet" as well as watch three videos, "Bojangles Step Dance," "Chicka Chicka Boom Boom," and "Eight-Year-Old Tap Prodigy Little Luke". In Module 3, students engage with seven core texts, *Communication Then and Now, Home Then and Now, Now & Ben: The Modern Inventions of Benjamin Franklin, School Then and Now, Transportation Then and Now, When I was Young in the Mountains and The Little House.* Along with the core texts students listen to three songs, "Engine on the Track," "This Land Is Your Land," and "You're a Grand Old Flag," and explore one website, "About Cynthia Rylant." Supplementary texts also include paintings, photographs, a poem and a video. Module 4 includes eight informational picture books and three literary picture books. Students also engage supplemental print and non-print texts including one article, three paintings, three photographs, an information picture books, a poem, a quotation, two songs, and four videos.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	5c) Additional materials provide direction and practice for regular, **accountable independent reading** of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.	**Yes**	Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. Throughout various lessons, students practice fluency. Students use New Read Assessments to show their ability to apply skills they have been practicing in a new text. Materials provide an independent reading list with instructional tools that provide direction and practice with independent reading. Instructional tools provide direction and practice with independent reading through the Volume of Reading Reflection Questions. In Module 1, Lesson 1, the teacher distributes and reviews the Volume of Reading Reflection Questions and explains that students should consider the questions as they read independently and respond to them when they finish a text. Module 1, Appendix D: Volume of Reading provides a list of recommended texts that support the module content or themes and can be used as part of an independent and/or choice reading program, such as *Rain* by Manya Stojic, *The Snow Day* by Ezra Jack Keats, and *Owl Moon* by Jane Yolen. In Module 4, Lesson 23, students practice fluency with an excerpt from *Moon Rope,* an excerpt of a conversation between Fox and Mole from the text. The teacher reads aloud the title and the first line of the text, tracking the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			words with their finger. Students Echo Read and practice the line several times independently. The lesson concludes with the assigning of a home-reading routine. In Module 2, Appendix D: Volume of Reading provides a list of fourteen picture books to support the module theme, Once Upon a Farm. These texts can be used for small group instruction as well as independent reading. Volume of Reading Reflection questions are included in the back of the Student Workbook.
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☒ Yes ☐ No	**Required** **6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.[13]	**Yes**	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Each module contains Knowledge Goals, Reading Goals, Writing Goals, Speaking and Listening Goals, and Language Goals. In each module, students speak, write, and listen to expressions of understanding with tasks tied to complex texts. Students express their learning and understanding by listening, speaking, and writing. For example, Module 3, Lesson 14, students Think-Pair-Share the question, "Why do we need a topic statement in our informative writing?" After discussing with their partners, students participate in a whole group share out. The teacher displays and reads aloud the Craft Question, "How do I write a topic statement?" Students listen to an informative paragraph read-aloud and

[13] 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
			discuss what the paragraph is missing. The teacher rereads, prompting as needed to support students in recognizing that the paragraph is missing the topic statement. Students consider two sentences to use as the topic statement for the paragraph, "There are many cities." and "Cities grow over time." During a Think-Pair-Share, students discuss the question, "Which sentence would be a good topic statement for our paragraph? Why?" Once the class chooses the correct sentence, the class works together to write a topic statement for their Focusing Question Task. In Module 4, Lesson 15, students participate in a Socratic Seminar on their learning of Antarctica. In a whole group share out, students answer the question, "How can I show my understanding in a Socratic Seminar?" before getting started with their seminars. In groups of four to six students, the following opening question is introduced: "Imagine you are visiting Antarctica. Which natural feature would you explore? Why?" Students use the core text, *Antarctica* to support the students with naming an example as well as the description. Midway through the discussion, the teacher introduces the second discussion question, "What would you pack in your suitcase to take on your trip to Antarctica? Why?" Throughout the seminar, the teacher uses the Speaking and Listening rubric as a guide to record anecdotal notes.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required *Indicator for grades 3-12 only **6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	**N/A**	Not applicable to this grade level.
	Required **6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing).	**Yes**	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Within each Module, lessons address various modes of writing across a year which include opinion, informative/explanatory, and narrative writing. Throughout the materials, students write opinion paragraphs, informative paragraphs, and narrative paragraphs to answer Essential Questions using evidence found in texts read throughout the modules. For example, in Module 3, students engage with informative writing structures within each of the five Focusing Question Tasks, which support students in successfully completing the End-of-Module Task. In Focusing Question Task 1, students develop an informative sentence by completing a sentence frame comparing their experiences to that of the main character of the core text, *When I was Young in the Mountains*. Then in Focusing Question Task 2, students demonstrate their understanding of the informative paragraph structure to write an informative paragraph describing how school in America has changed over time using evidence from *School Then and Now.*

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			In Lesson 29, students finish executing the End-of-Module Task. In the previous lesson, students choose their topic from one of the various core texts in the module and complete their topic statement for their informative paragraph, using the topic paragraph structure. Students determine that they still need to write two detail sentences and their conclusion statement to complete their End-of-Module Task. Before they begin writing, students verbally rehearse their detail sentences with a partner and then complete the End-of-Module Task individually. On Assessment 28A, students write one detail about their topic long ago and write one detail about their topic now with drawings to match. As a class, students synthesize a conclusion statement to finish their paragraphs. In Module 4, student writing tasks focus on opinion writing using various informational texts introduced throughout the module. For Focusing Question Task 1, students use the informational texts, *Asia* and *Europe*, both written by Rebecca Hirsch, to gather information to form an opinion in order to write an opinion statement about whether Asia or Europe has the most interesting things to do. The Focusing Question Task 2 introduces students to the opinion paragraph structure used throughout the lessons. Using information from core texts, students apply the skills they learned to complete Focusing Question Task 1 to draft an opinion paragraph about whether Africa

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			or Antarctica has the most interesting natural features. Additionally, Focusing Question Tasks 3-5 are broken down into various parts, and students continue to use the opinion paragraph structure to complete the assessment as well as multiple core texts. All of these tasks prepare students for the End-of-Module Task where they apply the knowledge of various text types to sort their module texts by informational or story book in Part 1. In Part 2, students use the opinion paragraph writing structure that they have worked with throughout the module to create a travel brochure explaining why someone should visit their continent of choice using evidence from core texts.
	Required **6d)** Materials address the **grammar and language** conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. • 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.	**Yes**	Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. Materials provide students the opportunities for application and practice with language conventions that are connected to complex texts. Within each module, the lessons provide a connected set of texts on a topic or theme of the module. Grammar and language is embedded in study of the texts and writings produced which pertain to text-based idea. Each lesson contains a Deep Dive, focusing on language and vocabulary. Module 1

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Language Goals include the following: “ask questions about key details in texts using the question words who, what, where, when, why, and how” “write the letter that represent most phonemes and apply them to their own writing and drawing” “expand their understanding of word meanings through discussion and real-life connections” and “use words acquired through reading and apply them to conversations about the text.” In Module 1, Lesson 6, Deep Dive, students ask and answer questions about the key vocabulary in *My Five Senses* by Aliki. The activity introduces the vocabulary words wherever, whatever, and every in the first paragraph of the text. The teacher introduces two sentence frames for students to use to ask a question about the vocabulary words. Sentence frames include, “What does ___mean?” and “How does a ___ work?” The teacher models a Think-Aloud, with the vocabulary word wherever and using the first sentence frame. Students participate in a whole group share-out of what they already know about the word wherever. Students Choral Read an abbreviated version of the first sentence of page 32 of the text, reinforcing the definition of wherever. Students repeat this process with the remaining vocabulary words during a Think-Pair-Share with their partner. The Deep Dive concludes as the teacher reinforces what the paragraph in the text means. Module 3, Language Goals include

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the following: "produce and expand sentences using frequently occurring nouns and verbs. Including regular plural nouns." "Capitalize the word I in a sentence." and "Spell words phonetically, drawing on sound-letter relationships." For example, in Lesson 4, students experiment with writing about the past. The teacher prompts students to think about the following situations: "something they did with a grandparent or special adult in their life" "something they did last summer" or "a special holiday memory." Once they have thought about it, students share one of the memories with a partner before recording the memory in their Response Journal. Teachers encourage students to use all the letter sounds they know to spell their words and to capitalize I in their sentences.
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☒ Yes ☐ No	**Required** **7a)** Materials use **varied modes of assessment**, including a range of pre-, formative, summative, and self-assessment measures.	**Yes**	Materials use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures. The assessments in the module build up to the End-of-Module Task included in each module. Regular assessment opportunities are provided throughout the materials include Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and Vocabulary Assessments. Guidance for usage of the various measures is provided. For example, in Module 2 students complete two New-Read Assessments. In Lesson 24, students engage in New-Read Assessment 2. Before completing the assessment, students listen actively to the text, *The Three Billy*

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Goats Gruff. Throughout the module, students engage with other narrative texts building their skills with story elements. Within the assessment, students demonstrate their abilities to identify the different story elements in the text. The assessment is divided into two parts. Part 1 requires students to circle the characters, circle the setting, draw a picture of the problem and draw a picture of the resolution. For Part 2 of the assessment, the students orally retell what happens within the text. Teachers encourage students to use the text for their retelling as well. In Module 4, Continents, students engage in four Focusing Question Tasks that include elements that support success on the End-of-Model Task. For example, in Focusing Question Task 1, students "write an opinion statement about which continent, Asia or Europe, has the most interesting things to do." This task helps prepare students for the End-of-Module Task as they use informational texts to gather information in order to form an opinion, and they demonstrate understanding of how to form an opinion statement. In Part 2 of the Focusing Question Task, students use information from the text to form and support their opinion and write an opinion statement about which continent, Africa or Antarctica, has the most interesting natural features. Additionally, in Module 4, Lesson 26 Deep Dive, students demonstrate understanding of grade-level vocabulary by

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			completing Vocabulary assessment 1. Students listen to a question that contains the vocabulary word and respond with yes or no. Vocabulary words include: continent, tallest, stick, amazing, “giant”, and “returned.”
	Required **7b)** Materials **assess student understanding of the topics, themes, and/or ideas** presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.	**Yes**	Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Materials assess student understanding of the topics, themes, and ideas as students engage in connected lesson tasks and activities that build upon one another and prepare for students to complete the End-of-Module Task. For example, over the course of lessons within Module 3, students gain knowledge about how America has changed over time and how people still need to meet their needs. Students compare the present and past of the following topics: home life, school life, transportation, and communication. On the End-of-Module Task, students create and present a poster and an informative paragraph explain how one of the topics discussed in the lessons, home, school, communication, and transportation, have changed over time in America. Specifically, in Module 3, Lesson 30, students complete Part B of the culminating End-of-Module Task. In a previous lesson, students create an informative poster on how the topic of choice in America has changed over time. In Part B, students showcase the speaking and listening skills that they have developed throughout the module. Success Criteria for

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			the presentation includes: presenting their sentences in TopIC order, accurately using noun and verbs to produce the sentences verbally, using regular plural noun and referencing their drawing to provide additional detail about the topic while presenting. Before beginning the presentations, the students discuss the question, “Why did we include drawings on our posters?” The teacher also reinforces the Craft Question, “How do I use drawings to help explain my End-of-Module Task?” explaining to students to reference their drawings during their presentations. In Module 4, students examine what makes the world fascinating. Throughout the module, students focus on the following questions: “What interesting things can people do in Europe and Asia?” “What interesting natural features can people see in Africa and Antarctica?” “How can a story transport you to a different place?” “What amazing animals can people see in South America and Australia?” “Why might people want to visit North America?” and “What makes the world fascinating?” In addition to building content knowledge, students compare and contrast two sources of information on the same topic, understand how an author supports a claim, and research information to help form an opinion. The content knowledge and skills built over the course of the model prepare students to engage in the End-of-Module Task in which they use the evidence

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			gathered during the lessons and the opinion they formed to create a travel brochure describing which continent they would like to visit. Specifically, in Lesson 32, students collect evidence for their End-of-Module Task. As a whole group students use an Evidence Organizer and the core texts to gather evidence for their culminating End-of-Module Task. Together, students research things to do and natural features for Africa, Antarctica, Europe and Asia. After filling out the first two columns, students then work together with a small group to locate information on the animals on one of the four continents. Each small group presents their collected evidence which is added to the class Evidence Organizer. Students continue to synthesize their learning in the next lesson as they begin the End-of-Module Task.
	Required **7c)** Aligned **rubrics or assessment guidelines** (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Yes**	Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. The materials include clear rubrics, assessment guidelines, and exemplars that demonstrate quality work desired as a result of teaching and learning. Module Appendixes include answer keys, rubrics, and sample responses for Focusing Question Tasks, Socratic Seminars, New-Read Assessments, Vocabulary Assessments, and End-of-Module Tasks. For example, in Module 1, Lesson 10, students complete Focusing Question Task 2, using a book that identifies how the main character from *My Five Senses*

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			uses his five senses in the story. Students are initially introduced to the assessment in Lesson 9. During this lesson, students learn the criteria of success which states, "create a book about how the boy uses his give senses to learn about the world, choose one sense to write about, use cutting and pasting craft their sentence and draw text evidence to complete the frames." Appendix C provides sample responses for the sentence frames and drawings students should produce as well as a Grade K Informative/Explanatory Writing Rubric that scores structure, development, and conventions from Does not yet meet expectations to Exceeds expectations. In Module 2, Lesson 29, students participate in Socratic Seminar 2. During the seminar, students "analyze the different story elements in *Three Little Pigs, The Little Red Hen,* and *The Three Billy Goats Gruff* to discuss what element in each story makes each a good story. The Major Assessments section of the Teacher's Edition also provides elements that support success on their End-of-Module Task which include using text evidence to answer questions as well as their understanding of how story elements help develop a story. Appendix C includes a Socratic Seminar Grade K Speaking and Listening Rubric for teachers to use to score students during each of the two Socratic Seminars in the module. Students are scored on conventions,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			process, and listening from Does Not Yet Meet Expectations to Exceeds Expectations.
	Required **7d)** Measurement of progress via assessments include **gradual release of supporting scaffolds** for students to measure their independent abilities.	**Yes**	Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. In each module, assessments are provided to determine what knowledge and skills students need to demonstrate. In each lesson, knowledge and skill are assessed in the materials to determine if the knowledge and skills are introduced in a coherent sequence. At the end of each module, students complete an End-of-Module Task to demonstrate a culmination of knowledge and skills. The scope and sequence outline how lessons build to support the culminating task. To assess progress and lead students to success on the End-of-Module Task, students complete multiple, connected Focusing Question Tasks. In the Major Assessments portion of each Teacher Edition, there is an explanation of how each assessment supports successful completion of the End-of-Module Task. Throughout the modules, students complete New-Read Assessments to assess their ability to read new texts and comprehend what they are reading. For example, in Module 3, Lesson 27 students begin working towards executing their End-of-Module Task. During the Learn section of the lesson, students engage in a gallery walk of the module texts and artifacts. After the gallery walk, students Think-Pair-Share the question, “What was your favorite topic we

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			learned about in this module? Why?" In order to prepare and plan for the End-of-Module Task, students engage in a Socratic Seminar with the opening question, "How did ___ in America change over time?" Students independently choose a topic and complete the top half of Handout 27A: End-of-Module Task Evidence Organizer by citing two pieces of evidence to support how their topic has changed over time. Students discuss their details and topic within a small group for the seminar. Once the seminar has concluded, students independently complete the bottom half of Handout 27A, citing two more pieces of evidence for their assessment for a total of four details. In Module 2, students complete five Focusing Question Tasks to prepare for the End-of-Module Task. For Focusing Question Task 1, students complete an informative fact card about one animal from the text, *Farm Animals*. Students also create a podcast detailing facts about the animal and why they chose the animal. During Focusing Question Task 2, students write an informative sentence about what happens on the farm in *The Year at Maple Hill Farm* in one season. During Focusing Question Task 3, students write two informative sentences describing one character's trait and how they demonstrate it in *The Three Little Pigs.* To complete Focusing Question Task 4, students write a sentence describing a new problem the Little Red Hen may face and write a response to the problem and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			find a new resolution. Finally, in Focusing Question Task 5 students write two sequential responses to the problem to aid in completing a fictional narrative written by the class. The Focusing Questions Tasks support students in incrementally building content knowledge and skills to successfully complete the End-of-Module Task, writing an original narrative set on Maple Hill Farm about one animal discussed during the module.
	7e) Materials assess student proficiency using methods that are **unbiased and accessible** to all students.	**Yes**	Materials assess student proficiency using methods that are unbiased and accessible to all students. Throughout the modules, rubrics and exemplars are provided so students know what is required to meet expectations. Rubrics and guidelines are clear, communication of success criteria to students is clear, and rubrics allow for clarity from the student perspective of success criteria. For example, in Module 1, when first introduced to the End-of-Module Task, students review the Checklist for assessment 30A. This checklist provides students the opportunity to evaluate and reflect on their own writing and includes a self-check, peer check, and a teacher check. Students score themselves on various components of the End-of-Module Task. For example, for Reading Comprehension, students determine if they drew and labeled what a character learned about the world using his senses and if they drew and labeled what they learned from the text with their senses of sight or hearing.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Students mark a plus sign for yes and a triangle for no. This checklist is aligned to the rubric that teachers use in Appendix C. In Module 2, Lesson 11, students review the criteria for success for Focusing Question Task 2. The prompt states, "What happens during the winter, spring, summer, or autumn on the Maple Hill Farm?" In order for students to be successful on the assessment they must "demonstrate their ability to sort clothing images by season," "draw a scene depicting what happens in *The Year at Maple Hill Farm* during one season including a picture of a person in seasonally appropriate clothing," "use details from the text to create a detailed illustration of the setting of Maple Hill Farm in a particular season," "rehearse and write one sentence, including a preposition about what is happening on the farm in their picture," and "use phonetic spelling and upper- and lowercase letters as appropriate to create their sentences." Throughout the lesson, students receive guidance to complete the steps of the task to ensure they are meeting the criteria for success. In Appendix C: Answer Keys, Rubrics, and Sample Responses, the criteria for success is restated and sample student responses are provided.
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to	**Required** **8a)** As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with **understanding the text** itself (i.e. providing background knowledge, supporting vocabulary acquisition).	**Yes**	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Each lesson follows the same structure beginning with a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
encounter and comprehend grade-level complex text as required by the standards. ☒ Yes ☐ No	Pre-reading activities should be no more than 10% of time devoted to any reading instruction.		Welcome and Launch section to engage students in the lesson's learning. During Welcome, students independently complete a task to prepare for the lesson. During Launch, the teacher introduces students to the Content Framing Question. Students engage with the question by either unpacking terminology or by making connections to the Focusing Question, Essential Question, or the text. Pre-reading activities are also included in the Learn section of the lessons as students engage with texts. Materials and activities provide support in vocabulary, meaning, language, background knowledge, and structure while providing appropriate support for diverse learners to access complex texts. For example, in Module 1, Lesson 12, students begin to engage with the core text, *Last Stop on Market Street* by Matt de la Pena. The lesson is launched with the question, "What does 'last stop' mean?" Background information is provided about the progression of a bus route. The teacher describes the process of a bus making multiple stops along a bus route, how the bus driver calls out the stops along the route, and how the last stop is at the end of the route. To solidify the background knowledge, students pretend to drive a bus around the classroom while the teacher calls out bus stop names, such as first stop on Market Street, second stop, and last stop. The pre-reading activity concludes as the teacher calls the last stop on Market Street

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and then students move to the whole group meeting area to begin their read aloud of the text. In Module 3, Lesson 18, students engage in a ten minute pre-reading activity as the teacher introduces students to two informational texts, *Transportation Then and Now* and *Communication Then and Now*. The teacher first displays the front cover of *Transportation Then and Now* and asks students "Looking at the cover, what do you think transportation means?" Using student answers, the teacher reinforces the definition of transportation. Students then engage in a Think-Pair-Share to discuss how the pictures in the book can inform them about what transportation means. The teacher then reads the definition on page 2 to confirm that transportation is a "word that describes all of the ways that people move from one place to another." Students then engage in a similar activity with the other information text, *Communication Then and Now*.
	Required **8b)** Materials **do not confuse or substitute** mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.	**Yes**	Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Reading strategies throughout modules support comprehension and build knowledge rather than texts serving as platforms to practice discrete strategies. Appendix A: Text Complexity provides complexity details for core texts. The analysis supports the module's knowledge

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			building and goals. For example, in Module 3, Lesson 11, students express their understanding and record knowledge of the core texts, *Home Then and Now* and *School Then and Now.* Throughout this portion of the lesson, students look back through these core texts to help answer the Content Framing Question for the lesson. Students examine pages 10-11 in *Home Then and Now* and *School Then and Now* to understand how bathrooms and schools have changed in America. In a Think-Pair-Share, students discuss the question, "What important knowledge did you learn from our lessons on *Home Then and Now* and *School Then and Now?"* In their Knowledge Journals complete a chart detailing what they learned from the texts and what they learned to do as a writer and a reader in the lessons. The lesson concludes with students participating in a Mix and Mingle of the Content Framing Question, "How do School Then and Now and Home Then and Now build my knowledge of change in America." In Module 4, Lesson 13, students work in pairs to identify the point the author is trying to make in the text, *Africa* by Rebecca Hirsch. Students Think-Pair-Share the question, "What is the author teaching us in this text? What does the author want us to learn about Africa?" The teacher reads page 27 aloud as students listen for words they think describes how the author feels about Africa. The teacher rereads the last line of page 27, emphasizing the word amazing.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Students discuss what they think amazing means before the teacher provides the definition. Once the point of "Africa has amazing people, places and animals" is confirmed, students work in pairs to locate additional reasons to support the author's point. The lesson concludes as students discuss the Content Framing Question, "What does a deeper exploration of Africa reveal about a point the author makes?"
	Required **8c)** Materials include **guidance and support** that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.	**Yes**	Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Lessons focus on particular sections of texts to build knowledge and answer text-dependent-questions. Materials include guidance and support to integrate rereading and discussion into text specific inquiry in addition to close reads which have specific purposes and attend to specific author's choices. For example, in Module 1, Lesson 16, the students prepare to participate in a Socratic Seminar. The teacher rereads page 11 of *Last Stop on Market Street,* emphasizing the dialogue of the main character, Cj. The teacher asks, "Where is Cj? Who is he talking to?" The teacher uses this discussion to introduce students to formal and informal language. Students identify how words and phrases they use at home differ from words and phrases they use at school and also use examples of informal and formal language from the text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Students reinforce this idea by participating in a Socratic Seminar on the text and focus on formal language. In Module 2, Lesson 14, students apply their knowledge of the story elements of character and setting during a close read of the painting, *American Gothic.* Students examine the painting to "read" it, discussing the following questions: "What do you see in this painting?" and "What do you notice about the characters in this painting?" Students take a closer look at the different parts of the scene, such as the foreground and background to identify what is happening in the painting. Students discuss and answer various TDQs about the foreground and background, such as, "Describe the clothes that the man and woman are wearing?" "What can we guess about these characters from looking at them closely? What makes you say that?" and "What can we tell about these people from the background or setting? Explain your thinking." Additionally, foreground and background definitions are provided to the students and added to the module word wall.
	Required **8d)** Materials provide additional supports for expressing understanding through **formal discussion and writing development** (e.g., sentence frames, paragraph frames, modeled writing, student exemplars, etc.).	**Yes**	Materials provide additional supports for expressing understanding through formal discussion and writing development. Each module contains Writing Goals and Speaking and Listening Goals. Materials include opportunities for writing using scaffolding, such as sentence frames, and include opportunities for the expression of understanding through discussion. For

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			example, in Module 3, Lesson 24, students work in pairs as to collect evidence for their Focusing Question Task. Students use the text *Now and Ben* to collect their evidence and craft a sentence about how a specific invention makes life easier or helps people in the present. Students engage in a Think-Pair-Share to answer the question, "How does this invention make life easier?" Students discuss their responses and write an informative sentence in their Response Journals. Additionally, the Teacher Guide provides a scaffold for students who struggle in creating an informative sentence. The teacher models how to create an informative sentence using the illustrations on page 25-26 of the text. Also, if students continue to struggle to write an informative sentence, Next Steps are provided for the teacher to allow students to verbally express their sentence, then create a drawing, and add informative labels. In Module 4, Lesson 13, Deep Dive, students experiment with expanding a sentence. Students practice making and expanding sentences by adding describing words as it is done in the text, *Africa*. Students first participate in a Think-Pair-Share for the following questions: "What is happening in this photograph?" and "Who is doing what?" Student responses are recorded, and the teacher uses the student responses to model how to expand their sentences with descriptive words. Students work with a partner to practice making and expanding a sentence

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			using describing words. The mini lesson concludes with a discussion as students answer the following questions: "How did you make complete sentences?" and "How did you expand your sentences with describing words?"
	Required **8e)** Materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.	**Yes**	Materials are easy to use and well organized for students and teachers. Each module begins with the Module Overview that includes the following sections: Module Summary, Essential Question, Texts, Module Learning Goals, Standards, Major Assessments, and a Module Map. The Module Summary is a brief overview of the knowledge students will build in the module. The Essential Question which drives student learning throughout the module is the key question that students consider throughout the module. By carefully analyzing literature, informational texts, art, and other non-print texts, students end the module with a clear understanding of how to answer the Essential Question. The Texts section includes a list of the Core and Supplementary texts used within the model. Core texts are the anchor of the module and provide the module's key knowledge. Supplementary texts help to build necessary background knowledge, context, or diverse perspectives. Supplementary texts typically include short handouts, digital print texts, videos, audio clips, and/or multimedia texts. They model varied genres not represented by the Core texts. The Module Learning Goals include a clear outline of the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			standards addressed and the goals students will achieve throughout the module. The Standards section provides the standards that students work towards mastering throughout the module. The Major Assessments section provides a clear picture of the summative and formative assessments that are embedded throughout a module. The assessments build on each other and support success on the culminating assessment, the End-of-Module Task. They focus on both content knowledge and skills. The Module Map, located in the Teacher Guide, serves as a variation of the scope and sequence. Each Lesson is a part of a Focusing Question Arc and contains a Lesson At a Glance. The Lesson At a Glance contains an Agenda, Standards, Materials, and Learning Goals. The lessons follow the sequence of Welcome, Launch, Learn, Land, and Wrap. Lessons also include Deep Dives. Student Editions contain the handouts that correlate with the lessons. The teacher- and student-facing materials, including the scope and sequence, are easily accessible and easy for teachers and students to recognize core texts and knowledge of units and lessons.
	Required **8f)** Support for diverse learners, including English Learners and students with disabilities, are provided. Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level using an	**Yes**	Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. Lessons contain Scaffolds, Extensions, Differentiations, and Alternatives to support the needs of students. Materials include recommendations in the teacher materials to support diverse learners and provide a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	accelerating learning approach[14]. 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, extension activities, etc.). Materials include **teacher guidance** to help **support special populations** and provide opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.		clear connection between diagnosed needs and support methods within the materials. For example, in Module 2, Lesson 13, students engage with the core text, *Three Little Pigs* to complete Handout 13A: Story Stones. Students listen to a reading of a text and use their Story Stones to identify the various story elements within the text with an emphasis on the characters. Students place their story stone on each new character in the text as they come to it. If the students struggle to manage the books and the stone, teacher guidance notes that they should consider removing the texts from the students and encourage students to raise their hand with the corresponding story stone. After the read-aloud, students label one of the characters in their Response Journal on a Story Map. Students who are ready for an additional challenge can draw and label more than one character from the story which is identified as an Extension to the lesson. Next Steps, located in the Analzye portion of the lesson, state, "If students had difficulty identifying the characters in *Three Little Pigs*, provide additional practice with the Character Story Stones. Work with small groups of students and model how to use the Story Stone to identify the character of an alternate text."

[14] **Accelerating Learning** is the prioritization of equitable access to **high-quality, grade level instruction for ALL students** as the center of the design and implementation of educational supports and services. Accelerating learning is both a mindset and an approach to teaching and learning, not a service, place or time. This approach leverages **acceleration**, a cyclical instructional process that connects unfinished learning in the context of new grade-level learning utilizing high-quality materials to provide timely, individualized supports throughout a variety of flexible instructional settings and groupings.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			In Module 4, Lesson 4 students experiment with writing an opinion statement. Initially, students engage in a Think-Pair-Share as they answer the following questions: "What is an opinion?" and "Why is it important to share your opinion?" The teacher uses the students' responses to reinforce that an opinion conveys information about how a person thinks or feels about something. Students discuss multiple sentences and identify whether it is an opinion or not, such as, "Does the sentence 'I think blue is the best color in the world' give my opinion? Why or why not?" "I think the best sport to play is baseball." and "I think I'll drink some water now." Students use the core text, *Asia,* to determine which animal from Asia is their favorite. The sentence frame, "My favorite animal in Asia is ___." is provided as a scaffold in the Teacher Guide to support students during their Mix and Mingle of the text.
	8g) The content can be **reasonably** completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.	**Yes**	The content can be reasonably completed within a regular school year, and the pacing of content allows for maximum student understanding and provides guidance about the amount of time a task might reasonably take. Each module includes a Module Map with details on the lesson and the learning goals. Each lesson has a detailed time of completion in minutes. Teacher guidance includes pacing and delivery of materials in a timely manner with reasonable expectations for progress with student learning. Every module has a Module Summary with a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Module At a Glance to assist with pacing. The Implementation Guide includes a section that outlines how to appropriately implement the materials within a school year. There are "approximately 150 lessons, allowing schools to accommodate mandates such as school-wide events or standardized tests. A curriculum with approximately 145 days of instruction helps schools tailor the curriculum to specific opportunities, resources, and needs, leaving a measure of flexible time between or within modules." For example, pacing guidance for Module 2, Lesson 21 suggests 5 minutes for Welcome, 2 minutes for Launch, 58 minutes for Learn, 9 minutes for the Land, and 1 minute for the Wrap, for a total of 75 minutes for the core lesson and the additional 15 minutes for the Deep Dive.

FINAL EVALUATION

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality[15]	1. Quality of Texts	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are

[15] 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
			well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials do provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	**Yes**	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity 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)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			critical to the meaning of texts measured by Criteria 1 and 2.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)[16]	4. Foundational Skills	**Yes**	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills. Materials provide grade-appropriate instruction and practice for the basic features of print. Materials provide systematic and explicit phonological awareness instruction. Materials provide systematic and explicit phonics instruction. Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Materials provide instruction and practice in word study including pronunciation, spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and regular practice in encoding the sound-symbol relationships of English. Materials provide

[16] 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
			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. Foundational Skills materials are varied, abundant, and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills support.
III. Additional Criteria of Superior Quality[17]	5. Range and Volume of Texts	**Yes**	Materials seek a balance in instructional time between literature and informational texts. Materials include print and non-print texts of different formats and lengths. Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.
	6. Writing to Sources, Speaking and Listening, and Language	**Yes**	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels

[17] 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
			through application and practice of those skills in the context of reading and writing about unit texts.
	7. Assessments	**Yes**	Materials use varied modes of assessment including formative, summative and self-assessment measures. Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. Materials assess student proficiency using methods that are unbiased and accessible to all students.
	8. Scaffolding and Support	**Yes**	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Materials provide additional supports for expressing understanding through formal discussion and writing development. Materials are easy to use and well organized for students and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			teachers. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding and provide guidance about the amount of time a task might reasonably take.
FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**			

DEPARTMENT of EDUCATION
Louisiana Believes

Instructional Materials Evaluation Tool for Alignment in ELA Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

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.[1] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[2] independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Wit & Wisdom with Fundations and Geodes** Grade: **1**

Publisher: **Great Minds PBC** Copyright: **2023**

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

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

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

[1] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[2] 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**[3] 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[4] 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.

[3] **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.
[4] 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
SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.			
Non-negotiable **1. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**Required** **1a)** Materials provide texts that are **appropriately complex** for the identified grade level according to the requirements outlined in the standards. • **A text analysis that includes complexity information is provided.** Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades **K-2, extensive read-aloud** texts allow sufficient opportunity for engagement with texts more complex than students could read themselves.	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. The provided complexity guide outlines details for each core text, the text richness and complexity, along with each module's knowledge building and goals. The materials provide extensive read-aloud texts that allow sufficient opportunity for engagement with text more complex than students could read themselves. Some core texts are above the Lexile level for Grade 1, requiring more adult-directed instruction. In Module 1, Lessons 1-6, students focus on three narrative picture books to meet new characters and learn about their world and answer the Essential Question, "How do books change lives around the world?" For example, students listen to *Tomas and the Library Lady* by Pat Mora, a literary picture book with a Lexile level of 500. Since few of the texts in this module fall in the Lexile range for first grade, the lessons that use this text focus on students generating and answering questions about the text using key details and illustrations from the text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			They use Focusing and Content Framing Questions to help them understand the complex text. In subsequent lessons, students identify story elements, such as problem and solution, and start to identify story structure. In Lesson 4, students focus on *Museum ABC* by The Metropolitan Museum of Art to identify text structure. Although there is no quantitative complexity rating, this informational picture book serves as a valuable entry point for noticing and wondering about key details. Students listen to multiple readings of the text to determine how this alphabetic story is organized and structured. Qualitative measures include meaning/purpose, structure, language and knowledge demands. In Module 1, A World of Books, the core texts include four literary picture books and two informational picture books ranging from 210L to 970L. The texts include: *Tomás and the Library Lady* by Pat Mora, *Waiting for the Biblioburro* by Monica Brown, *That Book Woman* by Heather Henson, *Green Eggs and Ham* by Dr. Seuss, *Museum ABC* by The Metropolitan Museum of Art and *My Librarian Is a Camel* by Margriet Ruurs. Module 3 includes a total of six core texts ranging from 490L to 850L. Literary picture books include: *Brave Irene* by William Steig, *Owl at Home* "The Guest" by Arnold Lobel, and *Gilberto and the Wind* by Marie Hall Ets. These texts allow students to continue to deepen their understanding of narrative elements. The informational

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			picture books include: *The Boy Who Harnessed* the Wind by William Kamkwamba and Bryan Mealer, *Feel the Wind* by Arthur Dorros and *Feelings* by Aliki. These texts allow students to continue to build the skill of organizing concepts into main ideas and supporting details while also building the knowledge of the module theme.
	Required **1b)** At least 90% of provided texts, **including read-alouds in K-2,** are of **publishable quality** and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	**Yes**	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. The texts within the materials build knowledge of content related to the overarching module theme. Students engage with quality, critically acclaimed literary and informational works that promote mastery when paired with learning activities. The majority of the texts included in each module are crafted for authentic, non-instructional purposes. The texts that are not authentic are of publishable quality and offer rich opportunities for students. For example, Module 1 includes the highly acclaimed and well-recognized text, *Green Eggs in Ham*, written by Dr. Seuss. This New York Times Best Seller engages students with its engaging wordplay and low complexity allowing students to participate in independent rereading. Students also engage with the informational text, *My Librarian is a Camel* by Margriet Ruurs, this

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			text published in 2005 by Boyds Mills Press has won various awards including the ALA Notable Children's book award. This text features interesting facts and photographs that explain the different ways people gain access to books. In Module 3, students engage with Caldecott Medal winning author William Steig's *Brave Irene.* The story details the journey of Irene, a young girl fighting with the wind to deliver a ball gown. Within this text, students have the opportunity to explore narrative elements as well as feeling words and understanding personification. The Caldecott Honoree Aliki's text, *Feelings*, is an informational text that uses a format of illustrations and dialogue to help readers learn about feelings. Students use this text to analyze illustrations and mirror the descriptive craft of Aliki within their own narratives.
	Required **1c)** Materials provide a **coherent sequence or collection of connected texts** that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study. • In grades **K-2**, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex texts. Texts 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,	**Yes**	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Each module is themed around an Essential Question and theme. Lessons are organized within Focusing Question Arcs and, within these Arcs, students engage with multiple texts related to the module's core text. Each Focusing Question Arc includes a Focusing Question Task that students engage in by the end of the Arc. Module summaries explain the theme, focusing questions, and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	writing, listening, speaking, and language across a unit of study.		suggested understandings. Text sets are used to build understanding and knowledge of a connected topic, theme, or idea and connect topics and ideas from multiple lessons as students work towards answering the Essential Question by the end of the module. For example, the theme of Module 4 surrounds the many versions of Cinderella. The module's Essential Question is "Why do people around the world admire Cinderella?" This module focuses on versions of Cinderella from different countries as students explore and compare different variations of the story. During the End-of-Module Task, students form opinions about the various versions of Cinderella based on the varied core texts of the module. In Module 4, Lesson 17, students listen to *Adelita* by Tomie daPaola to identify character point of view, write a variety of compound sentences, use commas, and ask and answer questions about story elements. Students use their knowledge of previous Cinderella stories to make comparisons. Students practice a new speaking and listening goal in which they Think-Pair-Share to add relevant text details. In Lesson 21 of Module 4, students compare and contrast the adventures and experiences of the main characters of *Adelita* and *Bigfoot Cinderrrrrrella*. Students use graphic organizers and build on previous Venn diagrams of other Cinderella versions. Students continue practicing speaking and listening while they Think-Pair-Share and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			add to their Knowledge Journal. Students use the compare and contrast skills acquired in Lesson 21 to complete Focusing Question Task 3 in which they write an opinion paragraph comparing the texts, *Adelita* and *The Korean Cinderella.* In Module 2, Creature Features, students read several informational texts over the course of the module to answer the Essential Question, "What can we discover about animals' unique features? To develop an understanding of the diverse characteristics of various types of creatures and also identify commonalities across species, students engage with the following texts: *Me… Jane*, *Never Smile at a Monkey*, *Sea Horse: The Shyest Fish in the Sea* and *What Do You Do With a Tail Like This* as well as the literary picture book, *Seven Blind Mice*. The learning culminates in the End-of-Module Task where students participate in a shared research project and create trading cards focusing on one animal from one of the module texts.
	Required **1d)** Within a sequence or collection, quality texts of grade-level complexity are selected for **multiple, careful readings** throughout the unit of study. These texts are revisited as needed to support knowledge building.	**Yes**	Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Multiple readings of texts are evident throughout the modules. Repeated and choral readings that support knowledge building amongst connected topics or texts occur throughout the materials and have specific purposes. For example, in Module 1, Lesson 25, students revisit *Green Eggs and Ham*, in order to determine which character

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			is speaking, students participate in a choral read of the text and perform a Reader's Theater using certain sections of the text. This lesson focuses their understanding of dialogue, rhythm, and repetition of language. In Module 2, Lesson 3, students listen to a reread and compare *The Hare and the Tortoise* and *The Ants and the Grasshopper.* The students follow along as the teacher rereads *The Ants and the Grasshopper* As the reread is happening, the teacher annotates Handout 1A, identifying Grasshopper's actions that are important in the fable. Each time they read about an action, the teacher asks the question, "Do you think this is an important detail in the fable?" thus prompting a discussion amongst the students. This process is repeated until the reread of the text is complete. Students are then divided into pairs to complete Handout 1B. They complete the same process used with Handout 1A, but with the text *The Hare and the Tortoise.* Students work together in pairs to annotate or underline Tortoise's action during the reread of the text. Once the actions have been identified, students Think-Pair-Share, the Text-Dependent-Question, "What do the Tortoise's actions reveal?"
Non-negotiable (only reviewed if Criterion 1 is met) **2. TEXT-DEPENDENT QUESTIONS:** Text-dependent and text-specific questions and tasks reflect the	**Required** **2a)** A **large majority of questions in the materials are text dependent and text specific** supporting students in building knowledge; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. The materials provide lesson questions, tasks, and writing prompts that are text-dependent and text

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. ☒ Yes ☐ No			specific to support students in building knowledge while providing opportunities for students to provide both written and spoken responses. For example, in Module 1, Lesson 2, students read *Tomás and the Library Lady* to identify characters within the text. Students Think-Pair-Share the following questions: "Who are the characters in the story?" and "Which character do you see the most?" Students also use the text to retell the story. In pairs, they refer to the text as one partner retells the first half of the story and the other partner retells the second half the story. This activity provides students the opportunity to work towards the Content Framing Question for lesson, "What's happening in Tomas and the Library Lady?" In Module 2, students work towards answering the Essential Question, "What can we discover about animals' unique features?" along with the Focusing Question for Lessons 1-9, "What lessons can we learn through stories about animals?" Within this arc students use the texts, *The Hare and Tortoise*, *The Ants and the Grasshopper*, and *Seven Blind Mice*. In Lesson 4, students use *The Hare and the Tortoise* to identify the lesson within the text. In pairs, students act out what Hare did during the fable and what tortoise did during the race. The teacher provides two possible lessons that can be learned from the text, and the students Think-Pair-Share the following Text Dependent Question (TDQ): "What details in the fable support the lesson idea. 'Even if

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			you are slow, if you keep going you can win the race'?" In Module 4, Lesson 24, students listen to a reading of *The Korean Cinderella.* Students use the Pear Blossom Action Cards handout to Link Up with other students who have similar actions as them. Once in their groups, students discuss two TDQs, "What trait can you infer from both actions to describe Pear Blossom's character?" and "Identify one action of Pear Blossom's. What trait can you infer from that action?" As students discuss, the teacher circulates, adding student responses to the class Pear Blossom Traits Chart.
	Required **2b)** Questions and tasks include the **language of the standards and require students to engage in thinking at the depth and complexity** required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)	**Yes**	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. Questions and tasks use language of standards while assessments or culminating tasks bridge multiple texts and advance student learning over the course of the units and term of study. Additionally, modules and Lessons include learning goals that reflect the language of the standards. For example, in Module 2, Lesson 4, one of the Learning Goals states, "identify key details from the text to determine lessons of Aesop's Fables (RL1.2)." Students demonstrate this learning by participating in a Think-Pair-Share to select details that support the lessons of *Aesop's Fables*. During the lesson students discuss questions such as, "What are some key details from

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the fable that might support the lesson 'Be nice'?" and "What are some key details that might support the lesson 'Plan ahead and work hard'?" Students also collaboratively write an informative paragraph about *The Ants and the Grasshopper* by using evidence from class charts. Students engage in a discussion with a partner to determine the content for the informative paragraph (W.1.2). In Module 4, lesson 31, students revisit the various versions of Cinderella stories and paintings/illustrations to discuss points of view of the character/artist. Students orally rehearse their analysis of the paintings in preparation for the end of year task of giving their opinion of one of the Cinderella characters that they have encountered during the module lessons (W.1.1, W.1.8, L.1.1a, L.1.2.a, L.1.2.d). In Module 4, Lesson 34, students ask and answer questions using relevant details when speaking during a Socratic Seminar, focusing on people, places, things, and events when discussing why there are so many different versions of Cinderella stories (SL.1.2, SL.1.4, SL.1.6).
Non-negotiable (only reviewed if Criterion 1 is met) **3. COHERENCE OF TASKS:** Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts	**Required** **3a)** Coherent **sequences of questions and tasks** focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.	**Yes**	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. The materials build knowledge and skills in a thoughtful sequence across a series of questions aligned with a task or assessment

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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. ☒ Yes ☐ No			to support students in making meaning of complex text. Each module includes multiple texts that are connected by theme or topic and focuses on an Essential Question for the Module, Focusing Questions for a series of lessons, and a Content Framing Question for each lesson. The Essential Question is posted for reference throughout the entire module as students incrementally build knowledge to answer the question by the end of the module. Each module contains a module map with sequenced activities and tasks in preparation for the End-of-Module Task. For example, in Module 2, Lesson 9, students work towards answering the question, "How Do *Aesop's Fables* and *Seven Blind Mice* build my knowledge?" Students work together in a whole group to create a Lesson Anchor Chart to discuss and record the lessons from *The Ants and the Grasshopper, The Hare and the Tortoise,* and *Seven Blind Mice.* Students Think-Pair-Share the following questions: "How did reading Aesop's Fables build my knowledge?" "How did reading Seven Blind Mice build my knowledge?" "Think about the three fables we read. What is true of all of them?" and "What new information did we learn about the animals in the fables?" Students then complete their Knowledge Journal chart and identify what they learned from reading the fables. In Module 3, Lesson 4, students gather evidence for a shared research project about hurricane winds. Students begin by examining research with multiple

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			resources. Students use the text *Feel the Wind* by Arthur Dorros and "Hurricanes" to identify what key details they learn from both sources. As a class, they complete a Research Evidence Organizer chart. Details are recorded for future use in Lesson 6 in which students work to answer the question, "What does the wind do during a hurricane?"
	Required **3b**) Questions and tasks are designed so that students **build, apply, and integrate knowledge and skills** in reading, writing, speaking, listening, and language through quality, grade-level complex texts.	**Yes**	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. While examining complex texts, students engage in a series of questions and tasks that integrate reading, writing, speaking, listening, and language skills, supporting students in understanding and expressing their knowledge of the text. Each module includes questions and tasks that provide students the opportunity to build, apply and integrate knowledge skills in all language and reading areas. For example, in Module 2, Lesson 1, students generate and ask relevant text-based questions about *The Ant and the Grasshopper*. After listening to the story, students use a question cube to help generate questions about the story. The questions are written on sticky notes for future use. Students then work in small groups to generate questions about the previously read story, *The Hare and the Tortoise*. In Module 2, Lesson 36, after reading various stories about animals and their uniqueness, students share their

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			knowledge and understanding by participating in a Socratic Seminar. Students begin with a Think-Pair-Share of the first seminar question, "What have we discovered about animals' unique features?" before moving into a whole group discussion. Students use evidence from the texts that they have read throughout the module and use sentence frames to help them with their speaking, such as "I agree because ___." "I disagree because ___." "What makes you think that?" and "I hear you and ___." Students also discuss the question, "How do artists and authors portray animals differently? What in the texts and artworks we studied makes you say that?" In Module 4, Lesson 9, students record the knowledge they have learned from *Cinderella* by Marcia Brown and *Cendrillon: Caribbean Cinderella* by Robert D. San Souci. Students Think-Pair-Share the questions, "What ideas did you learn from our lessons in Cinderella and Cendrillon?" and "What did you learn about our Essential Question, 'Why do people around the world admire Cinderella?'" The teacher circulates around to listen to student responses and create a chart on the left hand side of the Knowledge Journal labeled "What I know." The teacher points to the "What I can do" column in the Knowledge Journal and instructs students to Think-Pair-Share the question, "What did you learn to do as a writer? What do you learn to do as a reader?" The teacher circulates and records

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			answers on the right-hand side of the Knowledge Journal. Students use the points during their discussion to execute the Focusing Question Task at the end of the lesson.
	Required **3c)** Questions and tasks support students in **examining the language** (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. • 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).	**Yes**	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. All modules contain lessons on vocabulary deep dive, in which vocabulary meaning, relationships, and use are the focus. For example, in Module 3, Lesson 3, Deep Dive, students define the word soar and identify real-life connections to the word. Students revisit page 20 in the text, *Feel the Wind*, and Think-Pair-Share the question, "What do you think the word 'soar' means in the text?" From there, the teacher provides the students the definition of soar and students brainstorm things that soar and do not soar. Students record their answers on a graphic organizer. Students then use the following sentence frame to explain how and why things soar or do not soar: "A ___ soars because ____, but a ____ cannot soar because ____." The Deep Dive concludes as students add soar to their Vocabulary Journals. In Module 4, Lesson 10,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Vocabulary Deep Dive, students use the Word Detective strategies used in Module 3 to Think-Pair-Share and discuss the question, "What were the strategies that we learned in Module 3 that helped us be 'word detectives' and figure out what the unknown words mean?" Students use the Outside-In strategy to determine the meaning of the word, invisible. The teacher displays the sentence and illustration from page 2 of *The Rough-Faced Girl.* The class identifies clues on the outside of the word and the word part within the word to determine what the word invisible means. Once the word is defined, students add the word to their Vocabulary Journals.
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the	**Required *Indicator for grades K-5 only** **4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**Yes**	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. The Fundations Level 1 Scope and Sequence details fourteen units that follow a sequential and explicit pacing of foundational skills. Concepts of print, phonological/phonemic awareness, phonics, word study, handwriting, high frequency words, spelling, and fluency are developed throughout the year. The program follows a sequential and cumulative approach that includes explicit and multisensory instruction. For example, in Unit 1, Week 3, the instructional phonics focus sounds are:

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
capacity to comprehend texts across a range of types and disciplines. *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program) ☒ Yes ☐ No			/l/, /h/, and /k/. During Day 1 instruction, the teacher introduces the Letter-Keyword-Sound using sound cards for the letters l, h, and k, and students repeat. From there, the teacher uses the Vowel Extension Poster to read each vowel picture while elongating the vowel sound. During Skywrite/Letter Formation, students learn the formation of the letters l, h, and k using kinesthetic movement. The teacher explicitly teaches the letter formation for each letter. Using Echo the Owl, the teacher says /l/ sound, and students echo. A student models how to write the letter l on the Large Letter Formation Grid. Students write the letter on their Dry Erase Writing Tablet. The process is repeated with new and previously taught letters. Students use the Student Notebook to locate the letters l, h, and k, saying each letter, keyword, and sound. The same instructional steps are repeated on Days 2, 3, and 4 with the sounds /v/, /w/, /y/, /ks/, /z/, and /kw/. Day 5 begins with a warm-up drill as students practice all the introduced sounds. The teacher shows the large letter card, says the Letter-Keyword-Sound, then students echo. Students practice articulating vowel sounds by using the Vowel Extension Poster. During the Make It Fun section, the teacher selects one student to come to the front of the class, close their eyes, and point to a letter from the display. The teacher asks three questions: “What is the name of the letter?” “What is the sound of the letter?” and “Name three words that start with

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			/__/?" Then the student skywrites the letter while saying the verbalization with the teacher. Next, students use their Magnetic Letter Tiles to sequence the letters in alphabetical order. The alphabet is chorally recited several times. During Echo/Find Sounds, students continue to use their letter tiles as the teacher says a sound and the students echo. The teacher asks what letter and students respond. Then students point to the correct tile on their board. The lesson concludes with the teacher administering the Unit 1 Test. In Unit 12, Week 2, Day 1, Drill Sounds/Warm Up students review consonants, vowels, r-controlled vowels, and vowel teams using Letter Name-Keyword-Sound and Standard Sound Cards. Students review Trick Words using Trick Word Flashcards. This protocol is repeated in Days 2, 3, 4, and 5. During Day 1, Introduce New Concepts, students learn to read two-syllable words with v-consonant-e syllables. The teacher builds the word, mistake, using Standard Sound Cards. The students identify the s and t between the first two vowels in order to separate the two syllables. The teacher repeats this process building words using Standard Sound Cards and Syllable Frames for students to read. During Teach Spelling, the teacher says the word, invite. Students say and spell the word in syllables while touching the Syllable Frames. During Day 2, Word of the Day, the teacher builds the word, excuse, and discusses the word's meaning. The teacher

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			reteaches combining a closed and v-consonant-e syllable, and students scoop the word into syllables and mark the syllable types. Students add the Word of the Day to the Vocabulary section. This process is repeated on Day 3. During Day 2, Teach Trick Words - Reading, the teacher introduces the Trick Words, been and little, and reinforces capitalization and punctuation. The teacher says, "I have been a little sad." Students repeat the sentence and place the Sentence Frames. The teacher writes the sentence on the frames and discusses capitalization and punctuation. The teacher circles the words, been and little, while students identify the words. During Day 3, Make It Fun, students match syllables to make a word and practice segmenting syllables in words. The teacher writes the first syllables, cob-, cat-, ab-, and up-, in a left hand column and writes the second syllables, nip, set, web, and sent, in a right hand column to create a matching game. Students find a match and draw a line from the first syllable to the second syllable. Students write the connected syllables on Syllable Frames and read the words. During Day 4, Word Talk, the teacher makes previously taught Word of the Days using Standard Sound Cards and Syllable and Suffix Frames. The teacher and students discuss the meaning and structure of each word. Students mark the word, provide synonyms and antonyms of the words, and use the words in sentences. Selected words

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			are displayed in a pocket chart while the teacher asks students various questions about the meaning of the words and their structure, such as the following: "Find a word with one vowel. Do you divide this word? Why not?" "Find a word with two-syllables. How do you know it has two-syllables? Where would you divide it? Why?" "Find a compound word." and "Find a word that means…" During Day 5, Storytime, the teacher displays the *Jackson* story that was read in Week 1. Students read the title silently. Students remember the story in their minds and describe the story by retelling it, using the picture notes. Students read the story with choral reading as the teacher scoops the phrases with Baby Echo. After the completion of the whole story, the teacher models retelling the story in his/her own words using gestures and the movie in his/her mind. Then, students retell the story in their own words and discuss how the characters felt throughout the story.
	Required *Indicator for grades K-1 only **4b)** Materials provide explicit grade-appropriate instruction and practice for the **concepts of print** (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).	**Yes**	The materials provide grade-appropriate instruction and practice for the basic features of print. The program refers to concepts of print as print awareness. Print awareness is explicitly connected to books and stories during the various Storytime Activities. These activities include reading left to right and top to bottom; associating words on the page to the events in the story; pointing out that sentences are made up of individual words; handling a book,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			front and back cover; author and illustrator; and features of print. Other learning activities that support print awareness include Dictation/Sentences, Introduce New Concepts, Make it Fun, Teach Trick Words, Trick Word Practice, and Word Play. For example, in Unit 2, Week 2, Day 1 during the Teach Trick Words section, the teacher introduces students to the concept of a sentence. The teacher displays the sentence, "Meg had the red hat." The teacher discusses capitalization and punctuation of the sentence, and scoops the words from left to right to show phrasing, then reads it and students echo the sentence. Two more sentences are displayed focusing on Trick Words, phrasing of the sentence, capitalization of the first word, and end punctuation. During Unit 6, Week 3, Day 3, students rearrange scrambled sentences during the Make It Fun section of the lesson to understand sentence structure, capitalization, punctuation, and grammar usage. The teacher writes a mixed-up sentence on the sentence frame. One student rearranges the sentence and writes correct capitalization and punctuation. Afterwards, students rearrange a mixed-up sentence into a sentence. On Unit 8, Week 1, Day 5, students read "The Pink Dress." After reading, the teacher Marks Words by making a capital letter frame around some of the words that have a capital letter. The class discusses that the words are capitalized because they are at the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			beginning of a sentence or a person's name. The teacher selects some punctuation marks to highlight and discuss. Once the read-aloud is finished, students discuss a variety of questions, such as, "What happened at the end?" and "Who are the characters in this story?"
	Required *Indicator for grades K-1 only **4c)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).	**Yes**	Materials provide systematic and explicit phonemic awareness instruction. Phonemic awareness skills are taught focusing on a continuation which builds on from Level K. Phonemic awareness skills include: blending sounds, segmenting sounds, manipulating sounds in up to words with six sounds in a syllable, and identifying initial, medial, and final sounds in CVC words. Activities utilized to support the development of phonemic awareness skills include: Word Play, Echo/Find Words, Word Talk, and Make It Fun. For example, in Unit 3, Week 2, Day 1, students practice blending nonsense words during Word Play. The teacher selects eight to ten nonsense words from the Unit Resource List. Students utilize the tapping method to practice blending the nonsense words. On Day 2, during Echo/Find Words, students practice segmenting and blending. The teacher says the word, back. Students repeat the word, tap out the sounds, and build the word with the letter tiles. The word is spelled orally and the process is repeated. In Unit 5, students learn glued sounds, which are word families in which one or more of the sounds is altered. During Unit 5, Week 1, Day 3, Make It Fun,

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			students listen for glued sounds. The teacher dictates words with glued and unglued sounds. Students repeat the word and stand up if they hear a glued sound. The teacher and students then tap and blend the word together. During the Introduce New Sounds section of Unit 10, Week 1, Day 1, the teacher first reviews previously taught sounds using the Vowel Teams Poster. Then the teacher introduces three new vowel teams, including oa, oe, and ow. Each sound is introduced with the Letter-Keyword-Sound explained. Students echo the teacher as they point to the vowel team on the poster. The vowel teams are practiced routinely in subsequent days during Drill Sounds/Warm Up. During Unit 10, Week 2, Day 2, Echo/Find Words, the teacher dictates a word. Students repeat the word, tap out the sounds in the word, and build the word with the Letter Tiles.
	Required *Indicator for grades K-5 only **4d)** Materials provide systematic and explicit **phonics** instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text). Materials do not require or encourage three-cueing[5], MSV[6] cues, or visual memory for word recognition.	**Yes**	Materials provide systematic and explicit phonics instruction. By the end of the Level 1 program, students should know closed and vowel-consonant-e syllable types, as well as the sounds related to r-controlled and vowel digraph syllables. The Drill Sounds/Warm-Up activity reinforces the alphabetic principle and allows students an opportunity to warm up for each lesson by practicing the letters, keywords, and sounds previously learned. For example, in Unit 8, Week 2, Day 1, the

[5] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues.
[6] **MSV**: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			lesson begins with a warm up as students say the Letter name-Keyword-Sound for vowels and any new challenging sounds. The teacher displays the R-Controlled Vowel Poster and introduces the new vowel sounds /ar/ and /or/, stating the Letter-Keyword-Sound while students echo. During Introduce New Concepts, the teacher displays the R-Controlled Vowel Poster and points to the r-controlled vowels, er, ir and ur. The Letter-Keyword-Sound is given and students color these new r-controlled vowel sounds in their Student Notebook. Next, the teacher builds the Word of the Day, shred, and discusses the word's meaning. The teacher reviews the meaning of a digraph blend. Students segment the word, shred, and underline the digraph blend. Students add the Word of the Day to the vocabulary section of their Student Notebook. In Echo/Find Letters and Words, the teacher dictates three to five sounds, and students point to the corresponding letter on their Letter Board saying the name of the letter aloud. Next, the teacher dictates a word. Students repeat the word, tap out the sounds, and build the word with the Letter Tiles. Day 2 begins with the Drill Sounds/Warm-Up focusing on reviewing taught sounds and r-controlled vowels. The teacher dictates eight to ten unit words for students to practice identifying the base word. Then the students build several more words using the Standard Sound Cards and Suffix Frames. Students engage in more

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			encoding application of new sounds, words with suffixes, trick words, and review words as well as writing a sentence. On Day 3, During dictation, students write three words and a sentence that contains focus phonics skills of the week. During Unit 14, Week 2, Day 1, Echo/Find Letters, the teacher dictates long and short vowel sounds while students repeat and point to the letter on their Letter Board, saying the name of the letter. During Echo/Find Words, the teacher dictates a word. Students repeat the whole word and then say the base word for words when prompted and then build the word. If the word is more than one-syllable, students repeat the word in syllables. Students say the first syllable, find the letters to spell the first syllable, and place the letters in the first syllable box. Students say the next syllable, find the letters to spell the next syllable, and place the letters in the second syllable box. Students use their dry erase markers to scoop and read the word back.
	Required *Indicator for grades K-5 only **4e)** Resources and/or texts provide ample **practice** of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials do not require or encourage three-cueing[7], MSV[8] cues, or visual memory for word recognition.	**Yes**	Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Students review and practice word analysis and phonic patterns within the lessons during Word Play, Word of the Day, Make it Fun, and Word Talk.

[7] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues.
[8] **MSV**: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning. Opportunities for self-monitoring and self-correction are not based on three-cueing, MSV cues, or visual memory. This should include monitoring that will allow students to receive regular feedback.		After instruction, students engage in fluency practice during StoryTime. During this time, students echo read and choral read with teacher guidance. Students also have the opportunity to practice decoding skills using Fundations Stories Sets, Fluency Kits, and Geodes Readable Classroom Libraries. Level 1 focuses on "expression, including prosody, and the meaning of text with controlled text sentences and short passages." Students participate in both echo and choral reading of stories as well as practice decoding within the Storytime, Word of the Day, Teach Trick Words- Reading and Dictation/Sentences activities, Fundations Stories Set 1, Fluency Kit 1 and Geodes Level 1 Classroom Library. During Unit 11, Week 1, Day 5, Students mark all v_e and Trick Words. The week begins with the teacher introducing vowel-consonant-e syllables. The teacher displays the word, hop, tapping and blending before adding the letter, e, to make the word, hope. This process is repeated with the words: cap, fat, tap, lat and gob. The teacher also introduces how to mark words to identify vowel-consonant- e syllable types. This process is repeated on Days 2-4 with the Word of the Day. On Day 5, students participate in a Storytime with the story, *Jake the Whale*, the teacher scoops the phrases before reading and then students read the story as well. After reading, students mark all v-e words in the story. As students read the story the teacher provides feedback for students not using proper

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			expression and phrasing. Decodables Readers are provided in the Geodes Classroom Library. These readers align to the scope and sequence of Fundations. There are 64 titles that are topically organized into four modules. Within a module, there are sixteen texts that are used as knowledge building texts as well as application of decoding, word recognition, vocabulary, and comprehension skills. For example, in Geodes, Module 3, students read texts that align with the phonics skills taught in Fundations Units 10 and 11. For example, *Towers of Nashtifan*, focuses on vowel-consonant-e and single syllable words. The lesson provides a list of decodable words and Trick Words from the text that aligns with the Fundations Unit 11 as well as instruction on vocabulary development and comprehension. The Fundations Level 1 Fluency Kit contains a variety of different activities for additional fluency. The goal of this kit is to "develop the student's word automaticity and rate-appropriate independent reading of connected text…" Within the kit there are Automaticity Drills focusing on letter sounds and words (real, nonsense and trick) and Fluency Drills focusing on phrases and stories. Students can practice these drills as frequently as needed. The Level 1 Fundations Stories, Stories Set 1 provides six controlled decodable text stories for supported reading practice. *Jack and His Pal Max*, *Milly and Her Kittens*, and *Mrs. Hen*

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and Her Six Chicks are all over 95% decodable by the end of Fundations Unit 8. *Ted and Matt* is 95% decodable by the end of Unit 10, *Miss Piglin Visits Sick Mr. Fox* is 95% decodable by the end of Unit 13 and *Bud the Pup* is 95% decodable by the end Unit 14.
	Required *Indicator for grades K-5 only **4f)** Opportunities are frequently built into the materials that allow for students to achieve reading **fluency** in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. Materials do not require or encourage three-cueing[9], MSV[10] cues, or visual memory for word recognition. Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate **rate, expressiveness, and accuracy**.	**Yes**	Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. The program teaches students to chunk text into meaningful phrases and practice fluency reading connected texts with accuracy, automaticity, and prosody. During Storytime activities, students phrase by scooping sentences in a text story shown on chart paper or on a screen. In Geodes, fluency is modeled and practiced in all four modules using the knowledge building texts. Texts are read multiple times and read in a variety of settings depending on the amount of support needed. The Geodes manual provides targeted supports for fluency, which includes accuracy, phrasing, and expression. An example of support for accuracy is, "If students struggle with a Fundations Decodable Word, help them sound it out or tap it out using the strategies

[9] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues.
[10] **MSV**: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			they have learned." In Module 1 students read the story *The Magical Stack*. This text aligns with Fundations Unit 3 and focuses on the phonics skill of CVC words. Parent support with fluency is provided in the Fundations Level 1 Home Support Pack. Trick word flashcards for students to read and reading lists of words and sentences help build fluency. For students who need additional practice in small groups, teachers utilize the Fundations Level 1 Kit. The kit contains automaticity drills and fluency drills. There are recording sheets provided so the teacher can track progress. Additional fluency practice can also be found in Fundations Stories Set 1 and Books to Remember Set 1. During Unit 3, Week 1, Day 5, students read *Cod Fish*. Students read the story one sentence at a time, focusing on proper expression and phrasing. The teacher models expression and phrasing if not exhibited by the students. In Unit 6, Week 1, Day 5 students read the connected text, *Mack and Bugs*. This text is read several times, individually and as a class. In Unit 12, Week 1, students are introduced to the new concept of syllable division, identifying multisyllabic words. Students identify the vowels and syllables in the words, napkin, sunfish, catnip, and cactus. Students use this new learning with the Word of the Day, upset. Students mark up the word, scoop it into syllables, and mark the syllable types before tapping to read the word. This process is repeated on Day 2 and 3 with the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Words of the Day. On Day 3, students also Echo/Find Words. The teacher dictates a multisyllabic word while students repeat the word, touching the syllable boxes on their Letter Board. Students say the first syllable, find the letters that correspond and do the same with the second syllable. Students scoop, tap and blend the word to read it. As students say each sound/syllable another student checks their work. Students also do this on Day 4. On Day 5, students read connected text during Storytime. Students read the decodable story, *Jackson*, and identify the multisyllabic words within the story by scooping the syllables and blending. The story is displayed as the teacher uses the scooping technique to break the sentences into phrases in order to practice phrasing and expression.
	Required *Indicator for grades K-5 only **4g)** Materials provide **instruction and practice in word study**. • 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. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* • 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	**Yes**	Materials provide instruction and practice in word study including pronunciation, spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and regular practice in encoding the sound-symbol relationships of English. Students learn word structure starting with letter names and individual sounds. Students move into blending sounds into orthographic units, syllables, base words, and suffixes. Students progress from three sounds in a word to six sounds. Students learn about base words and suffixes -s, -es, -ed, and -ing. For example, During Unit 6, Week 1, Day 1, Introduce New Concepts, students learn to read base words with the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	automaticity with grade-level regular and irregular spelling patterns.		suffix, -s. The teacher makes the word "shop" with the Standard Sound Cards. Students read the word. The teacher adds the -s card to form the word, shops. The teacher identifies that shop is the base word and the suffix -s can be added to it. The teacher writes -s on the yellow Suffix Frames and puts it on top of the -s Standard Sound Card in the word, shops. The teacher repeats the process with the word, bugs. The teacher explains that sometimes the s sounds like /z/ when added to words as a suffix. The teacher creates the words: shops, docks, pets, bugs, dogs, and pens. For each word, students read the base word, then the base word with the suffix, and identify whether the sound of the suffix is /s/ or /z/. Students underline or scoop the base word and circle the suffix. Instruction on the six syllable types begins in Level 1. Closed syllables, vowel-consonant-e syllables, r-controlled vowels, and vowel teams are part of the Level 1 Scope and Sequence. In addition, students are explicitly taught syllable division by learning about base words and the suffixes: -s, -es, -ed and -ing. In Unit 9, Week 1, Day 1, students are introduced to the closed syllable concept. The teacher demonstrates a closed syllable with the word bat using Standard Sound Cards. The teacher provides direct instruction on the meaning of a closed syllable by stating, "A closed syllable has one vowel only and must be closed in. A closed syllable gives the vowel the short sound."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			The teacher shows five more words and the students have to determine if it is a closed syllable or not and why. During Unit 13, Week 1, Day 1, Introduce New Concepts, students learn to add suffixes to multisyllabic words. The teacher builds the word “invents” with the Syllable Frames and Suffix Frames. Students read the base word then read the entire words with the base word and suffix together. The teacher then changes the suffix to -ing. Students read the base word then the entire word with the base word and suffix together. Students identify the base word and suffix and also identify whether the -ing suffix means the action is happening in the past or happening now. This process is repeated again by changing the suffix to -ed. Encoding practice is provided through multisensory techniques. Students develop their encoding skills through application of taught phonics skills. Encoding begins with sounds and progresses to writing up to six sounds and finally writing sentences. In Unit 14, Week 1, Day 2, Dictation, students encode sounds, words, and a sentence on their dry erase writing tablet. The teacher selects three sounds, three current multisyllabic words, one review word, two Trick Words, and one sentence from the Unit Resources. Students use the multisensory routine to say, spell, and scoop the word into syllables as they encode. As students encode the sentence, use their Student Notebook to look up Trick Words as needed. Students proofread the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			words and sentence using the Learning Activity procedures.
	Required *Indicator for grades K-2 only **4h)** 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. Assessment opportunities within materials do not require or encourage three-cueing[11], MSV[12] cues, or visual memory for word recognition.	**Yes**	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. Informal formative assessments are used to assess students' learning during lessons. Teachers are encouraged to provide immediate feedback to students. Students' achievement is assessed by examining progress during direct observation of daily work and independent application of skills. For example, during Unit 1, Week 1, day 5, students use Magnetic Letter Tiles on the letter squares of Letter Boards to echo and find letters. The teacher says a sound, and students echo the sound and orally identify the letter name of the sound. Students point to the Letter Tile that represents the sound and point to the Sound Card displayed that represents the letter. Students make the letter on their desks using their index fingers. Summative assessments are given in the form of unit tests. There is a unit test for all fourteen Level 1 units. For example, on Unit 2 Test, students dictate the sounds /e/, /a/, /k/, /z/, and /ks/. Students dictate the words: lug, nap, zap, yes, beg, fix, quit, rob,

[11] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues.
[12] **MSV**: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			hit, and mud. Students dictate the sentences, “His pup and cat had fun.” and “A bug is in the pot.” Students scoop the sentences to phrase them. The Unit 7 Test includes four sections. The first part is sound dictation where the teacher dictates the following sounds: /any/, /z/, /ung/, /e/, and /ink/. Students repeat the sound and write the sound independently in their composition book. After that, students encode five dictated words: thank, wings, rink, songs, and things. They are then instructed to underline the base word, circle the suffix, and box the glued sounds. Lastly, students write the dictated sentences: “Put my junk here.” and “The kings also sang a long song.” They are instructed to scoop sentences to phrase them. The goal is for 80% of the class to demonstrate mastery. If that is not the case, the recommendation is to extend the unit to remediate. If a student does not make 80% mastery of any given item, then additional assistance on that skill is recommended. There is a Unit Tracker available on the online Fundations Learning Community to track individual student mastery as well as evaluate the readiness of the class to move on.
	Required *Indicator for grades K-5 only **4i)** Foundational Skills materials are **varied**, **abundant, and easily implemented** so that teachers can spend time, attention, and practice with students who need foundational skills supports.	**Yes**	Foundational skills materials are varied, abundant, and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills support. The Grade 1 foundational skills standards of print concepts, phonological awareness, phonics

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and word study, word high frequency words, spelling, handwriting, and fluency are laid out in a sequential manner in this program. Easy to use materials are provided for both the teacher and student. Teacher materials include Teacher's Manual, Home Support Pack, Fluency Kit, Activity Cue Cards, Teacher Manipulatives, Letter Formation Guides, Large Dictation Grid, Large Letter Formation Grid, Welded Sounds Poster, Vowel Teams Poster, Vowel Sounds Poster, R-Controlled Vowel Poster, Basic Keyword Poster, Letter Formation Poster, Mark My Words Poster, Alphabet Wall Strip, and Vowel Extension Poster. Level 1 Teacher Manipulatives includes Echo Puppet and Large Sound Cards, Baby Echo and Sentence and Syllable Frames, Standard Sound Cards, Trick Word Cards, and Word of the Day Cards. For example, in Unit 5, Week 1, Day 1, the teacher utilizes the Large Sound Cards, Standard Sound Cards, and Trick Word Flashcards when they do drills at the onset of the lesson. During Unit 7, Week 2, Day 1, Introduce New Concepts, the teacher uses the Large Sound Cards and Magnetic Sound Cards for /ang/, /ank/, /ing/, /ink/, /ong/, /onk/, /ung/, and /unk/. Student materials include student manipulatives such as Letter Board and Tiles, dry erase writing tablet, Student Notebook, Composition Book, My Fundations Journal, Alphabet Desk Strip, Writing and Drawing Pad, and Fundations Stories Set 1. For example, during Unit 11, Week 3, Day 2,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Dictation, students write dictated words and sentences on their dry erase writing tablets. In Unit 12, Week 2, Day 4, students use their dry erase writing tablets to write dictated words and their Student Notebook to look up Trick Words.
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☒ Yes ☐ No	**Required** **5a)** Materials seek a **balance in instructional time between literature and informational texts.** (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.	**Yes**	Materials seek a balance in instructional time between literature and informational texts. Overall, there is balanced quantity and balanced time with genres, particularly literary and informational. Through all four modules, there are nine literary texts and twenty informational texts. Text types include poetry, articles, informational text, and literary fiction. In Module 1, the texts include four literary picture books: *Tomás and the Library Lady*, Pat Mora; Illustrations, Raul Colón; *Waiting for the Biblioburro*, Monica Brown; Illustrations, John Parra; *That Book W*oman, Heather Henson; Illustrations, David Small; and Green Eggs and Ham, Dr. Seuss. In addition, the module includes two Informational picture books, *Museum ABC* by The Metropolitan Museum of Art and *My Librarian Is a Camel*, Margriet Ruurs. Students focus on asking and answering questions about both types of texts. Students create their own narrative in the End-Of-Module Task to culminate their learning. In Module 2, students use the skills they learned in Module 1 to continue to work with the texts in identifying central messages. Students engage with one literary

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			picture book, four informational picture books, two fables, and one poem. *Seven Blind Mice* by Ed Young is a literary text exploring how "seven different-colored blind mice investigate a different part of the strange 'Something' each returning with a different theory on what it is." This text opens the module with an accessible story as an introduction to the theme. *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page is an informational text that provides facts about nature and builds content knowledge about the features of animals. This book provides a model for student writing, helps build content knowledge, and prepares students for their End-Of-Module Task in which they write about one animal's unique features. The remaining core texts include: *Me…Jane* by Patrick McDonnell; *Never Smile at a Monke*y by Steve Jenkins and *Sea Horse*, and *The Shyest Fish* in the Sea by Chris Butterword and John Lawrence. Additionally, supplementary texts include excerpts from *Aesop's Fables*, *The Hare and the Tortoise* and *The Ants and the Grasshopper,* as well as the poem *Fish* by Mary Ann Hoberman.
	Required **5b)** Materials include print and/or non-print texts in a **variety** of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).	**Yes**	Materials include print and non-print texts of different formats and lengths. Materials include a variety of texts with illustrations, articles, poetry, film, art, and music as well as variety in the lengths of texts. Texts vary in genre, complexity, and length. In Module 1, Lesson 12, students read and make

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			connections with the text, *Waiting for the Biblioburro*. Students compare information from the author's note of the text to a short video, "CNN Heros: Luis Soriano" about Luis Soriano Bohorquez, the man who inspired the story behind the text. After revisiting the text and video, students make connections to real life and make comparisons and connections between the video and the text by participating in a Mix and Mingle of the question, "What was the same in the video and in the story, and what was different?" Module 2 includes the literary picture book include *Seven Blind Mice*, Ed Young and the following informational picture books: *Me…Jane*, Patrick McDonnell; *Never Smile at a Monkey*, Steve Jenkins; *Sea Horse: The Shyest Fish in the Sea,* Chris Butterworth, John Lawrence; and *What Do You Do With a Tail Like This?* Steve Jenkins and Robin Page. Supplementary texts include the following fables: *The Hare & the Tortoise*, and *The Ants & the Grasshopper*, both by Aesop's Fables; the poem "Fish" by Mary Ann Hoberman; a video, "Pygmy Sea Horses: Masters of Camouflage," from Deep Look; and two pieces of visual Art, Young Hare (1502) by Albrecht Dürer and The Snail (1953) by Henri Matisse.
	5c) Additional materials provide direction and practice for regular, **accountable independent reading** of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.	**Yes**	Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			or topics. Throughout various lessons, students practice fluency. Students use New Read Assessments to show their ability to apply skills they have been practicing in a new text. Materials provide an independent reading list with instructional tools that provide direction and practice with independent reading. Instructional tools provide direction and practice with independent reading through the Volume of Reading Reflection Questions. In Module 1, Lesson 7, students experiment with fluency. The teacher displays a chart that states, "Fluent readers read: without stumbling." The teacher explains that fluent means to "be able to read or speak easily or naturally." The teacher practices reading fluently, emphasizing without stumbling using page 17 in *Waiting for the Biblioburro.* The teacher distributes Handout 7A: Fluency homework and reminds students to read this with their family. Students Choral Read the passage for practice. In Module 4, Lesson 11, the teacher displays the Readers' Theater fluency passages from Handout 11A. Students independently read the part of one of the characters with a partner but at home are expected to read both parts practicing fluency. In Module 4, Appendix D: Volume of Reading includes recommended texts such as *Lon Po Po: A Red Riding Hood Story from China*, Ed Young, and *Yeh-Shen: A Cinderella Story from China*, Ai-Ling Louie. These texts can be used for small group instruction as well as independent reading.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Volume of Reading Reflection questions are included in the back of the Student Workbook.
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☒ Yes ☐ No	**Required** **6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.[13]	**Yes**	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Each module contains Knowledge Goals, Reading Goals, Writing Goals, Speaking and Listening Goals, and Language Goals. In each module, students speak, write, and listen to expressions of understanding with tasks tied to complex texts. Students express their learning and understanding by listening, speaking, and writing. For example, in Module 1, Lesson 4 students identify the problem and resolution of Tomas and the Library Lady. Students use their Story Stones to identify the problem and resolution when they hear details about the elements. Students Think-Pair-Share the questions, "What is the problem, or what challenges Tomas?" and "What is the resolution, or how does the problem end?" Students use the details they learned in the reread of the text to retell the story by telling what happened with the problem and resolution to a partner and use the text for picture support. Module 2 includes reading, writing, speaking and listening, and language goals aligned with the standards. For example, one of the Speaking and Listening Goals are for students to "speak in complete

[13] 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
			sentences to ask and answer questions, as well as in collaborative conversations" (SL1.6). In Lesson 20, students participate in a Socratic Seminar based on the knowledge they have acquired from reading *Sea Horse: The Shyest Fish in the Sea*. Students begin by reviewing the Speaking and Listening Chart to explore the Craft Question for the lesson, "How can I speak in complete sentences during a Socratic Seminar?" During the seminar, students use sentence frames to practice speaking in complete sentences. The seminar opens with the question, "In what different ways does *Sea Horse* teach readers about the sea horse's unique features?" Students engage in a collaborative conversation with their peers using complete sentences.
	Required *Indicator for grades 3-12 only **6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	**N/A**	Not applicable to this grade level.
	Required **6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing).	**Yes**	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Within each Module, lessons address various modes of writing across a year which include opinion, informative/explanatory, and narrative writing. Throughout the materials, students write opinion paragraphs, informative paragraphs, and narrative paragraphs to answer Essential

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Questions using evidence found in texts read throughout the modules. For example, in Module 2, students build their understanding of informational texts and skills they need to write an informative paragraph. Students use sentence frames, models for structure, and conversations to strengthen their skill to structure and develop informative writing. In Focusing Question Task 3, students write an informative paragraph to answer the question, "How do sea horses use their unique features?" Students must have a topic statement, two details explaining how one feature of a sea horse is used, and a conclusion. In Focusing Question Task 4, students write another informative paragraph using textual evidence to explain how two animals use the same feature differently. They then use the skills used from each of the tasks to complete their End-Of-Module task, an informative paragraph using research that tells about an animal's unique features. In Module 4, students focus on opinion writing. For example, in Lesson 15 students begin planning for Focusing Question Task 2, an opinion paragraph telling what trait they admire most about the main character Ella in *Bigfoot Cinderrrrrrella.* Students complete Handout 15A, an evidence organizer, in conjunction with their Ella Traits Chart. Students choose one trait from the chart and include it in their opinion statement. Students use a sentence frame for their

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			closing sentence. Once students complete their Evidence Organizers, they orally rehearse their opinion paragraphs. During the End-Of-Module Task for Module 4, student draft an opinion paragraph about the Cinderella character they most admire. Students review evidence that was collected throughout the module, form their opinion, and write a paragraph. Students support their opinion using evidence from the text and use correct writing conventions.
	Required **6d)** Materials address the **grammar and language** conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. • 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.	**Yes**	Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. Materials provide students the opportunities for application and practice with language conventions that are connected to complex texts. Within each module, the lessons provide a connected set of texts on a topic or theme of the module. Grammar and language is embedded in study of the texts and writings produced which pertain to text-based idea. Each lesson contains a Deep Dive, focusing on language and vocabulary. For example, in Module 3, Lesson 5, students experiment with matching nouns and verbs. Students think about verbs they have learned from *Feel the Wind*, such as blow, flap, bring, strike, and rise. Students review a previously made chart of verbs and add new verbs to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the chart. Students echo read all of the verbs. One verb is selected, and students echo read a sentence frame and choose the correct verb/noun agreement for the following sentence: "The wind (change/changes) directions. or The winds (change/change) directions." After completing additional sentence frames, students land their learning by discussing how the verb changes in the sentences. In Module 4, Lesson 15, students identify possessive pronouns and use them to replace a noun in a sentence. Students begin the lesson by identifying which personal pronoun matches with the list of common/proper nouns provided, which include characters from the text, Bigfoot Cinderrrrrrella. The nouns include Cinderella, the prince, mom, girl, John and Billy, and Ella. The teacher creates a Possessive Pronoun Chart with the students to practice replacing proper nouns with a possessive pronoun. The teacher models a Think-Aloud process to identify possessive nouns that replace proper nouns in multiple sentences. Partners work together to orally change the possessive pronouns in the following sentences: "The family's house is next door." and "The teacher's car is blue."
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can	**Required** **7a)** Materials use **varied modes of assessment**, including a range of pre-, formative, summative, and self-assessment measures.	**Yes**	Materials use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures. The assessments in the module build up to the End-of-Module Task included in each module. Regular assessment opportunities

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☒ Yes ☐ No			are provided throughout the materials include Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and Vocabulary Assessments. Guidance for usage of the various measures is provided. For example, in Module 1, Lesson 7, students work together in pairs to complete New-Read Assessment 1. Students explore *Waiting for the Biblioburro* visually with a partner. Then, they use one of the provided sentence frames to create a question they have about the text. Sentence frames include: "Who ___?" Where ___?" and "When___?" Students choose one sentence frame and orally rehearse their question with a partner before recording it on their assessment. Also, in Module 1, students share their knowledge learned within the module on the End-of-Module Task, an original narrative story about a character who is changed in some way by books. Each student designs a cover page for the narrative which is inspired by Museum ABC. In Module 2, as a culmination of the module, students engage in an End-of-Module (EOM) Task where they create large trading cards focusing on one animal from one of the module texts. Students participate in a shared research project as they gather evidence about these animals from multiple texts over the course of the module. For example, in Lesson 34, students finish drafting their informative paragraph for the End-of-Module Task. Students work in this lesson to use their shared research from

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			previous lessons to create their paragraph using the provided TopIC Sandwich Chart. Students individually write the topic statement, key details, and conclusion for their animal trading cards. In Lesson 35, students draw the animals they have been writing about to complete their trading cards.
	Required **7b)** Materials **assess student understanding of the topics, themes, and/or ideas** presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.	**Yes**	Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Materials assess student understanding of the topics, themes, and ideas as students engage in connected lesson tasks and activities that build upon one another and prepare for students to complete the End-of-Module Task. For example, in Module 1, students write and draw to retell multiple core texts such as, *Tomas and the Library Lady, Waiting for the Biblioburro, My Librarian is a Camel, That Book Woman, and Green Eggs and Ham.* Students also complete a New-Read Assessments for the same texts in which they have to write or draw their answers to questions, formulate their own questions, and identify story elements. Students participate in Socratic Seminars to respond to their peers' opinions on Focusing Questions. These various types of assessments build knowledge for the End-Of-Module Task in which students use what they have learned to write a narrative about a character whose life has changed because of books. Within each Module, lessons include questions and tasks that require

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students to demonstrate the knowledge and skill built over the course of the unit. Lastly, each module has culminating tasks that integrate learning using the core and supplementary texts. For example, in Module 3, students' learning culminates with an End-of-Module Task in which they create an original story about a character who must respond to the powerful force of the wind to solve a problem. They use words that appeal to the senses and feelings, mirroring the descriptive craft of the authors they studied. The Essential Question of the module is, “How do people respond to the powerful force of the wind?” Students answer several Focusing Task Questions along the way to answer the Essential Questions and to engage in the End-of-Model Task. The Focusing Questions include: “How is wind a powerful source?” “What are feelings?” “How do characters respond to the powerful force of the wind?” “How does Irene respond to the powerful force of the wind?” “How does William use the powerful force of the wind?” and “How do people respond to the powerful force of the wind?”
	Required **7c)** Aligned **rubrics or assessment guidelines** (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Yes**	Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. The materials include clear rubrics, assessment guidelines, and exemplars that demonstrate quality work desired as a result of teaching and learning. Module Appendixes include answer keys, rubrics, and sample responses for Focusing Question Tasks, Socratic

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Seminars, New-Read Assessments, Vocabulary Assessments, and End-of-Module Tasks. For example, in Module 1 Lessons 1-6, Focusing Question Task 1, students answer the following question, "How do library books change the life of Tomas?" Appendix C includes an answer key, the standards addressed, and a sample response. Appendix C of Module 4 includes a Speaking and Listening Rubric for Lessons 28 and 34 that assesses structure, development, style, and conventions. Students receive points based on their level of performance during the lesson task. The rubric provides clear criteria and expectations for each level of performance, ranging from 1 (Does Not Yet Meet Expectations) to 4 (Exceeds Expectations). An End-of-Module Task Opinion Writing Rubric is also included for Lesson 29 which evaluates students on structure, development, style, and conventions. In Lesson 17, students complete a New Read Assessment for the text *Adelita*. The answer guide in Appendix C includes a clear description that notes the purpose of each part of the assessment, answers and sample response, and relevant standards. In Part 1, students identify which character is telling the story. In Part 2, students write compound, declarative, interrogative, imperative, and exclamatory sentences. In Part 3, students use commas to separate words in a series.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **7d)** Measurement of progress via assessments include **gradual release of supporting scaffolds** for students to measure their independent abilities.	**Yes**	Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. In each module, assessments are provided to determine what knowledge and skills students need to demonstrate. In each lesson, knowledge and skill are assessed in the materials to determine if the knowledge and skills are introduced in a coherent sequence. At the end of each module, students complete an End-of-Module Task to demonstrate a culmination of knowledge and skills. The scope and sequence outline how lessons build to support the culminating task. To assess progress and lead students to success on the End-of-Module Task, students complete multiple, connected Focusing Question Tasks. In the Major Assessments portion of each Teacher Edition, there is an explanation of how each assessment supports successful completion of the End-of-Module Task. Throughout the modules, students complete New-Read Assessments to assess their ability to read new texts and comprehend what they are reading. For example, Module 1, Lesson 4, students work to answer the Content Framing Question, “What’s happening in Tomas and the Library Lady?” Students begin with identifying the problem and resolution in the text in a whole group. The teacher rereads pages 8-14 of the text, and students follow along with their Story Stones. Students pause briefly to identify the problem after their

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Think-Pair-Share of the question, "What is the problem, or what challenges Tomas?" Students follow the same process for pages 23-25 to identify the resolution of the story. In pairs, students orally retell the story with their new understanding of the problem and resolution, using the text and pictures for support. Then students individually use sentence frames to begin working on Focusing Question Task 1, writing about the problem and resolution. In Module 3, students complete five Focusing Question Tasks to prepare for the End of Module Task, each one of the assessments is broken down into multiple parts. For Focusing Question Task 1, students identify similarities and differences among their evidence they have gathered. Then, they use their evidence to draft an informative paragraph using the TopIC Sandwich informative paragraph structure. Students then circle all of the nouns and verbs in their own paragraphs. For Focusing Question Task 2, students write a story about sequenced pictures from the text, *Feelings.* In Focusing Question Task 3, students write an original narrative about the character Owl from the text *Owl at Home* and then underline the verbs in their stories. During Focusing Question Task 4 and 5, students plan a scene to act out from *Brave Irene* and *The Boy Who Harnessed the Wind* by writing sentences that describe what Irene and William saw, felt and heard. Additionally, students act out their chosen scenes in groups by reading their sentences

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			while another group member acts it out. The Focusing Question Tasks support students in incrementally building content knowledge and skills to successfully complete the End-of-Module Task using a narrative structure to "write a story about how a character responds to the powerful force of the wind."
	7e) Materials assess student proficiency using methods that are **unbiased and accessible** to all students.	**Yes**	Materials assess student proficiency using methods that are unbiased and accessible to all students. Throughout the modules, rubrics and exemplars are provided so students know what is required to meet expectations. Rubrics and guidelines are clear, communication of success criteria to students is clear, and rubrics allow for clarity from the student perspective of success criteria. For example, in Module 2, Lesson 32, students use an Informative Writing Checklist to determine whether they completed all the components of a an informative paragraph completed during Focusing Question Task 5. The checklist includes items such as the following: "I have a topic statement that names my topic." "I have 2 or more facts or details to support my topic statement." "I have a conclusion." and "I used complete sentences." In Module 3, Lesson 29, students participate in a Socratic Seminar surrounding the question, "Is science or magic more important to William?" Students review the Speaking and Listening Anchor Chart to identify ways they can be successful during the discussion. Students engage in a collaborative conversation with their peers and use

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			evidence from the text, *The Boy Who Harnessed the Wind.* While students discuss, the teacher keeps track of students' responses using the Socratic Seminar Checklist that is in Appendix C. This checklist lists various components for the teacher to check for, such as, number of comments, speaks in complete sentences, cites texts and whole body listening. There is also a Socratic Seminar Grade 1 Speaking and Listening Rubric that is aligned to the Socratic Seminar Checklist. In Module 4, Lesson 9, students demonstrate their understanding of two texts as they compare and contrast the experiences of two characters, Cinderella and Cendrillion. At the close of the lesson, students complete the Focusing Question Task 1 as they write an opinion paragraph about Cinderella. To ensure proper completion of the writing task, students use the Opinion Writing Task Checklist. Students mark yes or no to the following items: "I respond to all parts of the prompt." "Introduce the topic I am writing about." and "I write an opinion statement."
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.	**Required** **8a)** As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with **understanding the text** itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**Yes**	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Each lesson follows the same structure beginning with a Welcome and Launch section to engage students in the lesson's learning. During Welcome, students independently complete a task to prepare for the lesson. During Launch, the teacher introduces students to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No			the Content Framing Question. Students engage with the question by either unpacking terminology or by making connections to the Focusing Question, Essential Question, or the text. Pre-reading activities are also included in the Learn section of the lessons as students engage with texts. Materials and activities provide support in vocabulary, meaning, language, background knowledge, and structure while providing appropriate support for diverse learners to access complex texts. For example, in Module 2, Lesson 2, before students begin engaging with the text *The Ants and the Grasshopper*, the teacher asks students "What elements do we look for to figure out what's happening in a story?" Students respond that they look for characters, the setting, the problem, and the resolution. Students then identify the story elements of *The Ants and the Grasshopper*. The students follow along as the teacher reads aloud the text. Throughout the read aloud the students chorally respond what the characters, setting and problem are in the text. Students Think-Pair-Share the resolution of the story. If students need additional support on identifying the story elements, the teacher asks text dependent questions such as, "What do you learn about the problem from Grasshopper's interaction with the ants in the first three paragraphs?" and "What do you learn about the resolution from the grasshopper's interaction with the ants in the last two

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			paragraphs?" Module 3, Lesson 21 introduces students to a new core text, *Brave Irene* by William Steig. Before listening to a read aloud, the Teacher Note in the Teacher Edition suggests that the teacher either shows a short video on blizzards or finds books or articles about blizzards for students to read to build background knowledge. From there, students listen to a read aloud of the text. Students also visually explore the text discussing what they notice about the text. Additionally, students create questions about the text and choose one question they most want to answer. A scaffold is provided if students had difficulty generating questions. Guidance suggests that the teacher provide those students with a list of question words to use as a reference. Additionally, if a student has difficulty writing the question, then the teacher should provide a question-word sentence frame.
	Required **8b)** Materials **do not confuse or substitute** mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.	**Yes**	Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Reading strategies throughout modules support comprehension and build knowledge rather than texts serving as platforms to practice discrete strategies. Appendix A: Text Complexity provides complexity details for core texts. The analysis supports the module's knowledge building and goals. For example, in Module

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			2, Lesson 17, students determine the main topic after listening to the informational text, *Sea Horse, The Shyest Fish in the Sea.* This lesson builds on students' work from previous lessons. Students begin by participating in a Think-Pair-Share of the following questions: "What information did we talk about in the last lesson?" and "How do you think we could determine the main topic of the whole book?" Students use the same strategies that they used in previous lessons to figure out main topics of certain sections of the text to figure out the main topic of the entire book. The teacher displays the sections' main topics, and students Think-Pair-Share the question, "What do the main topics of each section have in common?" Students' responses are used to refine a main topic for the whole text. In their Response Journals, students write the main topic of the text and several section main topics that support the main topic of the text. In Module 4, Lesson 15, students work to identify key evidence and the central message of the text *Bigfoot Cinderrrrrella*. The teacher reviews the central messages from previous Cinderella stories. In previous lessons, students analyzed character actions and traits and then continue this work in this lesson. The teacher reads aloud pages: 11, 13, 17, 21-22 and 29 in the story *Bigfoot Cinderrrrella*, and students individually act out Ella's actions on these pages. Students Think-Pair-Share to answer the following text dependent

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			question: "Based on Ella's actions we reviewed in the text, what lessons can we learn from *Bigfoot Cinderrrrella*?" Students then share out and as a whole group create a well-supported central message based on their responses.
	Required **8c)** Materials include **guidance and support** that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.	**Yes**	Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Lessons focus on particular sections of texts to build knowledge and answer text-dependent-questions. Materials include guidance and support to integrate rereading and discussion into text specific inquiry in addition to close reads which have specific purposes and attend to specific author's choices. For example, in Module 1, Lesson 14, students listen to the text, *My Librarian is a Camel* to analyze the introduction. The teachers reads aloud the introduction on page 5 and then rereads only the first sentence of the introduction. Students identify the word remote as familiar since they were introduced to word remote in the author's note of another core text within the module. Students use the Outside-In strategy to determine the meaning of the word, remote in the context of this text. Students use various country page spreads looking for clues about what remote means and eventually come up with a refined definition and sketch for remote. Additionally, students use this same process

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			to determine what the word mobile means in context of the text. Once definitions for both words are created, students work in small groups to answer the following text dependent questions: "How do the words *remote* and *mobile* connect with the information in this paragraph?" and "How does your experience with books and libraries contrast with what the text described?" In Module 3, Lesson 29, students record evidence from *The Boy Who Harnessed the Wind.* In pairs, students listen to a reread of various passages from pages to identify whether magic or science is mentioned. Students create a Magic and Science T-Chart as a class to provide them with evidence for their Socratic Seminar later in the lesson.
	Required **8d)** Materials provide additional supports for expressing understanding through **formal discussion and writing development** (e.g., sentence frames, paragraph frames, modeled writing, student exemplars, etc.).	**Yes**	Materials provide additional supports for expressing understanding through formal discussion and writing development. Each module contains Writing Goals and Speaking and Listening Goals. Materials include opportunities for writing using scaffolding, such as sentence frames, and include opportunities for the expression of understanding through discussion. For example, in Module 2, Lesson 9, students refer back to the story, *Seven Blind Mice,* to consider the fable's lesson. Students begin the lesson by participating in a Socratic Seminar. Students Think-Pair-Share the Craft Question, "How does using complete sentences in a Socratic Seminar work?" and use the following sentence frames to guide

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			their expression: “I agree or disagree because ___” “I think ___ because ___.” and” I like that idea because ___.” After reviewing the guidelines for a Socratic Seminar, students engage in a discussion regarding the opening question, “What lessons did you learn from these fables?” Students engage in collaborative conversation with their peers, speaking in complete sentences. Halfway through the seminar, student pause to discuss how they are doing with the Craft Question of speaking in complete sentences. The Socratic Seminar then resumes with the follow up question, “What do the lessons of fables teach you about your own life?” In Module 4, Lesson 18, students examine conclusions. The lesson introduces students to the last component of their opinion paragraph structure, Opinion Conclusion. The teachers provides two sentence frames for the conclusion statement on the chart and models orally rehearsing a conclusion using the sentence frame, “That is why ___.” Then, in pairs, students then practice orally, rehearsing a conclusion with the second sentence frame, “This shows ___. In Lesson 19, students use the opinion paragraph structure to write a conclusion statement.
	Required **8e)** Materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.	**Yes**	Materials are easy to use and well organized for students and teachers. Each module begins with the Module Overview that includes the following sections: Module Summary, Essential Question, Texts, Module Learning Goals, Standards, Major

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Assessments, and a Module Map. The Module Summary is a brief overview of the knowledge students will build in the module. The Essential Question which drives student learning throughout the module is the key question that students consider throughout the module. By carefully analyzing literature, informational texts, art, and other non-print texts, students end the module with a clear understanding of how to answer the Essential Question. The Texts section includes a list of the Core and Supplementary texts used within the model. Core texts are the anchor of the module and provide the module's key knowledge. Supplementary texts help to build necessary background knowledge, context, or diverse perspectives. Supplementary texts typically include short handouts, digital print texts, videos, audio clips, and/or multimedia texts. They model varied genres not represented by the Core texts. The Module Learning Goals include a clear outline of the standards addressed and the goals students will achieve throughout the module. The Standards section provides the standards that students work towards mastering throughout the module. The Major Assessments section provides a clear picture of the summative and formative assessments that are embedded throughout a module. The assessments build on each other and support success on the culminating assessment, the End-of-Module Task. They focus on both content knowledge

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and skills. The Module Map, located in the Teacher Guide, serves as a variation of the scope and sequence. Each Lesson is a part of a Focusing Question Arc and contains a Lesson At a Glance. The Lesson At a Glance contains an Agenda, Standards, Materials, and Learning Goals. The lessons follow the sequence of Welcome, Launch, Learn, Land, and Wrap. Lessons also include Deep Dives. Student Editions contain the handouts that correlate with the lessons. The teacher- and student-facing materials, including the scope and sequence, are easily accessible and easy for teachers and students to recognize core texts and knowledge of units and lessons.
	Required **8f)** Support for diverse learners, including English Learners and students with disabilities, are provided. Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level using an accelerating learning approach[14]. 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, extension activities, etc.). Materials include **teacher guidance** to help **support special populations** and provide	**Yes**	Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. Lessons contain Scaffolds, Extensions, Differentiations, and Alternatives to support the needs of students. Materials include recommendations in the teacher materials to support diverse learners and provide a clear connection between diagnosed needs and support methods within the materials. For example, in Module 1, Lesson 3, students experiment with writing words of the settings they found in the story. Using a sentence frame, students write complete sentences. A Differentiation suggestion is

[14] **Accelerating Learning** is the prioritization of equitable access to **high-quality, grade level instruction for ALL students** as the center of the design and implementation of educational supports and services. Accelerating learning is both a mindset and an approach to teaching and learning, not a service, place or time. This approach leverages **acceleration**, a cyclical instructional process that connects unfinished learning in the context of new grade-level learning utilizing high-quality materials to provide timely, individualized supports throughout a variety of flexible instructional settings and groupings.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.		provided which states, "Students needing additional support may be writing squiggly lines, letter streams, or not writing at all. Scribe, underwrite or provide students with a sentence strip depending on the writing level of each student." For scribing, the teacher writes what the students say, word for word. The teacher spells out each word as it is written, and then students touch and Echo read each word in the sentence. In Module 2, Lesson 12, students analyze illustrations and photographs. Students listen to rereads of various pages of the text, *Me…Jane*, and Think-Pair-Share multiple text dependent questions such as, "What do you see in the illustrations on these two pages?" What did you learn about Jane looking at the author's illustrations and photographs of Jane?" and "How do the illustrations and photographs show hoe Jane made discoveries about animals?" During these discussions, students cite examples from the text to support their answers. Guidance is provided for students who need an extension that suggests that the teacher should instruct the student to look at the illustration on pages 1, 7, and 11 and the answer additional text dependent questions. Students then gather evidence to prepare writing a topic statement to answer the Focusing Question Task 2. A Scaffold is provided for students who have struggle in formulating their topic sentence. As support, students use a sentence frame, "Jane Goodall ___ about ___," to answer the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			question “What did Jane do?” Additionally, guidance is provided at the end of the lesson within Next Steps for students who had difficulty analyzing how illustrations and photographs show how Jane made discoveries about animals. Guidance suggests that the teacher look at pages one at a time and record students comments about the one particular illustration only.
	8g) The content can be **reasonably** completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.	**Yes**	The content can be reasonably completed within a regular school year, and the pacing of content allows for maximum student understanding and provides guidance about the amount of time a task might reasonably take. Each module includes a Module Map with details on the lesson and the learning goals. Each lesson has a detailed time of completion in minutes. Teacher guidance includes pacing and delivery of materials in a timely manner with reasonable expectations for progress with student learning. Every module has a Module Summary with a Module At a Glance to assist with pacing. The Implementation Guide includes a section that outlines how to appropriately implement the materials within a school year. There are “approximately 150 lessons, allowing schools to accommodate mandates such as school-wide events or standardized tests. A curriculum with approximately 145 days of instruction helps schools tailor the curriculum to specific opportunities, resources, and needs, leaving a measure of flexible time between or within modules.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			For example, pacing guidance for Module 3, Lesson 17 suggests 7 minutes for Welcome, 3 minutes for Launch, 60 minutes for the Learn, 3 minutes to Land, and 2 minutes to assign homework during the Wrap, for a total of 75 minutes and a 15 minute Deep Dive.

FINAL EVALUATION

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality[15]	1. Quality of Texts	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials do provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study.

[15] 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
	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.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)[16]	4. Foundational Skills	**Yes**	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills. Materials provide grade-appropriate instruction and practice for the basic features of print. Materials provide

[16] 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
			systematic and explicit phonological awareness instruction. Materials provide systematic and explicit phonics instruction. Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Materials provide instruction and practice in word study including pronunciation, spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and regular practice in encoding the sound-symbol relationships of English. 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. Foundational Skills materials are varied, abundant, and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills support.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
III. Additional Criteria of Superior Quality[17]	5. Range and Volume of Texts	**Yes**	Materials seek a balance in instructional time between literature and informational texts. Materials include print and non-print texts of different formats and lengths. Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.
	6. Writing to Sources, Speaking and Listening, and Language	**Yes**	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.
	7. Assessments	**Yes**	Materials use varied modes of assessment including formative, summative and self-assessment measures. Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student

[17] 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
			performance. Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. Materials assess student proficiency using methods that are unbiased and accessible to all students.
	8. Scaffolding and Support	**Yes**	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Materials provide additional supports for expressing understanding through formal discussion and writing development. Materials are easy to use and well organized for students and teachers. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding and provide guidance about the amount of time a task might reasonably take.
FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**			

DEPARTMENT of EDUCATION
Louisiana Believes

Instructional Materials Evaluation Tool for Alignment in ELA Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

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.[1] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[2] independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Wit & Wisdom with Fundations and Geodes** Grade: **2**

Publisher: **Great Minds PBC** Copyright: **2023**

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

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

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

[1] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[2] 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**[3] 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[4] 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.

[3] **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.
[4] 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
SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.			
Non-negotiable **1. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**Required** **1a)** Materials provide texts that are **appropriately complex** for the identified grade level according to the requirements outlined in the standards. • **A text analysis that includes complexity information is provided.** Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades **K-2, extensive read-aloud** texts allow sufficient opportunity for engagement with texts more complex than students could read themselves.	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. The materials utilize content-rich, complex module texts. Students engage with texts in between Lexile levels of 300 and 1030 within the Grade 2 modules. Texts have also been deemed appropriately complex through qualitative analysis of Meaning and Purpose, Structure, Language, and Knowledge Demands. Text types include poetry, informational text, literary fiction, narrative nonfiction, fictional narrative, legends, and folktales. The materials provide extensive read-aloud texts that allow sufficient opportunity for engagement with text more complex than students could read themselves. For examples, in Module 1, students read the poem “Weather” by Eve Merriam. Although there is not a Quantitative Complexity Rating, the text is qualitatively complex with the inclusion of alliterations, onomatopoeias, and challenging real and nonsense words. The structure is grade-level appropriate with an irregular rhyming pattern that repeats throughout the poem. Some of the words are expected to be unfamiliar and challenging, but the reading and re-reading

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			of the poem across several lessons allows students to access the complex text. In Module 3, Civil Rights Heroes, the teacher reads aloud the narrative nonfiction text, *The Story of Ruby Bridges* by Robert Coles (730L). Qualitative analysis of meaning and purpose deems the text moderately complex. Structure is deemed slightly complex due to the structure which follows the chronology of Ruby's years. Language is deemed exceedingly complex due to challenging vocabulary and content load. Sentences are long, complex, and sophisticated. Knowledge demands are deemed exceedingly complex due to the high level of discipline-specific knowledge about Ruby Bridges. In Module 4: Good Eating, students read the informational text, *The Digestive System* by Christine Taylor-Butler (750L). Qualitative analysis of meaning and purpose deems the text slightly complex due to the purpose being clear and consistent throughout. Structure is deemed slightly complex due to the text being a procedural essay with a central message clear to the reader. Language is deemed very complex due to the text being fact filled and sentences containing a high volume of technical vocabulary. Knowledge demands are deemed exceedingly complex due to the high level of discipline-specific knowledge about digestion and the problems with digestion.

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	Required **1b)** At least 90% of provided texts, **including read-alouds in K-2,** are of **publishable quality** and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	**Yes**	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. Texts are published independently of the materials and are mostly crafted for authentic, non-instructional purposes. In Module 2, The American West, students read "The Legend of Bluebonnet" by Tomie dePaola, the text has received the Caldecott Honor and Newbery Honor awards. The legend tells a story of the Comanche Nation and a young Comanche girl who decides to sacrifice her most important possession to help her tribe survive. Students continue to develop their skills of sequencing events and analyzing problems and solutions within a narrative. In Module 3, students examine the impact of three Civil Rights heroes: Martin Luther King Jr, Ruby Bridges, and Sylvia Mendez. Students explore how these figures responded to the injustices that they faced and how they can learn from their actions. This series of narrative nonfiction and historical photographs allows students to explore the past and build knowledge around what it means to live out "with liberty and justice for all." Students close read Martin Luther King Jr.'s *I Have a Dream*, an informational picture book paired with paintings by Kadir Nelson, a Coretta Scott King Award winner. Students explore the

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			power of words and how words can inspire change and ability to unite others in the fight against injustice. Students examine Ruby Bridges and the significance of her actions through point of view in her autobiography, *Ruby Bridges Goes to School: My True Story* and the narrative nonfiction, *The Story of Ruby Bridges* by Robert Coles. In *Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation*, a Robert F. Sibert Honoree, students learn that this text offers insight to the powers of law. Students look at point of view and illustrations and develop narrative writing skills that include a sense of closure.
	Required **1c)** Materials provide a **coherent sequence or collection of connected texts** that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study. • In grades **K-2**, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex texts. Texts 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 across a unit of study.	**Yes**	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Each module is themed around an Essential Question and theme. Lessons are organized within Focusing Question Arcs and, within these Arcs, students engage with multiple texts related to the module's core text. Each Focusing Question Arc includes a Focusing Question Task that students engage in by the end of the Arc. Module summaries explain the theme, focusing questions, and suggested understandings. Text sets are used to build understanding and knowledge of a connected topic, theme, or idea and connect topics and ideas from multiple lessons as students work towards answering

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			the Essential Question by the end of the module. For example, Module 1, A Season of Change, focuses on the Essential Question, "How does change impact people and nature?" During Lessons 1-3, students focus on the question, "What changes in 'Weather'? while reading the poem "Weather." Students discuss changes in weather and develop fluency. The text establishes themes of change in relationship to the weather. During Lessons 4-9, students focus on the question, "How do changes in fall weather impact people and nature?" while reading the informational text "How Do You Know It's Fall?" The text details characteristics of fall, information on seasonal changes in weather, and traditional fall activities. Students investigate key terms and details to determine meaning and main topics. By transitioning from poetry to an informational text, students make connections between different types of texts. During Lessons 10-14, students focus on the question, "How does the Little Yellow Leaf change?" while reading the core text, *The Little Yellow Leaf* by Carin Berger. Students apply what they learn about fall from informational text to this literary fiction text to continue to develop knowledge. During Lessons 15-19, students focus on the question, "How does the chameleon change?" while reading the narrative tale, *A Color of His Own.* Students recount the narrative by building skill with sequencing story events and identifying

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			central messages. Students develop their understanding of problems and solutions within a text and identify evidence to use in their analytical writing. During Lessons 20-24, students focus on the question, "How does weather impact leaves in fall?" while reading the informational text, "Why Do Leave Change Color?" Students analyze key details in order to determine how and why leaves change color. Students synthesize their learning from the module. During Lessons 25-29, students focus on the question, "How does Sky Tree show the cycle of seasons?" while reading "Sky Tree." Students apply their learning about change and story structure. Students deepen their understanding of the rule of art within narrative storytelling as they read "Sky Tree" and return to their work with "Weather." The learning culminates with an End-of-Module Task where students write a paragraph about changes in fall impact plants or animals. Module 2, The American West, students read several texts over the course of the module to answer the Essential Question, "What was life like in the West for Early Americans?". In this Module, students close read stories and information text to build their knowledge of the American West. Students learn from the main characters in this module and the challenges they face. Core texts include: The core texts of the module comprise a combination of informational and literary texts that connect topics and ideas from

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			multiple lessons and include the following: *The Buffalo Are Back, Journey of a Pioneer,* and *Plains Indians, Johnny Appleseed, John Henry: An American Legend, John Henry, The Legend of Bluebonnet,* and *The Story of Johnny Appleseed.*
	Required **1d)** Within a sequence or collection, quality texts of grade-level complexity are selected for **multiple, careful readings** throughout the unit of study. These texts are revisited as needed to support knowledge building.	**Yes**	Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Multiple readings of texts are evident throughout the modules. Repeated and choral readings that support knowledge building amongst connected topics or texts occur throughout the materials and have specific purposes. For example, in Module 2, Lessons 11, students engage with the nonfiction narrative, *Journey of a Pioneer*. The teacher reads the first half of the text aloud and then students discuss what they noticed and wondered about the text. The students read the remaining pages of the text with a partner and then share with the class what they noticed and wondered about the second half of the text. In Lesson 12, students reread *Journey of a Pioneer* to retell the events in the story using a timeline. Students read pages 4-5 and then answer the TDQ, “What event did Olivia record in her diary for March 23, 1845?” Students read the remaining pages of the text, looking for major events that occur adding the major events to a timeline. In Lesson 13, students reread two sections of *Journey of a Pioneer*, by first reading it with the teacher and then with a partner. As

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			students read with the teacher, they think about what is happening to Olivia and what kind of information they learn about the West. As they read with a partner, they record events from the story and information from the story in a T-chart with two labels, story and information. In Module 4, Lessons 17-21 students focus on the question, "Where does nourishing food come from?" Throughout the lessons, students read and reread the text *The Vegetables We Eat* by Gail Gibbons. In Lesson 17, the teacher introduces students to the new text and they begin to build their knowledge of informative writing. The first read supports knowledge building amongst connected topics and texts as the teacher asks students how the text relates to other module texts such as *The Digestive System* and *Bone Button Borscht.* The students reread the text for another purpose in Lesson 17 during Deep Dive: Style and Conventions as they identify and explain the purpose of apostrophes in singular and plural possessive nouns. In Lesson 18, students revisit the text, looking at the illustrations and headings to determine the author's purpose of each section. In Lesson 19, students explore words and phrases in the text to support students in understanding and applying complex vocabulary in the text.

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Non-negotiable (only reviewed if Criterion 1 is met) **2. TEXT-DEPENDENT QUESTIONS:** Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. ☒ Yes ☐ No	**Required** **2a)** A **large majority of questions in the materials are text dependent and text specific** supporting students in building knowledge; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. The materials provide lesson questions, tasks, and writing prompts that are text-dependent and text specific to support students in building knowledge while providing opportunities for students to provide both written and spoken responses. For example, Module 2, Lesson 3, students read *The Buffalo Are Back and* "Buffalo Dusk" to answer the question, "What does a deeper exploration of connections between people, plants, and animals reveal in *The Buffalo Are Back?*" During the Learn section, students answer a series of four text dependent questions which demand reference to the text, such as, "What connections do you hear between President Theodore Roosevelt and the buffalo on page 20 and page 23?" Students express their ideas and answers to the questions through both written and spoken responses as the students record their answers first in pairs and then discuss verbally as a whole class. In Module 3, Civil Right Heroes, Lessons 2-6, students read, *Martin Luther King Jr. and the March on Washington*. During Lesson 4, students read in pairs to find the answers to the questions: "What did President Lincoln do over 100 years ago? How do you know?" and "What was happening in 1963?" Students make connections between the historical events by putting the events in order and

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			describing how the events are connected. In Lesson 14, students complete a New-Read Assessment for the text *Ruby Bridges Goes to School: My True Story.* The students read pages 12-15 and 26-27 of the text and then answer questions about details from the story and from the historical photographs. During one part of the assessment, students work in pairs to answer five text-dependent questions. Students use both writing and speaking to share their responses as they write answers on sticky notes, write answers on the Wonder Charts, and share their answers and textual evidence as a class.
	Required **2b)** Questions and tasks include the **language of the standards and require students to engage in thinking at the depth and complexity** required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)	**Yes**	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. Questions and tasks use language of standards while assessments or culminating tasks bridge multiple texts and advance student learning over the course of the units and term of study. Additionally, modules and Lessons include learning goals that reflect the language of the standards. For example, in Module 1, Lesson 3, the Learning Goals states, “Identify important knowledge about change and seasons, citing evidence from ‘Weather’ and visual art references (RL.2.1).” and “Recognize important words in ‘Weather’ (RF.2.4). During the lesson, students complete a prompt in their Knowledge Journal in which they answer, “How does this text build our

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			knowledge of what we know?" and "How does this text build knowledge of what we can do?" In Module 2, Lesson 14, the Craft Question states, "Execute: How do I use clearly explained details in my paragraph?" Students collect evidence of characters' challenges and responses in *Journey of a Pioneer* to find the essential meaning of the text (W.2.2). In Lesson 33, Launch, students identify similarities between two or more texts (RI.2.9). During the Learn section, students organize evidence in preparation for the End-of-Module Task, "How was the drought in The Legend of the Bluebonnet different from the real-life droughts in the West?" Students collaboratively draft an informative paragraph (RL.2.1, RI.2.1, W.2.2, W.2.8). Lesson 34, in the End-of-Module Task, students write an informative paragraph to explain their answer to the question, "How was one legendary person different from real-life pioneers?" The lesson demonstrates advancement of student learning over the course of units and terms of study as students utilize their knowledge from three different texts to answer the prompt (RI.2.2, RL.2.2, W.2.2, W.2.5, and W.2.8). In Module 3, Civil Rights Heroes, Lesson 18, students describe how repeated words add meaning to a text (RL.2.4). Students compare an important point from two texts (RI.2.9) and use temporal words to improve their personal narratives to signify a sequence of events (W.2.3).

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Non-negotiable (only reviewed if Criterion 1 is met) **3. COHERENCE OF TASKS:** Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text. ☒ Yes ☐ No	**Required** **3a)** Coherent **sequences of questions and tasks** focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.	**Yes**	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. The materials build knowledge and skills in a thoughtful sequence across a series of questions aligned with a task or assessment to support students in making meaning of complex text. Each module includes multiple texts that are connected by theme or topic and focuses on an Essential Question for the Module, Focusing Questions for a series of lessons, and a Content Framing Question for each lesson. The Essential Question is posted for reference throughout the entire module as students incrementally build knowledge to answer the question by the end of the module. Each module contains a module map with sequenced activities and tasks in preparation for the End-of-Module Task. In Module 1, A Season of Change, the Essential Question is, “How does change impact people and nature?” The Focusing Question for Lessons 4-9 states, “How do changes in fall weather impact people and natures. During the lesson set, students engage with the text “How Do You Know It’s Fall?” During Lesson 4, the teacher reads the text aloud. Students follow along in their books and flag pages using sticky notes where they notice something about the text that connects to learning about the world or texts. The teacher reads the text aloud

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			again. Students follow along in their books and flag pages using sticky notes where they have a question. Responses are recorded on the Notice and Wonder T-Chart. During Lesson 5, students use a Main Idea and Details Chart to identify the main topic and details from sections of the text. Students add details such as "Animals get ready for winter." "Animals store food." and "Squirrels hide food." In Lesson 8, students add to an Evidence Organizer Chart to answer "How does weather change?" and "What's the impact?" in regards to people, plants, and animals. The Essential Question in Module 4 states, "How does food nourish us?" The Focusing Question for Lessons 1-8 is "How can food nourish my body?" During the lesson set, students read *The Digestive System* by Jennifer Prior and *The Digestive System* by Christine Taylor-Butler During Lesson 2, students explore the texts. The teacher reads a portion of the text aloud. Students discuss what they notice and wonder as the teacher adds questions to the Wonder Chart, such as "What is gas?" "Why are there bacteria in your body?" and "How do nutrients, vitamins, and minerals get into the blood?" During Lesson 3, students use the Digestive System Handout to share what they have learned so far with a partner. The teacher reads the second half of "The Digestive System." Students engage in Shared Research to build knowledge on how food nourishes their body. In Lesson 5, students work in pairs to recount a chapter

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			by answering TDQs and using Digestive System Response Cards. During Lesson 6, students work with partners to sort and order the Digestive System Response Cards based on *The Digestive System.* Students use images in *The Digestive System* to notice similarities and differences in images and reveal information in images.
	Required **3b**) Questions and tasks are designed so that students **build, apply, and integrate knowledge and skills** in reading, writing, speaking, listening, and language through quality, grade-level complex texts.	**Yes**	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. While examining complex texts, students engage in a series of questions and tasks that integrate reading, writing, speaking, listening, and language skills, supporting students in understanding and expressing their knowledge of the text. Each module includes questions and tasks that provide students the opportunity to build, apply and integrate knowledge skills in all language and reading areas. In Module 1, A Season of Change, Lesson 1, students learn about the Speaking and Listening Anchor Chart, and that "great readers learn from listening to others." The teacher displays the painting *Paris Street, Rainy Day* by Gustave Caillebotte. In a small group, students describe what they see and record on the chart. Students Think-Pair-Share to discuss what they wonder about the painting. The teacher displays three additional paintings, and students work in small groups to notice and wonder about these works of art. Students discuss and

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			record observations and questions about the paintings. In Module 2, The American West, students build knowledge through reading module texts that allows them the ability to answer the Essential Question, "What was life like in the West for early Americans?" To support understanding of that question, during Lessons 1-5, students read texts in order to answer the Focusing Question, "How did the actions of American Indians and early Americans impact the prairie in the American West?" During Lesson 1, students examine the poem, "Buffalo Dusk" to learn more about buffalo and the prairie. During Lesson 2, students listen to the poet reading the poem to develop how the poem makes them feel about the buffalo. Students Think-Pair-Share to answer, "How did Carl Sandburg's voice sound? Was he happy or sad?" and "Why do you think he read this poem using a sad and serious voice?" *The Buffalo Are Back* is used to introduce and define the key vocabulary bison, buffalo, plains, and prairie. Students also identify the main topic and key details in the text and work in small groups to illustrate the key details to support the main topic. During Lesson 3, students make connections as they engage with Response Cards that include Icons aligned to *The Buffalo Are Back*. Students choose two cards they believe are connected and share their connection with a partner and whole group. Students work in pairs to experiment with topic-specific words to describe

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			relationships between different people, plants, and animals in *The Buffalo Are Back*. Students gather evidence to support the Content Framing Question. During Lesson 4, students work in pairs to plan for an informative paragraph to answer the Focusing Question. During Lesson 5, students individually complete Focusing Question Task 1.
	Required **3c)** Questions and tasks support students in **examining the language** (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. • 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).	**Yes**	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. All modules contain lessons on vocabulary deep dive, in which vocabulary meaning, relationships, and use is the focus. For example, in Module 1, A Season of Change, students focus on repeated and italicized words throughout *The Little Yellow Leaf* to reveal the central message. In Lesson 13, students examine the meaning of the repeated word bare. Students examine sentences and illustrations of *The Little Yellow Leaf* to decipher meaning. Students write the definition in their Vocabulary Journal, and the word is added to the Word Wall. Students use italicized and repeated words to gather evidence from the Change Chart.

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			In Module 3, Lesson 1, students explore the meaning of the word “injustice”. Students use prefixes to find meaning. In this lesson, students explore the prefix -in and notice other prefixes in words such as “unequal” and “inequality”. Students review what they have already learned about “injustice” and provide an example of an “injustice” that they learned about in this lesson. Students continue to investigate the injustices people faced and how they respond to injustice. In Lesson 11, students engage in examining vocabulary and structure while advancing the depth of word knowledge. In the Deep Dive: Vocabulary section of the lesson, students determine the meaning of the new word formed when the prefix re- is added to a known word. The teacher explains that words beginning with re- indicate repetitions and mean again. Students Think-Pair-Share about how the prefix re- changes the meaning of the words “retell” and “reread”. The students complete handout 11B to create new words with the prefixes un- and re- with the root words “heat, appear, use, pack, fill, start, write, and name”. After using the prefixes to create new words, students write the definitions of the new words.
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* 4. FOUNDATIONAL SKILLS:	**Required *Indicator for grades K-5 only** **4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational	**Yes**	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every

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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. *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program) ☒ Yes ☐ No	Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.		student to become proficient in each of the foundational skills. The Fundations Level 2 Scope and Sequence has seventeen units that follow a sequential and explicit pacing of foundational skills. The program systematically teaches foundational reading and spelling skills. These skills include the following: print concepts; phonological and phonemic awareness; phonics and word study; accuracy, automaticity, and fluency; high frequency words; handwriting; and spelling. The program follows a sequential and cumulative approach that includes explicit and multisensory instruction. For example, in Unit 4, Week 1, the phonics focus skills are base words, suffixes (-s, -es, -ing, -ed, -er, –es, -est), and the vowel teams that say /oe/ (oa, oe, ow). Day 1 begins with Drill Sounds/Warm-Up where the teacher or a student helper points to the Standard Sound Card and says the Letter-Keyword-Sound for vowels and new sounds. Next, the teacher reviews the suffixes, -s and -es. The teacher displays the word, map, with the Standard Sound Cards, and the students read aloud the word. The teacher asks, “Does anyone remember what plural means?” and “What suffix did we learn to use?” The teacher adds the yellow -s Suffix Frame to the word, map, and students read the word aloud. The teacher explicitly states, “The suffix -s makes the word plural. This means there is more than one map.” This process is repeated with the words: rings, bells, sticks, and colts. Next, the

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			teacher introduces students to the suffix, -es. The word, box, is displayed and the -es Suffix Frame is added. Students read the base word and then the whole word. Three more words with -es are given as practice, including wishes, benches, and glasses. From there, the teacher reviews the suffixes, -ing and -ed, building the words, renting and rented, students identify the base word, and a student underlines the base word and circles the suffix. Students are then introduced to the suffixes, -er and -est. The word, tall, is displayed, and the -er Suffix Frame is added. Students read the base word and whole word. Lastly, students add example words of all the suffixes that were part of the lesson in the spelling section of their Student Notebook. On Day 2, students learn the Word of the Day, thicker. Students begin by scooping the base word and circling the suffix. The teacher displays the Word of the Day card, and a few students use the word in a sentence. During Teach Trick Words, the teacher teaches the words, again, please, and animal. The teacher teaches what letters can be sounded out and which letters are tricky. The teacher skywrite the word while students do the same. Students then write each word with the Magic Pen on the Gel Word Boards as they say each letter aloud. Students add the new Trick Words to their Student Notebook. Next, the teacher reviews the previously taught suffixes by saying each one as students echo. The teacher dictates several

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			words and asks students to identify the base word and suffix. Students build the word using the magnetic letter tiles and letter board. On Day 3, students write on their dry erase writing tablet as the teacher dictates three sounds, two current words, one review word, two Trick Words, and one sentence using the taught procedures to encode (repeating sound/word orally, tap and spell, scoop phrases and reread). Finally, the teacher reads the text *Wish Come True* aloud as students are prompted to make a movie in their mind. The lesson culminates as the teacher asks six comprehension questions, such as the following: "Where does the story take place?" "Who are the main characters?" and "Is the setting important to the story?" Day 4 begins with a review of sounds and Trick Words. Students then complete the dictation activity, just like in Day 2. Students and teacher reread the story *Wish Come True* and focus on retelling story events. On Day 5, the teacher reviews previously taught vowel teams and introduces three new vowel teams: oa, oe, ow. The teacher teaches the Letter-Keyword-Sound for each vowel team. Students locate the new vowel teams in their Student Notebook and color the keyword picture. Unit 15 focuses on reading and spelling words with 'oo', 'ue', 'ou', 'ue', and 'ew' spellings. During Week 2, Day 1, Drill Sounds/Warm Up, students practice sounds and suffixes with Large Sound Cards, Standard Sound Cards, and Suffix Frames.

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			The teacher says the Letter-Keyword-Sound. Students repeat. During Teach Trick Words, students learn the Trick Words, *e*nough, special, and December. Students say the word. The teacher explains what is known and tricky about the word. The teacher writes the word on the board or Large Letter Formation Grid. The teacher skywrites the letters while saying the letters. Students repeat. Students close their eyes and skywrite again. Students write the word with the Magic Pen on their Gel Word Boards, saying each letter while writing. Students use their fingers to erase each letter while saying the letter. Students practice reading Trick Words using Trick Word Flashcards. Students add the new Trick Words to their Student Notebooks. During Word of the Day, the teacher builds with word, rescue, and discusses the word's meaning. The teacher reteaches the double vowel syllable and the sound of /ue/. Students mark up the word by scooping the syllables and marking the syllable types. The teacher uses Standard Sound Cards and Syllable Frames to make Unit Words. Students tap and read one-syllable words. Students scoop multisyllabic words. Students use the Word of the Day in a sentence. The teacher writes a short sentence on the board, scoops the sentence into phrases, and reads the sentence. Students add the Word of the Day and the sentence to the Vocabulary section. During Storytime, students re-picture the story, *The Rescue Team*. Students use the "movie" in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			their mind to retell the story. The teacher asks comprehension questions. Students indicate the exact words of the text that lead them to the answer. The teacher lists all the words from the story with 'ou,' 'oo,' 'ue,' and 'ew.' During Week 2, Day 3, Drill Sounds/Warm Up, students practice sounds, r-controlled vowels, and Trick Words with Large Sound Cards, Standard Sound Cards, and Suffix Frames. The teacher says the Letter-Keyword-Sound and students repeat. During Word of the Day, the teacher builds the word, crew, and discusses the word's meaning. Students mark up the word by scooping the syllable, marking the syllable type, and circling double vowel combinations. The teacher makes Unit Words using Standard Sound Cards and Suffix Frames. Students tap and read one-syllable words. When reading words with suffixes, students read the base word first, then the whole word. During Make It Fun, students match and mark syllables to make a word. These words include: argue, shampoo, absent, and rescue. This process is also repeated on Day 4. During Week 2, Day 5, Drill Sounds/Warm Up, students practice sounds, vowels, and suffixes with Large Sound Cards, Standard Sound Cards, and Suffix Frames. The teacher says the Letter-Keyword-Sound. Students repeat. During Word Talk, the teacher makes words using the Standard sound Cards and Syllable and Suffix Frames. Students decode the words, discuss the meaning and structure of each

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			word, make the word, give synonyms and antonyms, use the words in a sentence, and answer questions about the words' structure and meaning.
	Required *Indicator for grades K-1 only **4b)** Materials provide explicit grade-appropriate instruction and practice for the **concepts of print** (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).	**N/A**	Not applicable to this grade level.
	Required *Indicator for grades K-1 only **4c)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).	**N/A**	Not applicable to this grade level.
	Required *Indicator for grades K-5 only **4d)** Materials provide systematic and explicit **phonics** instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text). Materials do not require or encourage three-cueing[5], MSV[6] cues, or visual memory for word recognition.	**Yes**	Materials provide systematic and explicit phonics instruction. Level 2 focuses on word structure. These concepts include syllable types, base words, and suffixes. Students also read words with long vowels in vowel-consonant-e and open syllables, r-controlled vowels, vowel teams, unexpected vowel sounds, and multisyllabic words. Students learn more advanced sounds represented by letters and letter teams. Phonics activities include Dictation, Echo/Find Letters, Echo/Find Words, Introduce New Concepts, Teach Trick Words, Make It Fun, Word of the Day, and Word Talk. For example, in Unit 6, Week 2, Day 1, the teacher begins the lessons by doing a warm up drill of Letter name-Keyword-Sound for vowels and any new challenging sounds. From there,

[5] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues.
[6] **MSV**: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students review four to five suffixes using the yellow suffix frame. The designated leader points to the suffix frame, spells and reads each suffix and then the students repeat. During Introduce New Concepts, the word, mistake, is displayed using the Standard Sound Cards. The teacher asks questions to lead students toward the syllable division of the word, such as, "How many consonants are between the first two vowels?" and "Where should the word be divided?" From there, the teacher builds compound words, and students mark the syllables to decode each syllable. The process is repeated with the following words: fireman, lifetime, baseball, and caveman. Students add an example compound word in their Student Notebook. The teacher builds the Word of the Day, reptile, and discusses its meaning. The teacher notes each syllable type, and students scoop and mark each syllable in the word. Several unit words are displayed using the Syllables Frames for students to tap each sound to decode. The last part of the lesson introduces the vowel-consonant-e exception, -ive. After a review of previously taught closed-syllable exceptions, the teacher explicitly teaches the -ive exception. Using the Standard Sound Cards, the teacher models decoding the word, give. Further, the words olive and captive are used as examples to show that each is an exception. On Day 3, Make it Fun, the teacher uses the provided list to dictate each word. Students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			repeat the word, then repeat each syllable, and identify the syllable type. Day 4 includes a continuation of practice of sounds, trick words, and suffixes. On Day 5, the Unit Test is administered. The assessment assesses sounds, words, marking words with syllable types, vowel sounds, and suffixes, and dictation.
	Required *Indicator for grades K-5 only **4e)** Resources and/or texts provide ample **practice** of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials do not require or encourage three-cueing[7], MSV[8] cues, or visual memory for word recognition. Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning. Opportunities for self-monitoring and self-correction are not based on three-cueing, MSV cues, or visual memory. This should include monitoring that will allow students to receive regular feedback.	**Yes**	Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Students review and practice word analysis and phonic patterns within the lessons during Word Play, Word of the Day, Make it Fun, and Word Talk. After instruction, students engage in fluency practice during StoryTime. During this time, students echo read and choral read with teacher guidance. Students also have the opportunity to practice decoding skills using Fundations Stories Sets, Fluency Kits, and Geodes Readable Classroom Libraries. Students learn to chunk text into meaningful phrases in order to practice fluently, accurately, and automatically reading connected text. Level 2 focuses on “expression, including prosody, and the meaning of text with controlled text sentences and short passages.” Students practice decoding using a variety of

[7] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues.
[8] **MSV**: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			resources, such as Word Talk, Storytime Activities, Fluency Kit 2, Books to Remember Set 2, and Geodes Readable Classroom Libraries Level 2. Decodables Readers are provided in the Geodes Classroom Library. These readers align to the scope and sequence of Fundations. There are 64 titles that are topically organized into four modules. Within a module, there are sixteen texts that are used as knowledge building texts as well as application of decoding, word recognition, vocabulary, and comprehension skills. For example, in Module 1, *Blossom,* focuses on multisyllabic and compound words with two closed syllables. The lesson provides a list of decodable words and Trick Words from the text that aligns with the Fundations Unit 5 as well as instruction on vocabulary development and comprehension. Books to Remember are decodable stories within the program that are used as additional practice with connected text. This set of stories includes five titles: *A Sled Dog Morning*, introducing or and reviewing short vowels; *Snail Hits the Trail*, includes ai, ay, and reviews short vowels; *Pearl Learns a Lesson*, includes er, or, ur, ir, and reviews short vowels and consonant blends; *Shep the Sheep of Caladeen,* introduces ee, ea, ie, and reviews short vowels, consonant blends, and -ed endings; and *The Splendid Pool*, introduces oo, ew, u_e, and reviews short vowels, consonant blends, and ed endings. In Unit 6, Week 1, Day 2, Word of the Day,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students decode words that contain the vowel-consonant-e syllable type. After using the tapping method to decode the word, doze, the teacher discusses the meaning and reviews this syllable type by asking, "What is the job of the e?" Students mark the word by indicating a long vowel sound and a silent e. The teacher displays several more words that students decode by tapping the sounds and reading the one-syllable words, hope and like. On Day 3, students begin the lesson by reading v-e words with and without suffixes such as, cake-cakes, hope-hopes. Students use the same process from Day 2 to read 5-6 new Unit Words. Then students read a connected text during Storytime. Students read the decodable text *Babe Ruth*, identifying, tapping and blending the v-e words within the story. The text is displayed as the teacher first reads the text aloud, modeling phrasing and expression, as the students are instructed to read their copy of the text. The text is read paragraph by paragraph by students.
	Required *Indicator for grades K-5 only **4f)** Opportunities are frequently built into the materials that allow for students to achieve reading **fluency** in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.	**Yes**	Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. This program teaches students to chunk text into meaningful phrases and practice fluency reading connected texts with accuracy, automaticity, and prosody. In

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Materials do not require or encourage three-cueing[9], MSV[10] cues, or visual memory for word recognition. Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate **rate, expressiveness, and accuracy**.		Geodes, fluency is modeled and practiced in all four modules using the knowledge building texts. Texts are read multiple times and can be read in a variety of settings depending on the amount of support needed. The Geodes manual provides targeted supports for fluency, which includes accuracy, phrasing, and expression. An example of a support for accuracy is, "If students struggle with a Fundations Trick Word, write it on a flash card or white board and determine the part(s) of the word that the students can sound out. Then discuss the tricky part, and have students practice reading the word." In Module 4, students read the story *Thank You Mr. Peanut Man*. This text aligns with Fundations Unit 16 and focuses on the phonics skill of double vowel syllable pattern (au, aw). The fluency skill of reading quotations with expression are explicitly taught and students are encouraged to practice reading words in quotation marks fluently and with expression. For students who need additional support, the teacher utilizes the Fundations Level 2 Fluency Kit. Within the kit, there are lists of sounds, words, phrases, and connected text for each unit that are used as fluency drills. There is scoring guidance provided for sounds, words, and phrases which details how to score the timed drill. The teacher records the data on

[9] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues.
[10] **MSV**: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the recording form. Guidance in the manual states that teachers should discuss errors with the student so they can improve.
	Required *Indicator for grades K-5 only **4g)** Materials provide **instruction and practice in word study**. • 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. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* • 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.	**Yes**	Materials provide instruction and practice in word study including pronunciation, spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and regular practice in encoding the sound-symbol relationships of English. Level 2 of the program focuses on more complex patterns, including multisyllabic words and all vowel patterns. The program introduces sounds and word structure based on the six syllable types. For example, in Unit 5, Week 1, Day 5, Word Talk, the teacher uses the Standard Sound Cards and Syllable and Suffix Frames to make four to five words from previously taught Word of the Day Cards. Students decode each word, and the teacher points out the meaning and structure of each word. After completing a flashcard review of the Words of Day, the teacher puts selected word cards in a pocket chart and asks questions about a word's meaning and structure, such as: "Find the words with vowel suffixes." and "Find words that have suffixes that tell us something already happened." Unit 7 introduces open syllables. During Week 1, Day 1, Introduce New Concepts, the teacher builds the word, got, using Standard Sound Cards. Students identify the word, got, as a closed syllable with a short vowel. The teacher explains that the vowel is short because it is

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			closed by the consonant, t. The teacher removes the letter, t, to form the word, go. The teacher explains that without the letter, t, the syllable is no longer closed. The teacher explains that the syllable is open so the vowel can say its name. Students read the word, met, and then me. Students continue to read one-syllable words, open-syllable and nonsense syllables. In Unit 8, Week 1, Day 1, students are introduced to the r-controlled syllable type spelled ar and or. The teacher shows the Large Letter Cards for the syllables, ar and or, and points out that there is an r after the vowel. The teacher says the Letter-Keyword-Sound for each r-controlled vowel and the students echo. The words, car and horn are built with the sound cards and the teacher explains how to tap and say the vowel sound. Next, the teacher displays the word, farm, and shows how to mark and scoop the syllable type. More words are built to practice underlining the syllable and marking the r-controlled sound. Encoding practice is provided through multisensory techniques. Students develop their encoding skills through application of taught phonics skills. Encoding progresses throughout the year as students write sounds, single syllable words, Trick Words, multisyllabic words, words with spelling options, and sentences. In Unit 2, Week 2, Day 4, Dictation, students encode sounds, words, and a sentence in their Composition Book. The teacher selects four sounds, two review words, two current

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			words, two Trick Words, and one sentence from the Unit Resources. Students use the taught multisensory routine to encode the sounds and words.
	Required *Indicator for grades K-2 only **4h)** 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. Assessment opportunities within materials do not require or encourage three-cueing[11], MSV[12] cues, or visual memory for word recognition.	**Yes**	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. Informal formative assessments are used to assess students' learning during lessons. Teachers are encouraged to provide immediate feedback to students. Students' achievement is assessed by examining progress during direct observation of daily work and independent application of skills. For example, Unit 1 reviews the digraphs: sh, th, ch, ck, and wh. During Week 1, Day 4, Dictation, the teacher dictates three sounds, three current words, and one sentence from the Unit Resources. Students repeat each dictation and write the words using their dry erase writing tablet. Summative assessments are given in the form of Unit Tests. There is a unit test for all seventeen Level 2 units. For example, Unit 3 focuses on the exceptions to the closed-syllable type. On the Unit 3 assessment, students write the dictated sounds /ind/, /ild/, /old/, /ost/, and /olt/. Students write the dictated words:

[11] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues.
[12] **MSV**: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			fold, grind, flunk, bolt, and branch. After writing the words, students box glued sounds, mark closed syllables and closed-syllable exceptions, and mark vowel sounds. Students write the dictated Trick Words, goes and where. Students then write the dictated sentences: “Who got the most stuff done?” and “The small child will pet the pretty colt.” Students scoop the sentences into phrases. The Unit 10 Test includes five sections. The first part is sound dictation where the teacher dictates the following sounds: /ae/, /ie/, /ər/, /k/, and /ong/. Students repeat the sound and write the sound independently in their composition book. After that, students encode five dictated words: fainted, replay, trays, explain, crane. They are instructed to scoop and mark syllable types and vowel sounds and circle suffixes. Next, students write two Trick Words, America and country. Finally, students write two dictated sentences: “I thought the painting of the school was great.” and “We had to wait in the rain when the train was delayed.” Students are instructed to scoop sentences to phrase them. The goal is for 80% of the class to demonstrate mastery. If that is not the case, the recommendation is to extend the unit to remediate. If a student does not make 80% mastery of any given item, then additional assistance on that skill is recommended. There is a Unit Tracker available on the online Fundations Learning Community to track individual student mastery as well as

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			evaluate the readiness of the class to move on.
	Required *Indicator for grades K-5 only **4i)** Foundational Skills materials are **varied**, **abundant, and easily implemented** so that teachers can spend time, attention, and practice with students who need foundational skills supports.	**Yes**	Foundational Skills materials are varied, abundant, and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills support. The program systematically teaches foundational reading and spelling skills. These skills include print concepts; phonological and phonemic awareness; phonics and word study; accuracy, automaticity, and fluency; high frequency words; handwriting; and spelling. Level 2 teacher materials include Teacher's Manual, Home Support Pack, Fluency Kit, Activity Cue Cards, Teacher Manipulatives, Large Letter Formation Grid, Large Dictation Grid, Vowel Teams Poster, Vowel Sounds Poster, Syllable Types Poster, Spelling Options Poster, Basic Keyword Poster, Mark My Words Poster, R-Controlled Vowel Poster, and Alphabet Wall Strip. The Teacher Manipulatives include Echo Puppet and Large sound Cards, Baby Echo and Suffix and Syllable Frames, Standard Sound Cards, Trick Word Cards, and Word of the Day Cards. For example, Unit 16 focuses on the double vowel combinations 'au' and 'aw.' During Week 1, Day 1, Drill Sounds/Warm-up, the teacher builds sounds and words using Large Sound Cards and Standard Sound Cards. The teacher uses the R-Controlled Vowels and Vowel Teams Poster to review sounds. The teacher uses Suffix Frames to spell and read suffixes. Student materials include Student

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Manipulatives such as Letter Board and Tiles, dry erase writing tablet, Gel Word Board with Magic Pen, Student Notebook, Composition Book, My Fundations Journal, Alphabet Desk Strip, Writing and Drawing Pad, and Books to Remember Set 2. In Unit 8, Week 1, Day 4, students use their Student Notebook to write the Word of the Day with a sentence and the composition book to write dictated sounds, words and a sentence.
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☒ Yes ☐ No	**Required** **5a)** Materials seek a **balance in instructional time between literature and informational texts.** (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.	**Yes**	Materials seek a balance in instructional time between literature and informational texts. Overall, there is balanced quantity and balanced time with genres, particularly literary and informational. Through all four modules, there are ten literary texts and fourteen informational texts. Text types include poetry, informational text, literary fiction, narrative nonfiction, fictional narrative, legends, and folktales. In Module 1, the core texts are informational and literature. The core texts include the poem, "Weather" by Eve Merriam, informational picture books, *How do you Know It's Fall?* by Lisa M. Herrington*, Why Do Leaves Change Color?* by Betsy Maestro*, Sky Tree,* by Thomas Locker, and literary picture books, *The Little Yellow Leaf*, by Carin Berger, and *A Color of His Own*, by Leo Lionni. Paintings are listed as supplementary texts and include: *Autumn Landscape*, Maurice de Vlaminck; *Bathers at Asnieres,* Georges

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Seurat; *Hunters in the Snow,* Pieter Bruegel the Elder; *Paris Street, Rainy Day*, Gustave Caillebotte. Throughout the model, students read, discuss and write about poems, stories, and informational text. The informative text, *Why Do Leaves Change Color?* is a "Let's Read and Find Out Science" book that focuses on leaves and their importance to deciduous trees. The text begins with a broad view of leaves and details the biology of leaves and their life cycle. Students analyze key details in the text in order to determine how and why leaves change color. The text is highly accessible to students in order to provide an opportunity to assess students' independent reading skills through a New-Read Assessment. During Module 2, The American West, students read the legend, *Johnny Appleseed: A Tall Tale*. Students compare versions of the Johnny Appleseed legend to deepen understanding of the story's central message. The text provides students with an opportunity to apply what they have learned throughout Module 2 about early America, literary text analysis, and lessons legends can teach. The core texts for Module 4 include four informational texts and two literary texts. The informational texts include: *The Digestive System* by Christine Taylor-Butler, *The Digestive System* by Jennifer Prior; *Good Enough to Eat: A Kid's Guide to Food and Nutrition* by Lizzy Rockwell; and *The Vegetables We Eat* by Gail Gibbons. The Literary texts include *Bone*

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Button Borscht by Aubrey Davis and *Stone Soup* by Marcia Brown.
	Required **5b)** Materials include print and/or non-print texts in a **variety** of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).	**Yes**	Materials include print and non-print texts of different formats and lengths. Materials include a variety of texts with illustrations, film, art, and music as well as variety in the lengths of texts. Texts vary in genre, complexity, and length. In Module 1, Lesson 2, students study multi-sensory explorations of the poem "Weather" by Eve Merriam and four fine art paintings. Students notice and wonder how change is represented and described in poetry and art. There is a variety of length in the texts. In Lesson 6, students begin reading the book *How Do You Know It's Fall?* Module 3 contains print and non-print texts with five informational texts, five photographs, two poems, four videos, four musical songs, and two articles. In addition, in Module 3, Civil Rights Heroes, Lesson 28 Land, students reflect on the Content Framing Question, "What is the essential meaning of Separate is Never Equal?" Students watch a portion of a video featuring Sylvia and Sandra Mendez, as they reflect on their childhood experience. Students respond to the question, "Why might Sylvia remember the beginning event from the text so vividly or clearly?" Students reread the essential meanings they wrote in their Response Journal and respond to the question, "How does this video help you

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			better understand the essential meaning of the text?"
	5c) Additional materials provide direction and practice for regular, **accountable independent reading** of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.	**Yes**	Additional materials do provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. Throughout various lessons, students practice fluency. Students use New Read Assessments to show their ability to apply skills they have been practicing in a new text. Materials provide an independent reading list with instructional tools that provide direction and practice with independent reading. Instructional tools provide direction and practice with independent reading through the Volume of Reading Reflection Questions. For example, in Module 1 Lesson 15, students independently read *A Color of His Own* and complete the New Read Assessment; answering the questions, "When and where does it take place?" "Who is in the story?" "What challenge does the main character face?" and "How does the problem end?" Module 1, Appendix D: Volume of Reading provides a list of recommended texts that support the module content or themes and can be used as part of an independent and/or choice reading program, texts include: *Poppleton in Winter* by Cynthia Rylant, *Frog and Toad All Year* by Arnold

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Lobel, and *Snow* by Cynthia Rylant. In Module 3, Civil Rights Heroes, Lesson 22 Welcome, students read fluently and reflect. Students practice reading individualized fluency passages to partners, demonstrating the qualities of fluent reading based on the Fluency Anchor Chart. Module 3, Appendix D: Volume of Reading includes recommended texts such as *The Listeners* by Gloria Whelan and *We Want to Go to School* by Marianne Cocca-Leffler.
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☒ Yes ☐ No	**Required** **6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.[13]	**Yes**	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Each module contains Knowledge Goals, Reading Goals, Writing Goals, Speaking and Listening Goals, and Language Goals. In each module, students speak, write, and listen to expressions of understanding with tasks tied to complex texts. Students express their learning and understanding by listening, speaking, and writing. For example, in Module 1, Lesson 11, provides students the opportunities to listen, speak, and write about their understanding of the text *The Little Yellow Leaf* by Carin Berger. During the Learn section of the lesson, students listen while engaging in a read-aloud of the text during which they listen for action verbs and stand to act out the word when they hear it. After engaging in the listening activity, students move into a Think-Pair-Share

[13] 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
			where they speak with each other to answer a series of text-dependent questions, such as, “What is happening when the narrator says, ‘Neither spoke’? Why is this an important moment in the story?” and “Remember that the resolution of the story is the way the problem is solved or ended. How is the Little Yellow Leaf’s problem solved?” Students then write about their understanding as they transition into a Stop and Jot activity where they write words and phrases that show whether *The Little Yellow Leaf* has any friends with him. In Module 2, The American West, the Writing Goals include writing informative paragraphs, incorporating peer feedback, publishing informative paragraphs, and organizing and choosing text evidence. Speaking and Listening Goals include creating an audio recording of a story and producing complete sentences that contain details. In Lessons 11-14, students read *Journey of a Pioneer* and write to answer the Focusing Question, “What was life like for pioneers in the early American West?” In Lesson 14, students collect evidence of challenges and responses the characters faced that point them to the essential meaning of the text and provide details to the Focusing Question Task. Students then draft informative paragraphs. In Module 3, students engage in reading, writing, speaking and listening. Students closely read informational text and student historical images to build knowledge of Civil Rights leaders. In the End-of-Module Task,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students write a narrative from the perspective of Ruby Bridges or Sylvia Mendez. Students practice listening and determining the main topic when listening to a text or in a conversation. Student practice asking questions to gather information and deepen their focus of a topic.
	Required *Indicator for grades 3-12 only **6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	**N/A**	Not applicable to this grade level.
	Required **6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing).	**Yes**	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Materials include opinion/argumentative, informative, and narrative writing with a variety of writing tasks grounded in evidence from complex texts. Throughout the materials, students write opinion paragraphs, informative paragraphs, and narrative paragraphs to answer Essential Questions using evidence found in texts read throughout the modules. For example, at the end of Module 1, A Season of Change, students write an informative paragraph using evidence from the texts to convey understanding of change and the impact it has on plants and animals. Additionally, in Module 1, students draft informative paragraphs, collect and record evidence, take notes, write, and provide and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			receive feedback about their writing. Students write a topic statement, add evidence to support their topic and close with a conclusion. The End-of-Module Task for Module 1 repeats this process as students read closely, take notes, and compose sentences using evidence from notes and key terms. In Module 1, Lesson 30, students engage in an informative writing task grounded in evidence from complex texts in the module. The students write informative paragraphs in response to the question: How do changes in weather impact plants or animals in the fall? The students develop their writing using evidence from the two texts *How Do You Know It's Fall?* and *Why Do Leaves Change Color?*. In Module 3, students identify story elements as pre-writing for their own narrative paragraphs. Students examine thoughts, feelings, and actions to detail their narrative paragraphs. At the end of Module 3, Civil Rights Heroes, students write an original narrative describing a moment from one of the module texts from the point of view of a character to describe thoughts, feelings, and actions in the face of injustice. At the end of Module 4, Good Eating, students evaluate and choose a plate of food to nourish their body and write an opinion paragraph detailing their reasons and evidence. In Module 4, Lesson 31, students engage in an opinion writing task grounded in evidence from complex texts. During Assessment 31A, students look at

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			two meals and respond by writing an opinion piece on which they would choose to nourish their body and why. Students use evidence to support the response from the complex text *Good Enough to Eat* and the infographic "Eating your A, B, C's" both of which are used in the module.
	Required **6d)** Materials address the **grammar and language** conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. • 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.	**Yes**	Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. Materials provide students the opportunities for application and practice with language conventions that are connected to complex texts. Within each module, the lessons provide a connected set of texts on a topic or theme of the module. Grammar and language is embedded in study of the texts and writings produced which pertain to text-based idea. Each lesson contains a Deep Dive, focusing on language and vocabulary. For example, Module 1 Language Goals include using adjectives; identifying, forming, and expanding simple and compound sentences; using sentence-level context to determine the meaning of unfamiliar words; using glossaries and dictionaries to clarify the meaning of words and phrases; and identifying real-life connections between words and their use. For example, Lesson 12, students analyze how adjectives help

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			describe the setting and action in *The Little Yellow Leaf*. The Craft Question is, "How do authors use adjectives to help readers visualize the text?" Students examine words and conduct a Grammar Safari by browsing for other adjectives in the text. Students choose two adjectives and make a Vocabulary Journal entry that explains how adjectives help the reader visualize action and meaning from the text. Module 2 language goals include using irregular verbs; using irregular plural nouns and collective nouns; providing specific details by choosing and capitalizing proper nouns; and determining the meaning of unknown words and phrases in a text using context clues, affixes, and root words. In Lesson 11 Deep Dive: Style and Conventions examines capitalization. Students examine how proper capitalization changes the meaning of writing using the text *Journey of a Pioneer*. Students share what they know about capitalization. Students review capitalization rules such as, writers capitalize the names of holidays, products, and places or geographic locations. Students look through the text for capitalized places or holidays. Students examine and write how capitalization changes the meaning of a word and sentence using the sentences, "Bison roamed on great plains." and "Bison roamed on the Great Plains."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☒ Yes ☐ No	**Required** **7a)** Materials use **varied modes of assessment**, including a range of pre-, formative, summative, and self-assessment measures.	**Yes**	Materials use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures. The assessments in the module build up to the End-of-Module Task included in each module. Regular assessment opportunities are provided throughout the materials include Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and Vocabulary Assessments. Guidance for usage of the various measures is provided. For example, in Module 1, students use a self-assessment checklist as they participate in the second Socratic Seminar. Students review the feedback they received on their participation in the last Socratic Seminar to focus on what they can improve on. In Module 2, The American West, Focusing Question Tasks include the following: writing an informative paragraph about how the American Indians, settlers, and President Theodore Roosevelt made an impact on the prairie in the early American West; writing an informative paragraph about how the Plains Indians used plants and animals; writing an informative paragraph about the challenges Pioneers face and how they respond; identifying the lesson of *The Legend of Bluebonnet* and writing an informative paragraph using details to support the idea; writing an informative paragraph about the lesson of *The Story of Johnny Appleseed;* and writing an informative paragraph that explains how the Keats version of John Henry is different from

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the Lester version. New-Read Assessments include, reading pages from *Journey of a Pioneer* and answering questions about topic-specific words and details from the story; reading pages from *The story of Johnny Appleseed* and completing the Story Stones Chart. Socratic Seminars include the following, identifying characteristics of what life was like for the Plains Indians in the early American West and analyzing two versions of Johnny Appleseed and identifying differences between the ways the legend is told. During the End-of-Module Tasks, students write an informative paragraph comparing the life of one legendary person to real-life pioneers and explain the differences. During Vocabulary Assessments, students demonstrate understanding of academic, text-critical and domain-specific words, phrases, and/or word parts.
	Required **7b)** Materials **assess student understanding of the topics, themes, and/or ideas** presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.	**Yes**	Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Materials assess student understanding of the topics, themes, and ideas as students engage in connected lesson tasks and activities that build upon one another and prepare for students to complete the End-of-Module Task. For example, Module 1 lessons focuses on seasons as an example of change and transformation. The knowledge built in this module provides a foundation for students to understand change. Students complete a culminating End of Module Task in lessons

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			31 and 32 where they write an informative paragraph using evidence from the texts in the module, conveying their understanding of change and the impact it has on plants and animals. In Module 2, Lesson 17, Check for Understanding, students orally recount the events in *The Legend of the Bluebonnet* to demonstrate understanding of the topics, themes, and ideas in the text. Teacher guidance for the Check for Understanding assessment notes that students are expected to move beyond retelling toward recounting narratives and students should be able to recount the story with accuracy and identify the correct problem and resolution. In Module 4, students examine how choosing to eat healthy foods can impact their life. Throughout the module, students focus on five Focusing Questions: "How can food nourish my body?" How can food nourish a community?" "Where does nourishing food come from?" "How can I choose nourishing foods?" and "How does food nourish us?" During the End-of-Module Task, students use the knowledge that they have gained throughout the module to evaluate and choose a plate of food to nourish their body. Students write an opinion paragraph with details and reasons for their choice. For example, in Lesson 15, students complete Focusing Question Task 2 in which they demonstrate the knowledge and skill built over the course of the module while integrating learning using the unit text *Bone Button Borscht* by Aubrey Davis. To

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			complete the task, students write an opinion paragraph stating who benefitted the most from making the soup in *Bone Button Borscht* using evidence from the text.
	Required **7c)** Aligned **rubrics or assessment guidelines** (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Yes**	Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. The materials include clear rubrics, assessment guidelines, and exemplars that demonstrate quality work desired as a result of teaching and learning. Module Appendixes include answer keys, rubrics, and sample responses for Focusing Question Tasks, Socratic Seminars, New-Read Assessments, Vocabulary Assessments, and End-of-Module Tasks. For example, during Module 1 in Focusing Question Arc 3, while engaging with the text, *The Little Yellow Leaf*, students work towards answering the Focusing Question "How does *The Little Yellow Leaf* Change?" Students complete Focusing Question Task 2, an informative paragraph with a topic statement, at least three sentences with evidence, and transition words. Two sample responses are given in Appendix C. In Module 2, Lessons 10 and 25, students engage in a Socratic Seminar. A Grade 2 Speaking and Listening Rubric is included in Appendix C for teacher guidance in evaluating student performance during the seminars. In order to meet expectations in Process, students are expected to speak in conversations through multiple exchanges, follow most agreed-upon rules for conversations, respond to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			what others say, and use voice inflections that vary consistently to put emphasis on important points, express feelings, or when asking a question. In order to meet expectations in Listening, students are expected to use eye contact and body language that demonstrates attention, repeat back what is heard in sequence, and take breaths to prepare to listen. Additionally, the materials include a Grade 2 Informative/Explanatory Writing Rubric for Lesson 35.
	Required **7d)** Measurement of progress via assessments include **gradual release of supporting scaffolds** for students to measure their independent abilities.	**Yes**	Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. In each module, assessments are provided to determine what knowledge and skills students need to demonstrate. In each lesson, knowledge and skill are assessed in the materials to determine if the knowledge and skills are introduced in a coherent sequence. At the end of each module, students complete an End-of-Module Task to demonstrate a culmination of knowledge and skills. The scope and sequence outline how lessons build to support the culminating task. To assess progress and lead students to success on the End-of-Module Task, students complete multiple, connected Focusing Question Tasks. In the Major Assessments portion of each Teacher Edition, there is an explanation of how each assessment supports successful completion of the End-of-Module Task. Throughout the modules,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students complete New-Read Assessments to assess their ability to read new texts and comprehend what they are reading. In Module 2, during the New-Read Assessment, students read pages 18-31 of *Journey of a Pioneer* and answer questions about topic-specific words and details from the story. Students use topic-specific vocabulary to form complete sentences and identify details about how characters respond to events. During the second New Read Assessment, students read pages 18-32 of *The Story of Johnny Appleseed* by Aliki and complete the Story Stones Chart. Students recount the story and identify how characters respond to major events and challenges. In Module 2, Lesson 4, the lesson includes a gradual release of supporting scaffolds for students to measure their independent abilities. Prior to writing an informative paragraph for the Focusing Question Task, the teacher guides students through answering a series of text dependent questions to explore how people, specifically the American Indians and early Americans, had an impact on the prairie. The understanding helps students determine the essential meanings of the text and prepares student to begin work on the Focusing Question Task. Teacher guidance is provided to support students by reviewing each item on the anchor chart as a class. The materials include specific questions for the scaffolds such as, “How do we create a concluding sentence?” and

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			"How can we use the essential meaning of a text to help us complete our paragraph?" In Module 3, students participate in Socratic Seminars to explain why Martin Luther King Jr.'s words are powerful and explain how responding to injustice can impact the world. The Socratic Seminars support success on the End-of-Module Tasks by students analyzing and collecting evidence to answer the questions, and students demonstrating the ability to speak on topic when talking. Additionally, in Module 3, Lesson 31, gradual release of supporting scaffolds is present as students prepare to draft individual narrative paragraphs in Lesson 32. Students work in pairs to take a closer look at the actions, thoughts, and feelings of either Ruby Bridges or Sylvia Mendez. Later in the lesson, students Think-Pair-Share to answer the question, "How is planning a narrative paragraph about either Sylvia Mendez or Ruby Bridges helping you better understand how children can respond to injustice?" The gradual release of the supporting scaffolds allows for the development of skills students will need to independently write their narrative paragraphs later in the unit.
	7e) Materials assess student proficiency using methods that are **unbiased and accessible** to all students.	**Yes**	Materials assess student proficiency using methods that are unbiased and accessible to all students. Throughout the modules, rubrics and exemplars are provided so students know what is required to meet expectations. Rubrics and guidelines are clear, communication of success criteria to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students is clear, and rubrics allow for clarity from the student perspective of success criteria. For example, the Module 2 End-of-Module Tasks prompts students to write an informative paragraph to explain their answer to the question, "*How was one legendary person different from real-life pioneers?*" Guidance reminds students to include an introduction with a similarity, a topic statement, at least two clearly explained points with evidence from the text, a conclusion, and topic-specific words. Sample responses and an Informative/Explanatory Writing Rubric is provided so students know what is expected to meet expectations. In order to meet Structure expectations, students are expected to respond to all elements of the prompt, introduce the topic, provide two additional pieces of information about the topic in the middle, and provide a concluding statement or section. In order to meet Development expectations, students are expected to develop a topic with evidence from the text or texts, and provide evidence that relates to the topic and develops the point. In order to meet Style expectations, students are expected to use simple and compound sentences, and use several words and phrases relevant to the text and topic. In order to meet Conventions expectations, students are expected to show general command of grade level language standards for conventional written English. In Module 3, Lesson 14, students engage in a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			New Read Assessment. The teacher distributes assessment 14a and choral reads the questions on the handout. The teacher tells students to look at the task and decide what they need to do for success. The teacher note states that students can decide how many times they need to reread the text and the task. The teacher hands out copies of *Ruby Bridges Goes to School: My True Story*, and students read the book and then complete the assessment independently. For differentiation, the teacher may read the text to the whole class, with a small group of students, or students can read in partners. The teacher may also audio record the text as a scaffold. If the student does not read independently, guidance notes that the teacher must take this into account when analyzing the results of the assessment. The teacher may also scribe the answer for students. Students might respond in phrases or words when appropriate. Appendix C has sample student responses.
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. ☒ Yes ☐ No	**Required** **8a)** As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with **understanding the text** itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**Yes**	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Each lesson follows the same structure beginning with a Welcome and Launch section to engage students in the lesson's learning. During Welcome, students independently complete a task to prepare for the lesson. During Launch, the teacher introduces students to the Content Framing Question. Students

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			engage with the question by either unpacking terminology or by making connections to the Focusing Question, Essential Question, or the text. Pre-reading activities are also included in the Learn section of the lessons as students engage with texts. Materials and activities provide support in vocabulary, meaning, language, background knowledge, and structure while providing appropriate support for diverse learners to access complex texts. For example, during Module 1, Lesson 29 Welcome, students preview the vocabulary word "cycle". Students begin the lesson with a Stop and Jot or Draw to show what they know or think about with the word "cycle". During Launch, students share their knowledge of the word "cycle". Within this lesson, students investigate the meaning of the word "cycle" and its connections to the central message of the text, *Sky Tree.* Students listen to a reread of the first and last pages of the text and Think-Pair-Share two TDQS, "How are the beginning and ending of the text similar?" and "What messages do these similarities communicate to the reader?" Students then complete a Quick Write in their Response Journals for the question "What is the central message of *Sky Tree?"* The teacher defines the word "cycle" for students and provide an illustration for student understanding. Students then Think-Pair-Share the question, "How does the word *cycle* connect to *Sky Tree?* And revise their responses as

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			needed from the discussion. In Module 4, Lesson 1, students engage in pre-reading activities to engage in the knowledge at hand in connected collections of text. The teacher displays the Module 4 texts around the classroom as students are paired and given sticky notes to document what they wonder and what they notice. After the pairs engage in a Gallery Walk to identify observations and questions, the class comes back together and shares their thoughts until several key ideas have emerged. In Module 4, Lesson 2, the teacher distributes *The Digestive System* by Christine Taylor-Butler. The teacher reads aloud the title and reminds students of the gallery walk of this text in Lesson 1. Students identify if this text is literary or informational and discuss various questions, such as, "How does this book look different than other informational texts you have read? and "How does this book look similar to other informational texts you have read?"
	Required **8b)** Materials **do not confuse or substitute** mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.	**Yes**	Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Reading strategies throughout modules support comprehension and build knowledge rather than texts serving as platforms to practice discrete strategies. Appendix A: Text Complexity provides complexity details for core texts. The analysis supports the module's knowledge

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			building and goals. For example, during Module 2, The American West, students read stories and informational texts to build knowledge on the American West. Students develop an understanding of how the lives of people and nature are interconnected and build vocabulary related to the Great Plains, the Native Americans, the pioneers, and life on the prairies. Students practice finding major events and details in informational and multi-paragraph texts and read stories to determine how characters respond to challenges and to identify underlying life lessons. Students learn about legends and practice comparing two different versions of the same story. During Module 2, Lesson 3, students read *Buffalo Dusk* and use Response Cards with Icons to make connections. Students choose two cards they believe are connected and share those connections with partners. While continuing to read, the teacher asks and the students answer text-dependent questions to support students in identifying connections. In Lesson 23, reading strategies support comprehension of Johnny Appleseed and focus on building knowledge and insight. During the Learn section of the lesson, students reread specific excerpts of the text to answer text-dependent questions. Students reread pages 14-15 and then engage in a discussion to answer the following questions: “What do we learn about John Chapman from his contest with the woodsmen?” and “Come up with one

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			word that describes John Chapman during this event." Students use these discussions to guide them in conducting research and writing their informative paragraphs later in the lesson.
	Required **8c)** Materials include **guidance and support** that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.	**Yes**	Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Lessons focus on particular sections of texts to build knowledge and answer text-dependent-questions. Materials include guidance and support to integrate rereading and discussion into text specific inquiry in addition to close reads which have specific purposes and attend to specific author's choices. For example, in Module 1, Lesson 28, students identify the change of seasons. In pairs, students reread *Sky Tree* and place sticky flags on sentences with the words winter, spring, summer or autumn. The teacher asks students "What does the sentence mean?" and "What season does the page describe?" During Module 2, Lesson 17, students review the vocabulary words, "drought" and "restore". The teacher rereads page 11 and shows the illustrations on pages 26-27 to the students and asks the TDQ, "If drought cause the earth to *wither, crumble, and erode* and we understand that it can be restored, what do you think restore means?". Students discuss what they think restore means and write the word in their Vocabulary Journals. Additionally, students

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			listen to a second read of sections of the text to identify story elements, add details to a Story Stones Chart, and order the events on a Story Timeline. In Module 4, Lesson 18, the Examine Organization and Author's Purpose section of the lesson integrates rereading and discussion into text-specific inquiry while attending to specific author's choices. The teacher rereads pages 3 and 31 with expression and guides students through a series of questions to discuss the author's purpose and reminds students that headings are used to group ideas. Students identify how the author grouped ideas and how the sections are different but still connected with the topic of vegetables. The class then rereads pages 4-20 and pages 21 to the end of *The Vegetables We Eat* while answering the provided text dependent questions.
	Required **8d)** Materials provide additional supports for expressing understanding through **formal discussion and writing development** (e.g., sentence frames, paragraph frames, modeled writing, student exemplars, etc.).	**Yes**	Materials provide additional supports for expressing understanding through formal discussion and writing development. Each module contains Writing Goals and Speaking and Listening Goals. Materials include opportunities for writing using scaffolding, such as sentence frames, and include opportunities for the expression of understanding through discussion. For example, Module 1 Writing Goals include the following: writing informative paragraphs that state a topic, develop it with evidence, and conclude by reinforcing the topic in a conclusion, organizing and choosing text evidence to respond to a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			prompt, and revising and strengthening writing. Students develop the ability to draft an informative paragraph by collecting and recording evidence, taking notes, writing, providing feedback, and receiving feedback. Students practice writing topic statements, adding evidence to support their topic, and close with strong conclusions. For example, in Lesson 5, students experiment with topic statements. Students begin by listening to a read aloud of a sample paragraph and students discuss what they notice about the paragraph. From there, students identify the essential meaning of the text and as a class create a topic statement. Then, students individually create a topic statement for the same paragraph. A scaffold is provided in the Teacher's Edition for students who may need additional support with creating a topic statement, "work collaboratively within pairs or small groups to draft the missing part. Provide a sentence frame for students." In Module 3, Lesson 7, students engage in a Think-Pair-Share as they share observations and develop questions about what they noticed as they read. Pairs use the Question Cube to generate at least one question from each of them about the text, *I Have a Dream*. In a whole group, students share questions they believe can be answered by looking closely at the text. The Teacher's Edition states guidance for differentiation for this portion of the lesson, "If students are ready for an extra challenge, have them generate at least one question

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			that starts with why or how. Remind students that questions that start with these words are often more complicated to answer. These questions can often help students dig deeply into the text."
	Required **8e)** Materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.	**Yes**	Materials are easy to use and well organized for students and teachers. Each module begins with the Module Overview that includes the following sections: Module Summary, Essential Question, Texts, Module Learning Goals, Standards, Major Assessments, and a Module Map. The Module Summary is a brief overview of the knowledge students will build in the module. The Essential Question which drives student learning throughout the module is the key question that students consider throughout the module. By carefully analyzing literature, informational texts, art, and other non-print texts, students end the module with a clear understanding of how to answer the Essential Question. The Texts section includes a list of the Core and Supplementary texts used within the model. Core texts are the anchor of the module and provide the module's key knowledge. Supplementary texts help to build necessary background knowledge, context, or diverse perspectives. Supplementary texts typically include short handouts, digital print texts, videos, audio clips, and/or multimedia texts. They model varied genres not represented by the Core texts. The Module Learning Goals include a clear outline of the standards addressed and the goals students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			will achieve throughout the module. The Standards section provides the standards that students work towards mastering throughout the module. The Major Assessments section provides a clear picture of the summative and formative assessments that are embedded throughout a module. The assessments build on each other and support success on the culminating assessment, the End-of-Module Task. They focus on both content knowledge and skills. The Module Map, located in the Teacher Guide, serves as a variation of the scope and sequence. Each Lesson is a part of a Focusing Question Arc and contains a Lesson At a Glance. The Lesson At a Glance contains an Agenda, Standards, Materials, and Learning Goals. The lessons follow the sequence of Welcome, Launch, Learn, Land, and Wrap. Lessons also include Deep Dives. Student Editions contain the handouts that correlate with the lessons. The teacher- and student-facing materials, including the scope and sequence, are easily accessible and easy for teachers and students to recognize core texts and knowledge of units and lessons.
	Required **8f)** Support for diverse learners, including English Learners and students with disabilities, are provided. Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level using an accelerating learning approach[14]. The language in which	**Yes**	Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. Lessons contain Scaffolds, Extensions, Differentiations, and Alternatives to support the needs of students. Materials include

[14] **Accelerating Learning** is the prioritization of equitable access to **high-quality, grade level instruction for ALL students** as the center of the design and implementation of educational supports and services. Accelerating learning is both a mindset and an approach to teaching and learning, not a service, place or time. This approach leverages **acceleration**, a cyclical instructional process that

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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, extension activities, etc.). Materials include **teacher guidance** to help **support special populations** and provide opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.		recommendations in the teacher materials to support diverse learners and provide a clear connection between diagnosed needs and support methods within the materials. For example, during Module 1, Lesson 8, Learn, students record evidence from the text, *How Do You Know It's Fall?* Students complete an Evidence Organizer Chart surrounding how weather changes, what's the impact of weather changing and where is the evidence in the text for three categories, people, plants and animals. A scaffold for this portion of the lesson suggests that the teacher use plants as the model and assign people and animals to pairs. For an extension, teacher guidance suggests that teachers should use the Jigsaw instructional routine to pair students who searched for the same category to compare answers. In Module 2, Lesson 1, the teacher shows a short video of *Buffalo Dusk*, the Teacher Note explains that the video will help all readers see the vocabulary in the poem. The guidance specifically speaks to English Learners gaining a deeper understanding of the vocabulary in *The Buffalo Are Back* as a result of watching the video. In Lesson 16 Learn, students Notice and Wonder using *The Legend of the Bluebonnet*. The Differentiation suggestion notes that the teacher should provide sticky notes with sentence frames for students

connects unfinished learning in the context of new grade-level learning utilizing high-quality materials to provide timely, individualized supports throughout a variety of flexible instructional settings and groupings.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			who may have difficulty getting started. In Module 4, Lesson 20, Next Steps shows a clear connection between diagnosed needs and support by providing guidance for supporting struggling students. The guidance suggests that teachers should use the recipes at the back of the next text, *Good Enough to Eat* to reinforce how steps in a process work as they encourage students to use temporal words to show connections. The guidance also suggests that the teacher should allow students to practice with familiar classroom routines by identifying their steps and corresponding details. In Lesson 33, students write and reflect on their new understandings about the words change and choice. Sentence frames are posted for students to complete in their Response Journal which state, "I can choose to make a change in my world. I will___. I can make good choices for myself. I will___."
	8g) The content can be **reasonably** completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.	**Yes**	The content can be reasonably completed within a regular school year, and the pacing of content allows for maximum student understanding and provides guidance about the amount of time a task might reasonably take. Each module includes a Module Map with details on the lesson and the learning goals. Each lesson has a detailed time of completion in minutes. Teacher guidance includes pacing and delivery of materials in a timely manner with reasonable expectations for progress with student learning. Every module has a Module Summary with a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Module At a Glance to assist with pacing. The Implementation Guide includes a section that outlines how to appropriately implement the materials within a school year. There are "approximately 150 lessons, allowing schools to accommodate mandates such as school-wide events or standardized tests. A curriculum with approximately 145 days of instruction helps schools tailor the curriculum to specific opportunities, resources, and needs, leaving a measure of flexible time between or within modules." For example, pacing guidance for Module 3, Lesson 29 suggests 7 minutes for Welcome, 1 minute for Launch, 62 minutes for Learn, 4 minutes for Land, and 1 minute for Wrap for a total of 75 minutes for the core lesson and an additional 15 minutes for the Deep Dive.

FINAL EVALUATION

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality[15]	1. Quality of Texts	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of

[15] 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
			content, language, and writing that is produced by experts in various disciplines. Materials do provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	**Yes**	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity 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)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			critical to the meaning of texts measured by Criteria 1 and 2.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)[16]	4. Foundational Skills	**Yes**	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills. Materials provide systematic and explicit phonics instruction. Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Materials provide instruction and practice in word study including pronunciation, spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and regular practice in encoding the sound-symbol relationships of English. 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

[16] 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
			regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. Foundational Skills materials are varied, abundant, and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills support.
III. Additional Criteria of Superior Quality[17]	5. Range and Volume of Texts	**Yes**	Materials seek a balance in instructional time between literature and informational texts. Materials include print and non-print texts of different formats and lengths. Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.
	6. Writing to Sources, Speaking and Listening, and Language	**Yes**	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.

[17] 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	**Yes**	Materials use varied modes of assessment including formative, summative and self-assessment measures. Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. Materials assess student proficiency using methods that are unbiased and accessible to all students.
	8. Scaffolding and Support	**Yes**	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Materials provide additional supports for expressing understanding through formal discussion and writing development. Materials are easy to use and well organized for students and teachers. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			level. The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding and provide guidance about the amount of time a task might reasonably take.
FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**			

DEPARTMENT of EDUCATION
Louisiana Believes

Instructional Materials Evaluation Tool for Alignment in ELA Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

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.[1] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[2] independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Wit & Wisdom with Fundations**

Grade: **3**

Publisher: **Great Minds PBC**

Copyright: **2023**

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

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

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

[1] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[2] 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**[3] 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[4] 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.

[3] **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.
[4] 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
SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.			
Non-negotiable **1. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**Required** **1a)** Materials provide texts that are **appropriately complex** for the identified grade level according to the requirements outlined in the standards. • **A text analysis that includes complexity information is provided.** Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades **K-2, extensive read-aloud** texts allow sufficient opportunity for engagement with texts more complex than students could read themselves.	**Yes**	Materials provide text that is appropriately complex for the identified grade level according to the requirement outlined in the standards. Core texts placed within the four modules include twelve informational picture books, seven literary picture books as well as a selection of paintings and photography. These core texts are centered around a single theme per module. Ten of the nineteen core texts fall within the Grade 3 Lexile band, 420L to 820L. The remaining nine texts extend past the Grade 3 Lexile band, but offer knowledge that is built throughout the module through adult-directed support and audio recordings of the text. Students use the on-level texts to build on their knowledge of the module topic, as well. In Module 1, students engage with the informational picture book, *Giant Squid: Searching for a Sea Monster* by Mary M. Cerullo and Clyde F.E. Roper. This engaging, highly informative book is "more complex, both in terms of sentence structure and vocabulary, than the language demands of other module texts." Although the text is complex for Grade 3 with a Lexile level of 1090, "the students' module long focus on text features allow students to access this text as well as their growing knowledge to support their comprehension." Students use

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the knowledge they build throughout the module to analyze this informational text and culminate their work. In Module 2, students engage with the informational narrative, *Moonshot* by Brian Floca. This text does not require any prior knowledge and most of the vocabulary is clear and age appropriate falling within the Lexile grade band 420L to 820L with a qualitative rating of 780L. This text builds knowledge needed to independently understand the text *One Giant Leap* in subsequent lessons. In Module 3, students are introduced to the literary picture book *Grandfather's Journey* (650L) by Allen Say. The qualitative analysis states that the language demands for this text are appropriate for instructional reading and the illustrations support the complex language. Students may also require some background knowledge of World War II in order to understand the text. The remaining texts in this module fall between 630L and 890L. In Module 4, students read another literary picture book by Allen Say, *Emma's Rug* (450L). This core text requires little to no prior knowledge from students. The language is simple and opens the module with a story in which students may relate to and allows access to narratives about famous artists. Overall, core and supporting texts are appropriately complex. Modules provide practice with on-level and above-level texts. These reading opportunities promote challenging knowledge and language demands while remaining

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			accessible to students with the assistance of a teacher. Students are guided through a wide range of activities to analyze texts and gain full comprehension of their purpose to demonstrate mastery in the end of module tasks.
	Required **1b)** At least 90% of provided texts, **including read-alouds in K-2,** are of **publishable quality** and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	**Yes**	At least 90% of provided texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Literary and informational texts following module themes are presented throughout the year. Multiple core texts within the module are critically acclaimed pieces of writing or have been written by award-winning authors. Anchor texts explore a variety of topics including ocean, space, art, immigration, poetry, fables, and mythology. For example, in Module 1, The Sea, students read *Amos & Boris* by Caldecott Medal-winning author William Steig. William Steig tells the story of "heroic rescues and unlikely but undying friendships." Students also read *Giant Squid: Searching for a Sea Monster* by Mary M. Cerullo and Clyde F.E. Roper. Published in 2012 by Capstone Press This informative text "tells the story of Clyde Roper, a scientist who searched for giant squids." These two texts work together so students can develop their understanding of the sea. Other core texts included in this

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			module are pieces of artwork such as, *The Great Wave* by Katsushika Hokusai and *The Gulf Stream* by Winslow Homer. In Module 2, Outerspace, students read the Caldecott award-winning biography of Galileo, *Starry Messenger: Galileo Galilei* by Peter Sis which "provides a brief yet rich introduction to the life and work of a pivotal figure in the history of science." Students also engage with the text *Ashura* by Chris Van Allsburg, a Caldecott award-winning author. This text tells the story of two brothers on an intergalactic journey. The remaining two core texts for this module *Moonshot* by Brian Floca and *One Giant Leap* by Robert Burleigh, which are also written by award winning authors. In Module 3, A New Home, texts are centered around the theme of immigration. Within this module, students read two literary picture books *Grandfather's Journey* and *Tea with Milk* by Allen Say, a Caldecott Award winning author. The text *Grandfather's Journey* tells the story of Grandfather's love for two places at once and also won the Caldecott Award. *Tea with Milk* tells the story of Masako and how she adapts to a different culture. Students also read the informational text, *Coming to America: The Story of Immigration* by Betsy Maestro, and the literacy text, *The Keeping Quilt* by Patricia Polacco, which "recounts the story of a Russian Jewish family's arrival and assimilation in the United States." This text is the winner of the Sydney Taylor Book

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Award. Lastly, in Module 4, Artist Make Art, the biography of William Carlos Williams, *A River of Words: The Story of William Carlos Williams* by Jen Bryant. The biography describes his boyhood and adulthood and has received many honors such as the 2009 Caldecott Honor Book and New York Times Best Illustrated Children's Book due to Melissa Sweet's illustrations.
	Required **1c)** Materials provide a **coherent sequence or collection of connected texts** that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study. • In grades **K-2**, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex texts. Texts 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 across a unit of study.	**Yes**	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Each of the four modules includes an Essential Question that students answer by the end of the module. In order to answer the Essential Questions, students progress through the lessons within the Focusing Question Arcs. Modules include one or more core texts, one or more works of visual art, and a set of supplementary texts. Connected texts within each module are selected to build knowledge and understanding of the theme and also vary in complexity. The selected core texts for each learning module are based on their content, as well as their literary artistry. Core texts provide the anchor pieces of each module's Knowledge Puzzle. In Module 1, The Sea, students explore ocean life and the many ways humans choose to explore the sea. As students learn about the ocean, they also discover how authors and poets "explore

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the sea through words and images." In Lesson 1, students read aloud the poem, *The Sea Wind* by Sarah Teasdale. The teacher introduces a two column Notice and Wonder chart for students to create in their Response Journals. Students use this chart to analyze and annotate *The Sea Wind*, identifying what they notice and wonder within the poem. In Lesson 2, students use the same analyzing skills they learned in Lesson 1 to Notice Elements of Art in the painting *The Great Wave* by Katsushika Hokusai. Adjusting the two column Notice and Wonder chart to a three column, I See, I Think, I Wonder chart, students record their thoughts about the painting. Students acquire domain-specific vocabulary. Finally, in Lesson 4, students use their acquired analyzing skills and vocabulary to read and annotate the core text, *Amos & Boris* by William Steig. Students work in partners to reread the text and complete a See-Think - Wonder chart. Module 3, A New Home, begins with Focusing Question Arc 1, "What challenges do immigrants face in a new country?" which spans across Lessons 1-15. Within this Arc, students read the core texts, *Grandfather's Journey* and *Tea with Milk* both written by Allen Say. Students work with these two interconnected texts to compare themes of immigration and family stories. They first work with each text independently by analyzing the different story elements and the plot. Then, students use both texts to complete the Assessment

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			12A: Focusing Question Task 1, where students "write an essay explaining one important similarity and one important difference between the immigration experiences of the two main characters of the texts."
	Required **1d)** Within a sequence or collection, quality texts of grade-level complexity are selected for **multiple, careful readings** throughout the unit of study. These texts are revisited as needed to support knowledge building.	**Yes**	Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful reading throughout the unit of study. These texts are revisited as needed to support knowledge and build vocabulary. Students practice and explore vocabulary from all theme-related text. Throughout the materials, students revisit texts during lesson Arcs, as well as during the end of module tasks. Students utilize texts for basic comprehension, necessary content knowledge accumulation, purposeful evidence gathering and expressing understanding through verbal or written expression. Each module has a clear complex text progression using a gradual release model. Students have the opportunity to listen to a fluent reader, practice fluent reading with small groups, and reread for evidence collection. For example, in Module 2, Lesson 14, students reread *Moonshot* by Brian Floca. The lesson begins with students rereading pages 2-3 and 40-41, noting similarities and differences. The teacher leads a discussion, asking students, "How do the beginning and ending pages of *Moonshot* add to your understanding of the Apollo 11 mission?" Students then reread *Moonshot* in pairs,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			analyzing the main events and how they fit with the ideas they just discussed from the beginning and conclusion of *Moonshot.* After rereading Moonshot with a partner, each student sketches and labels one key event from the Apollo 11 mission. The lesson concludes with students using their Response Journals to recount three important events from *Moonshot.* In Module 4, Focusing Question Arc 2, Lessons 10-16, students explore the informational text, *A River of Words: The Story of William Carlos Williams* by Jen Bryant. The Arc begins with the teacher reading aloud *A River of Words*, defining words that students need to know. Then students reread lines 7-12 from page 11 and answer the following Text Dependent Question, "How does Willie's description of the things he wants to write about clarify the meaning of the word ordinary?" Students also reread page 16 and answer two related text-dependent questions. In Lesson 13, students revisit *A River of Words* and work in pairs to reread pages 4-14 and 15-27. While rereading these pages, students answer questions such as, "What evidence does Jen Bryant provide to suggest that Williams would grow up to be an artist?" and "What clues does the author give that Williams would have another job in addition to being an artist when he grew up?" Students' work with this core text to build knowledge and answer the Focusing Question, "How do artists make art?" In Lesson 17, students begin to complete

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Assessment 16A: Focusing Question Task 2 in which they "write a well-constructed paragraph that explains how William Carlos Williams creates poetry."
Non-negotiable (only reviewed if Criterion 1 is met) **2. TEXT-DEPENDENT QUESTIONS:** Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. ☒ Yes ☐ No	**Required** **2a)** A **large majority of questions in the materials are text dependent and text specific** supporting students in building knowledge; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of questions in the materials are text-dependent and text-specific with student ideas expressed through both written and spoken responses. In each module, students answer a variety of Text Dependent Questions (TDQs) in groups, pairs and whole group discussions and students support their answers with evidence from texts. The majority of the tasks within the modules require students to use text based evidence as well. Throughout the materials, text-dependent questions are prescribed daily whether verbally or within written responses. Students have a variety of verbal response opportunities such as whole group, small group, or in partner discussion settings. Students consistently build knowledge within their response journals by expressing their understanding. These response journals are reviewed by the teacher daily and utilized by the student for the end of module writing. Text dependent questions are aligned with module focus throughout. In Module 3, Lesson 15 students complete Assessment 15A: New-Read Assessment 1. They read the story, "Two Places to Call Home" by Jody Kapp and answer both text-dependent questions and text-specific questions such as, "Who is the narrator of the story?" and "What does the narrator mean by saying, 'Today I'm going

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			home' in Paragraph 1?" Students use the skill of analyzing characters and story elements that they learned in prior lessons. In Module 4, Lesson 21, students work to answer the Focusing Question, "What are some character traits of artists?" and the Content Framing Question, "What's happening in Action Jackson?" Students read the informational core text *Action Jackson* by Jan Greenberg and Sandra Jordan and examine how the authors organized the text. During the lesson, students reread page 16 of *Action Jackson* and then participate in a Think-Pair-Share with their partner answering the following TDQs, "When did Jackson see Native American sand painter?" "What is the effect of drawing attention to an event in Jackson Pollock's childhood while describing his work as an adult?" and "What evidence helps you identify Action Jackson's genre?" After discussing the question with their partner, students complete a three-column chart and use the chart to review the time-spans that several authors including Jan Greenberg and Sandra Jordan chose to include in their books.
	Required **2b)** Questions and tasks include the **language of the standards and require students to engage in thinking at the depth and complexity** required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)	**Yes**	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. The materials provide support to help students succeed in tackling complex topics and texts through reading,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			writing, and discussions. The language used in the questions and tasks is in accordance with the standards of the grade level. The Louisiana Student Standards for English Language Arts is referenced for each grade level. For example, in Module 1, Lesson 4, students annotate *Amos & Boris* to record what they notice, think, and wonder (RL 3.1). In Lesson 15, students identify the topic of a group of related ideas from the text *The Fantastic Undersea Life of Jacques Cousteau* by Dan Yaccarino and explain how the illustrations aid in comprehension (RI.3.7, W.3.2). In Module 4, Lesson 22, students consider the Content Framing Question, "What does a deeper exploration of Jackson Pollock's own words reveal about the artist?" Students determine what Jackson Pollock's own words within the text reveal about him by choosing a new nickname for Pollock and explain how a quotation relates to the new nickname (RI.3.1). Throughout the lesson, in pairs, students review the text *Action Jackson* and analyze direct quotations from Pollock. During the Land, students work in pairs once again to discuss how Pollock's words deepen their understanding of the artist. Students choose one quotation and create a new nickname for Pollock.
Non-negotiable (only reviewed if Criterion 1 is met) **3. COHERENCE OF TASKS:** Materials contain meaningful, connected tasks that build student knowledge and provide	**Required** **3a)** Coherent **sequences of questions and tasks** focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.	**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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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. ☒ Yes ☐ No			Students consistently engage in content stages that are coherently sequenced to promote understanding and build the skills necessary to express thoughtful text analysis through spoken and written responses. Module lessons follow five content stages, building knowledge to answer the overall module Focus Question. Students participate in the following stages when engaging with module texts: Wonder, Organize, Reveal, and Distill. These five stages offer a coherent sequence of tasks geared toward the module central topic. For example, in Module 3, Lesson 3, students continue to build knowledge using the core text *Grandfather's Journey* by analyzing how characters affect the plot of the story. Students complete the questions on rows 4-6 of Handout 2A: Story Elements in *Grandfather's Journey*. The questions focus on how characters affect the plot of a story and include the following: "What makes it hard for Grandfather to get what he wants?" "How does Grandfather succeed or not succeed in getting what he wants?" and "How do Grandfather's feelings about home and moving affect events in the story?" Students then locate evidence to support responses to each question. Students work in small groups to prepare to discuss the evidence collected and present answers to the handout questions along with text evidence to a larger group. In Module 2, Lesson 19, students listen to a read aloud of *One Giant Leap* by Robert Burleigh. Students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			begin by generating a list of things they might notice while reading the new text then annotate the text for answers to the questions they created. In Lesson 20, students reread *One Giant Leap* to analyze the sequence of main events within the text. The teacher asks the question, "What do you notice about the sequence of events in *One Giant Leap*?" Then students sketch and label an event from the text. In Lessons 20-22, students practice with gathering evidence, forming opinions and using the evidence to support their thinking. In Lesson 24, students gather evidence in response to the question, "What is President Kennedy's point of view in 'We Choose the Moon?' Would you have chosen to go to the moon?" Students then use the evidence gathered to participate in a Socratic Seminar. Ultimately, this discussion among peers helps students to solidify the skill of gathering evidence in order to support an opinion before they complete Focusing Question Task 2 in which they write an opinion essay answering the question, "Would like to have been an astronaut on the Apollo 11 mission?" using evidence from *Moonshot* by Brian Floca and *One Giant Leap* by Robert Burleigh.
	Required **3b**) Questions and tasks are designed so that students **build, apply, and integrate knowledge and skills** in reading, writing, speaking, listening, and language through quality, grade-level complex texts.	**Yes**	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. The module lesson progression allows for students to build, apply and eventually integrate knowledge to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			demonstrate reading, writing, speaking, listening and language skills. Gradual release of skills are offered during individual lessons, as well as across lesson Arcs to ensure success when interacting with complex texts. For example, in Module 4, students address the Essential Question, "What is an artist?" Students begin with a visual exploration of the text, *Emma's Rug*, and then engage in a read and recount of the text. Students complete a story map of Emma's Rug answering various TDQs, such as, "What evidence helps you identify the main character of Emma's Rug?" and "How does Mother's decision to wash Emma's rug build on earlier parts of the story?" In continuing lessons, students use recounting the story and gathering evidence skills to participate in a Socratic Seminar discussing the prompt, "Do the illustrations on page 7 or the illustrations on page 21 better support a central message in Emma's rug?" In Lesson 5, students notice the organization of the text, *Alvin Ailey* by Andrea Davis Pinkney. Students Think-Pair-Share four questions before participating in a whole class discussion. The Text Dependent Questions include: "Review the chapter headings in *Alvin Ailey.* How does Andrea Davis Pinkney organize the information in this book?" "What time periods did Andrea Davis Pinkney use to organize the information" "What time periods are not included in this text?" and "What is the effect of choosing to include only some time

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			periods in the biography?" Once the whole group discussion is complete, students work in small groups and are connected to a time period used to organize the information in the text. Students reread their assignment section and identify evidence that add to their understanding of Alvin Ailey. In Module 3, students are guided through learning activities which lead to answering the overarching Essential Question, "How do stories help us understand immigrants' experiences?" In Lessons 1-15, students are introduced to two core texts, *Grandfather's Journey* and *Tea with Milk* both authored by Allen Say. Within this Focusing Question Arc, students use their knowledge of both texts to write a multi-paragraph explanatory essay comparing and contrasting both of the stories. In Lesson 12, students work to answer the Content Framing Question, "How do Grandfather's Journey and Tea with Milk build my knowledge?" Students work in small groups to analyze similarities and differences between the two texts. Students discuss the following questions in their small groups before sharing their answers with the class: "How are Grandfather's Journey and Tea with Milk similar?" and "How are Grandfather's Journey and Tea with Milk different?" Students use the evidence they gathered on Handout 2A and Handout 8A to analyze their evidence, highlighting similarities and differences. Once their evidence has been analyzed, students use that same evidence

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			to plan their compare and contrast essay identifying one important similarity and difference between Grandfather and Masako's experiences as immigrants.
	Required **3c)** Questions and tasks support students in **examining the language** (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. • 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).	**Yes**	Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. Throughout each module, students are offered vocabulary and language use Deep Dives. These craft lessons cycle through stages that mirror a gradual release. Stages include: Examine, Experiment, and Execute. These opportunities conclude each lesson within the module and meet a range of language standards. In Module 3, Lesson 1, Deep Dive, students make distinctions among the words immigrant and emigrant. Students are provided the root word migrant and its definition as well as affixes to add to their Morpheme Maps. Students refer to their definition of immigrant that they recorded earlier in Lesson 1 to analyze the difference between immigrant and emigrant, and review given text excerpts to determine whether the character is an immigrant or emigrant. The Deep Dive concludes with students writing two sentences using the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			words immigrant and emigrant. In Module 2, Lesson 9, students use Frayer Models to explore context vocabulary, influence, accomplish, believed, demonstrations, from the script *Starry Messenger.* In this lesson, students participate in a Deep Dive with vocabulary found in the text. The Vocabulary Learning Goal is to identify real-life connections among the vocabulary words (L.3.5.b). In small groups, students are assigned a word from the list. Students complete a Frayer Model using a dictionary to define it, examine the characteristics of the word, and find examples and non-examples of the word. Then each group presents their word to the whole group, which concludes with a discussion on how the words are significant in the text. To synthesize their learning, students add the words to their vocabulary journal and respond to the prompt, "How did Galileo's accomplishments about the earth's movement influence ideas during his time?" In Module 4, Lesson 6, students respond to the Content Framing Question, "What does a deeper exploration of word choice reveal in Alvin Ailey?" The lesson begins with the teacher reading two sets of sentences. Students then discuss the similarities and differences between the sentences which is a difference in word choice/vocabulary. Students record the definitions of the words strolled, dawdled and crept. Students reread page 15 and make note of the figurative language within the passage then work in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			small groups to identify and define verbs within their assigned passages. Once they have identified and defined verbs, students use those same skills to analyze word meanings within the final paragraph of *Alvin Ailey*. In groups, students determine the meanings of the following words, haughty, strutting, sassy and revelry. Students discuss the question, "How do the word choices in this paragraph add to your understanding of Alvin Ailey and his work?" To conclude, students identify and explain one specific word choice that creates a deeper understanding of Alvin Ailey and his work in their Response Journals.
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts	**Required *Indicator for grades K-5 only** **4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**Yes**	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. Each of the fourteen foundational skill units offers explicit instruction in decoding, spelling, and handwriting. Each unit is segmented into two to three weeks with five-day increments. Each thirty-minute lesson begins with a drill sound warm-up and proceeds to rotate through consistent decoding and encoding activities to promote routine, while also maintaining interest. Prior to core third grade units, students enter a one-week orientation to review previous foundational skills, such as primary

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
across a range of types and disciplines. *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program) ☒ Yes ☐ No			consonant sounds, short vowel sounds, and digraph sounds. After reviewing sounds and sound segmentation, the definition of a digraph, the difference between a digraph and a blend, and digraph blends are reviewed. For example, in Unit 2, Week 1, Day 1, the materials review the concept of plurals while simultaneously introducing suffix frames. The teacher explicitly teaches the use of -s and -es, verbalizing the sounds they may produce using the base words bench, bug, and block. Students create a list of letters in which the suffix -es would follow rather than -s. The teacher explicitly reviews irregular plurals and demonstrates how to mark the base word utilizing an underline and the suffix with a circle. Students enter suffix irregulars and trick words into the spelling section of their notebook. On Day 2, students are introduced to action suffix frames. Students begin to experiment with -ing and -ed by building the words, benches and jumped, on their Letter Boards. Students also determine the differences between vowel suffixes and consonant suffixes. On Day 3, students build the word, catches. Students discuss the base word and suffix, discuss the sound of -es, and discuss /ch/ spelling after a short vowel. The teacher introduces New Concepts by reviewing suffixes -er, -est, -less, and -ful during explicit instruction. Students participate in a read and build. For example, the students read the words, tall and tallest. Then, the teacher has students build the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			word, sing, and add -er to make the word, singer. On Day 4, students review base word and suffix markings with the words, brushes, printing, rented, spilled, splashed, colder, coldest, thankful, and thankless. Students dictate three sounds, three current words, two review Trick Words, and one sentence that is verbally given by the teacher. Students collaboratively participate in the proofreading procedure led by the teacher. Finally, on Day 5, students work together in groups to add suffixes to a word list provided by the teacher. The base words include the following: bend, act, lunch, tall, and quick. Students also complete a dictation on Day 5 with four sounds, four current words, four review words, two sound-alike words, two review Trick Words, and one or two sentences.
	Required *Indicator for grades K-1 only **4b)** Materials provide explicit grade-appropriate instruction and practice for the **concepts of print** (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).	**N/A**	Not applicable to this grade level.
	Required *Indicator for grades K-1 only **4c)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).	**N/A**	Not applicable to this grade level.
	Required *Indicator for grades K-5 only **4d)** Materials provide systematic and explicit **phonics** instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g.	**Yes**	Materials provide systematic and explicit phonics instruction. As each foundational skills unit progresses, it methodically builds upon previous learning. Students repeatedly review basic concepts from prior units and lessons to build upon knowledge in new

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	sounds, words, sentences, reading within text). Materials do not require or encourage three-cueing[5], MSV[6] cues, or visual memory for word recognition.		contexts. These lessons offer repeated modeling and the opportunity to hear, say, write, and read sounds, words, and sentences using fundamental patterns. The learning activity sequence on a given day or within the week moves students towards independence using a gradual release framework (I do, We do, You do together, You do alone). For example, in Unit 1, Week 1, Day 1, students review all short vowel sounds on the Standard Sound Card display and are introduced to the concept of a closed syllable. Students distinguish between open and closed-syllable words. Students Sky Write letter formations and review correct writing posture, paper and wrist position, and pencil grip. Students verbalize the letter formation as they write each dictated letter. In Unit 1, Week 1, Day 2, students review all short vowel sounds along with some consonants and digraphs. Students are introduced to the performance activity Echo/Find Letters in which the teacher says a sound and students echo the sound and find the letter(s) on their Letter Boards. Students review the spellings of the /k/ sound. As the teacher dictates, students tap out the sounds and practice the spelling of each Trick Words. In Unit 8, Week 1, Day 1, the teacher introduces the consonant-le syllable type. The teacher reviews previous syllable types such as closed syllable, vowel-

[5] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues.
[6] **MSV**: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			consonant-e syllable, and an open syllable. The teacher instructs students on the use of consonant -le circling back to previous skills and learning to assist with patterns. Guidance within the teacher materials states, "Add various consonants in front of the -le to form various combinations. For each combination, have students read the consonant and the l together (ple - /pl/). Remind them that the e is silent." The teacher then promotes understanding further by identifying various types of syllables within the words, maple and apple. On Day 2, students utilize decoding knowledge to encode with guidance. In the teacher materials it states, "Dictate the word tumble. Have students echo the word and break it into syllables. Have them say the first syllable 'tum' and spell it, while you build it with the Standard Sound Cards. Then have students say the second syllable 'bl.' Place the b and l cards, saying the sounds." On Day 5, students work with peers in collaborative groups, as well as independently assess understanding with a Day 5 Check-Up. Guidance states, "Dictate sounds, words, and sentences, and have students repeat and then write independently." Students spell the word correctly as well as mark the words to show understanding syllable types.
	Required *Indicator for grades K-5 only **4e)** Resources and/or texts provide ample **practice** of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent	**Yes**	Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials do not require or encourage three-cueing[7], MSV[8] cues, or visual memory for word recognition. Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning. Opportunities for self-monitoring and self-correction are not based on three-cueing, MSV cues, or visual memory. This should include monitoring that will allow students to receive regular feedback.		skills, including phonics patterns and word analysis skills in decoding words. Among the foundational skills addressed within the fourteen units, the materials offer age-appropriate materials to practice with during lessons. For example, in Unit 6, Week 1, Day 1, the lesson materials offer a basic to complex progression of using an open syllable. Students begin with altering "not to no" and "met to me." Once students understand the vowel pronunciation, they then work to combine open syllables with closed syllables, or vowel-consonant-e syllables. Guidance in the teacher materials states, "Build the word relish with the Standard Sound Cards. Ask students where they would divide the word. (Their response should be, after the l, to keep the first syllable closed.)" Students continue this trend with words such as beside and program. Gradual release examples within the lessons are of quality and align with the standard progression being addressed. While Wit and Wisdom and Fundations are packaged as one, the connection between foundational skills and practice with core texts is not always directly aligned. Deep dives within Wit and Wisdom are primarily focused on conventions of standard English and vocabulary acquisition and use. Students will have practiced this skill

[7] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues.
[8] **MSV**: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			throughout the year, yet it is not in direct correlation with a Fundations lesson.
	Required *Indicator for grades K-5 only **4f)** Opportunities are frequently built into the materials that allow for students to achieve reading **fluency** in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. Materials do not require or encourage three-cueing[9], MSV[10] cues, or visual memory for word recognition. Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate **rate, expressiveness, and accuracy**.	**Yes**	Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Based on the Wit and Wisdom scope and sequence, fluency is encompassed within the core materials, not Fundations. Therefore, students explicitly learn fundamental skills with Fundations and utilize this knowledge when reading core informational and literary texts within the Wit and Wisdom lessons. The Fundations Program Overview offers the following guidance for fluency instruction: "Students who have successfully completed Level 2 should be able to decode grade-appropriate, non-controlled informational text or authentic literature; it is not necessary to limit Level 3 students to highly controlled text. Therefore, students can use short, grade-appropriate passages to develop their fluency. Students echo and chorally read passages and teachers also model prosody by scooping sentences into phrases." For example, in Wit and Wisdom, Module 1, Lesson 4, the teacher models accurate fluent reading using the core text *Amos & Boris*.

[9] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues.
[10] **MSV**: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			The teacher identifies and prompts echo reading of complex vocabulary, such as phosphorescent and luminous, prior to student fluency practice. Students partner read the fluency passage and provide feedback using the Praise, Question, Suggestion protocol. Through whole group discussion, the teacher is able to promote quality feedback. During the Wrap phase of lessons, students are assigned both fluency and independent reading homework. For example, in Module 3, Lesson 2, students read an excerpt from the module's anchor text *Grandfather's Journey*. To complete Day One assigned homework, students read the text aloud three to five times to a family member annotating the text to aid in fluency. Students repeat this for five days focusing on improving fluency and phrasing. In Module 4, Lesson 11, the guidance states, "Students independently read for thirty minutes and record their reading on Handout 1B: Reading Log. Students read the fluency passage three to five times aloud to a parent at home to practice fluent reading focusing on phrasing." Students self-monitor using a fluency checklist both in and outside of class.
	Required *Indicator for grades K-5 only **4g)** Materials provide **instruction and practice in word study**. • 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	**Yes**	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. Each unit builds upon fundamental grade

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	and regular practice in encoding (spelling) the sound symbol relationships of English. ***(Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* • 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.		level skills week by week. Within each week, students undergo explicit instruction, as well as participate in activities that promote deeper understanding of the morphology, decoding, spelling, or writing skills. Students engage with complex word structures such as trigraphs (-tch, -dge), new vowel teams (ei, eigh, igh), schwa, silent letter combinations (kn, gn, wr, rh), and several new Latin suffixes. Students continue to work extensively with multisyllabic words for reading and spelling and receive direct instruction on how to divide such words by manipulating sound cards. For example, in Unit 3, Week 1, Day 5, students practice matching syllables to make varying combinations and marking these syllables appropriately. For example, matching the open syllable um- to the closed syllable -pire, or matching the closed syllable cat to the closed syllable nip. In Unit 5, Week 2, along with reviewing digraph and syllable division rules, students receive explicit instruction on dictionary skills and contextual usage. In Unit 7, Week 2, Day 1, the teacher explicitly reviews pluralizing words ending in -y and -o. For example, the Teacher Manual states, “Teach students that to make words plural when a word ends in a y in an open syllable, you must change the y to i and add -es. Emphasize that suffix -es is used to make plurals of words that end in y in an open syllable. Demonstrate by replacing the y with the i Standard Sound Card and adding the suffix -es.” Students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			explore building words based on spelling patterns. In the lessons that follow, students begin to incorporate other suffixes rather than just -es. In Unit 10, Week 1, students review the double vowel syllable type and their markings to then work on combining double vowel syllables with other syllable types. In Unit 10, Week 2, students focus on explicit spelling instruction. For example, the Teacher Manual states, "Find /ī/ sounds on the Spelling Options 3 Poster and then, using the Standard Sound Cards, present the possible spellings of the /ī/ sound: a in a vowel-consonant-e syllable; a in an open syllable; and ai, ay, eigh, ei and ea." Dictation of sounds, words, and sentences is consistently used throughout the units as a form of formative assessment during lessons. For example in Unit 1, Week 1, Day 4, it states, "When first learning a new sound, students repeat the sound and name letter(s) before writing. As the sound is mastered, students repeat, write, and, then, name the corresponding letter(s)." and "Dictate sentences in phrases. Instruct students to write sentences independently, then lead them through the proofreading procedure."
	Required *Indicator for grades K-2 only **4h)** 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. Assessment opportunities within materials do not require or	**Yes**	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. Among

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	encourage three-cueing[11], MSV[12] cues, or visual memory for word recognition.		all fourteen units, students are assessed in both a formative and summative manner. Student achievement is examined from multiple perspectives and includes the following: direct observation of daily work, independent application of skills, and Unit Tests. For example, students consistently complete performance activities, such as Dictation, Echo/Find Words, and Guess Which One. These activities offer opportunities for teachers to assess students' intellectual thinking and understanding of a concept. This informal assessment can be done verbally with students, or once writing has occurred. In Unit 4, Week 1, Day 3, at the end of the lesson, students dictate sounds, words, and sentences using a dry-erase board. While advancing through this activity, teachers assess student understanding to address gaps in small groups during the weekly skill instruction. Summative assessment is completed through Unit Tests in which each student is assessed individually, and 80% of the class should be at benchmark (scoring 80% on each subtest) before moving to the next unit. Students do not complete a diagnostic assessment within the program. In the Program Overview it states, "Using Unit Tests and benchmark assessments such as DIBELS, teachers can evaluate beginning-of-the-year scores to identify at-risk

[11] **Three cueing**: students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues.
[12] **MSV**: Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students." Unit tests consist of dictating Unit sounds, Words, Sound Alike Words, sentences, Mark Up Words, Trick Words, and Spelling Words. Each Unit Test is worth 25 points and is located at the back of the Student Composition Book. In Unit 7, Week 2, Day 5, teacher guidance states, "Extend the time in this Unit if 80% of the class does not demonstrate mastery (80%) on the Unit Test. If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill. Meet with struggling students individually to discuss errors and explain areas that need further practice." A unit test tracker is available to track individual student mastery and determine readiness to advance. Differentiation guidelines for students who need extra support, or greater challenges are located in the manual's Learning Activity Overview and in each Unit Introduction. For example, guidance in the Unit 11 overview states, "Have struggling students practice contractions with Letter Tiles with their Student Notebooks open for reference. Have advanced students construct sentences with both the separate words and contractions for a challenge."
	Required *Indicator for grades K-5 only **4i)** Foundational Skills materials are **varied**, **abundant, and easily implemented** so that teachers can spend time, attention, and practice with students who need foundational skills supports.	**Yes**	Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill support. The fourteen foundational skill units include thirty-minute daily lessons for thirty-four weeks of instruction. The

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			comprehensive materials provide an integrated, multisensory approach to instruction, using visual, auditory, tactile, and kinesthetic modalities. These materials include the following: a Teacher Manual, Activity Procedure Cards, Dictation Grids, a Home Support Pack, Classroom Posters, Sound Cards, Sentence Frames, Sentence Strips, Letter Board and Magnet Tiles, Student Notebooks, composition books, and a Cursive Writing Kit. Each of these items is referenced within a logically organized Teacher Manual and is utilized to support a wide range of student needs. The manual is organized by units. Each unit includes a weekly learning plan to support word study, spelling, and handwriting and includes guidance for differentiated instruction and material set-up. For example, in the Unit 3 overview, the Getting Ready section states, "There are no additional Standard Sound Cards to add to your classroom card display. You will use the white Syllable Frames for work with multisyllabic words. Copy the individual and connective worksheets for c, a, and o. Have students add blank peach (vowel) and ivory (consonant) Tiles to their Letter Boards." Each week is further divided by day, with each day having a Daily Plan that contains a combination of two to five decoding, or encoding, learning activities with a referenced sequence for each activity. Each Unit Overview and Daily Lesson has procedural steps for better understanding and implementation. For

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			example, in Unit 3, Week 1, Day 1, teacher guidance states, "Dictate the word hope. Have students repeat the word and build it with their Magnetic Letter Tiles. Build the word with your Standard Sound Cards as they do this. Have students tap out the word and read it back. Ask: What is the o saying in hope? (long O sound.) and Why does the o say the long O sound? (Because it is in a vowel-consonant-e syllable.)"
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☒ Yes ☐ No	**Required** **5a)** Materials seek a **balance in instructional time between literature and informational texts.** (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.	**Yes**	Materials seek a balance in instructional time between literature and informational texts. Core texts placed within the four modules include three pieces of art, twelve informational texts, seven literary texts, two photos, three architectural pieces and four paintings. Students engage in lengthy interactions with texts to ensure gradual release and understanding of key skills occur when engaging with the specific genre. Student text interaction stays in the range of ten lessons. This average is based solely on instructional time in which students are working within the text selection. In Module 2, students engage with a variety of informational and literary texts centered around the theme of outer space, to answer the Essential Question, "How do people learn about space?" Students begin the module by previewing the module texts, making note of connections between the titles and cover illustrations as well as connections among the different books. In a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			nine lesson text exploration, students build knowledge of outer space with their analysis of the informational text *Starry Messenger* by Peter Sis and the journal article, "Galileo's Starry Night" by Kelly Terwilliger. Students use the two texts to conclude the first Focusing Question Arc and complete Focusing Question Task 1, writing an explanatory essay that explains to families how Galileo helped people learn about space. The texts within this module are rich in vocabulary and content. Texts are characterized by their plot complexity, use of language and literary devices, and high-quality illustrations. In Module 1, students interact with a variety of texts, including three pieces of art, four informational picture books and one literary picture book. Students begin the module by analyzing word choice in the supplementary text, "The Sea Wind" by Sara Teasdale. Analyzing this poem allows students to gain understanding of the sea and how artists explore the sea. Through word choice and identifying the central message within paintings, students proceed to work with the text, *Amos & Boris* by William Steig, conducting a deeper exploration of the word choices and illustrations within the text. Students then complete Focusing Question Task 1 in Lesson 9 where they choose one of the core texts, identify a central message within the text and explain how the author, poet, or artist uses details to express a central message.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **5b)** Materials include print and/or non-print texts in a **variety** of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).	**Yes**	Materials include print and non-print texts of different formats and lengths. Each of the modules provide a wide range of core and supplemental material through varied platforms. For example, in Module 1, students read the core texts, *Amos & Boris*, a literary picture book by William Steig, as well as a variety of informational picture books such as, *Shark Attack!* by Cathy East Dubowski and *The Fantastic Undersea Life of Jacques Cousteau* by Dan Yaccarino. Among the list of core texts are also four pieces of artwork, *The Great Wave* by Katushika Hokusai, *The Boating Party* by Mary Cassatt, and *The Gulf Stream* by Winslow Homer. Students read these texts to provide the foundation for the module. Students also read and analyze a variety of supplementary texts in varying formats, including, the film "Why the Ocean Matters;" the poem "The Sea Wind" by Sara Teasdale; the story "The Lion and the Mouse" from Aesop's Fables; and the National Aquarium website showing a virtual tour of the National Aquarium in Baltimore, MD. In Module 4, students read *Emma's Rug*, by Allen Say, a literary text about "a girl who realizes her artistic abilities and her love of art aren't tied to an object, but are found within her." Other core texts within this module include four informational picture books, *Alvin Ailey, A River of Words: The Story of William Carlos Williams, Action Jackson* and *When Marian Sang*; two paintings by Charles Demuth, *I Saw the Figure 5 in Gold* and *My Egypt*; and

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			two Jackson Pollock paintings, *Number 1, 1950 (Lavender Mist)* and *Number 11,1952 (Blue Poles).* The additional supplementary materials vary in format, length, structure and purpose. These supplemental materials include, one poem, two articles, one excerpt of an interview transcript, one painting, two photographs, three examples of multimedia, and seven videos.
	5c) Additional materials provide direction and practice for regular, **accountable independent reading** of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.	**Yes**	Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. After each lesson, teachers are prompted to Wrap the lesson by assigning homework. Students are tasked with fluency practice each night using excerpts from core texts and can also choose to select a book from the Volume of Reading List provided to add to their understanding. As an example for fluency, in the teacher materials for Module 1, Lesson 10 it states, "Distribute and review Handout 10A: Fluency Homework. Review the elements of fluent reading on the Fluency Anchor Chart. Echo read the fluency passage, reviewing words that might pose difficulty such as phytoplankton and lure." Over the next three lessons, teachers end each lesson by assigning fluency homework, Students read the fluency passage three to five times aloud focusing on various different elements of fluency, such as, accuracy, phrasing,

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			expression, volume and pace. Students complete Handout 1B: Independent Reading Log once they have completed the homework. For independent reading, in the teacher materials for Module 1, in Appendix D: Volume of Reading it states, "Students may select from these recommended titles that support the module content or themes. These texts can be used as part of small-group instruction or as part of independent and/or choice reading program." While reading, students follow a similar sequence of Wonder, Organize, Reveal, Distill, Know and Vocabulary with Reflection Tasks to complete. Within Module 1, students are given a selection of three biographies, two picture books, one literary and the other information as well as nine technical accounts ranging from 590L to 1170L. Again, fluency practice is assigned each night; however, this can be done in tandem if the teacher, or student, so chooses. Within student materials, parents are provided a Tip Sheet which provides parents and families the module overview, questions to ask at home, ideas for speaking about the module content, as well as the Volume of Reading list.
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres	**Required** **6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal	**Yes**	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Within each module, students are provided opportunities such as informal peer conversations, genre writing, Socratic

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☒ Yes ☐ No	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.[13]		Seminars, and module focus writing to demonstrate understanding. For example, in Module 3, Lesson 10, students reread an excerpt from *Tea with Honey* by Allen Say and answer the questions, "What does Joseph say he needs to be happy somewhere?" and "What does May say she needs to be happy somewhere?" Students work in small groups to find three pieces of evidence to show Masako's point of view about living in Japan. As a class, groups share their evidence to the question, "What caused Masako to decide to stay in Japan?" After gathering evidence, students participate in a Socratic Seminar with the following prompt, "Did Masako make a good decision when she chose to stay in Japan? Why or why not?" This seminar is presented as a twenty-five-minute task and goal setting is encouraged. In Module 2, Lesson 5, as a class, the students reread pages 3-4 of *Starry Messenger* by Peter Sis. Students Think-Pair-Share their answers to six TDQs and also add the vocabulary word doubt to their vocabulary journals. Students think aloud about the relationship among the events described on pages 3-4, noting whether the event is a cause or effect. At the end of the lesson, students use the skills learned during the lesson to explain the effects of Galileo building a telescope and also how it set in motion a series of other events. Students discuss and create a chain

[13] 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
			of cause and effect relationships by orally building on the statement of the previous students in a Whip Around protocol. In Module 1, Lesson 2, students examine the Craft Question, "Why is a topic statement important?" The teacher begins by asking the class, "What do you know about topic statements?" Students then record the prompt, "What is the focal point in The Great Wave?" in their Response Journals. The teacher uses the Painted Paragraph Strategy to model for students how to deconstruct a paragraph to identify the topic in order to create a topic statement. As a class, the students develop a collaborative topic statement for the paragraph and proceed to record the statement as well as the remainder of the paragraph in their Response Journals to use throughout the module.
	Required *Indicator for grades 3-12 only **6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	**Yes**	The majority of oral and written tasks require students to demonstrate the knowledge they build through the analysis and synthesis of texts and present well defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from the text. In the modules, students participate in writing and discussion activities based on evidence. Text-dependent questions and activities support student responses and reflect on how it enhances the impact of their writing and discussions with peers. Prompts and graphic organizers are provided to scaffold

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the learning process and ensure students gather evidence effectively. For example, in Module 1, on the End-of-Module Task, students write a multi-paragraph essay on the topic of why artists or scientists explore the sea. To complete this task, students introduce the topic and provide information from the module texts to support their answer. Additionally, they organize their ideas into paragraphs and use well-chosen details to develop each topic. Students work in small groups and are assigned one of the texts from the selection of connected texts in this module. The small groups work together to gather evidence to complete the Evidence Organizer for their assigned text and answer the prompt, "Why do people explore the sea?" From there, the class engages in a brief discussion analyzing the evidence they gathered from the texts. Then students identify two reasons people explore the sea and begin planning their essays. In Module 4, Lesson 6 students begin prepping to complete Focusing Question Task 1. Within this assessment students research Alvin Ailey and must use at least two sources to gather evidence, among the sources is the text *Alvin Ailey* by Andrea Davis Pinkney and the Back matter from Alvin Ailey as well as the interview with Alvin Ailey and Katherine Dunham. Once students choose their two sources, they complete Handout 6A: Research Note Catcher. After students have completed their research,

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			they exchange ideas and record new information with a partner.
	Required **6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing).	**Yes**	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Students participate in the three writing modes through Focus Question tasks and the end of module writing. Each focus task is aligned to the writing mode at the end of the module. This prepares students for the success criteria needed to demonstrate understanding. Throughout the modules, students practice different types of writing through guided lessons. These lessons are designed to help students become independent writers. At the end of each module, students complete an End of Module task that demonstrates the skills acquired throughout the lessons. Additionally, they complete several written Focusing Question Tasks throughout the module. The purpose of writing varies depending on the texts and tasks assigned in each module. For example, in Module 2, students answer various writing prompts throughout. In Lesson 11, students begin planning for Focusing Question Task 1, an explanatory essay explaining to families how Galileo helped people learn about space. Students must support their responses using evidence from *Starry Messenger* and "Galileo's Starry Night." In Lesson 26, students complete Focusing

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Question Task 2 which requires students to write an opinion essay answering the question, "Would you like to have been an astronaut on the Apollo 11 Mission?" Students use two of the core connected texts to supply evidence. In Lesson 34, students complete Focusing Question Task 3, a four-paragraph opinion essay about why one of the art pieces that was studied within the module belongs in an art exhibit. Each of these tasks prepares the students to use core texts to gather evidence to complete the End of Module Task, an opinion essay over Lessons 35 and 36. In Module 3, students' first Focusing Question Task is an explanatory essay that compares and contrasts two of the core texts, *Grandfather's Journey* and *Tea with Milk.* Beginning in Lesson 12 and continuing through Lessons 13 and 14, students write an essay explaining an important similarity and difference between the immigration experiences of the main characters of the text, they must use at least three compare and contrast linking words and phrases as well as an introduction paragraph that introduces the topic to the reader. In Lesson 24, students create Focusing Question Task 2, a narrative in a letter format. Students gather evidence from three texts, *Coming to America, The Steerage,* and "Oral Histories." In Lessons 32 and 33, students continue their work with narratives with Focusing Question Task 3, within this task students plan and draft a short narrative about when

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			Patricia's mother first tells her about the keeping quilt and its importance in family traditions. Using evidence from *The Keeping Quilt* by Patricia Polacco to support their response students complete this writing task. The work from these three Focusing Question Tasks prepares students for the End of Module task in Lessons 34 and 35. Choosing one of the given moments from one of the core texts studied during the module, students complete a short narrative, supporting their response with evidence from the corresponding text of the moment they chose.
	Required **6d)** Materials address the **grammar and language** conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. • 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.	**Yes**	Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. Students have opportunities to experiment with grammar while analyzing the author's craft in core texts. For example, in Module 1, Lesson 1, students identify the parts of a complete sentence from the poem "The Sea Wind" by Sara Teasdale (W.3.2, L.1.a). Students begin this module by examining the Craft Question, "Why is it important to write in complete sentences?" The teacher begins by displaying examples and nonexamples of a sentence and posing the question, "How are the examples different?" Students review and record the definitions of, noun, verb, sentence, and subject in the

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			Language Skills portion of their Knowledge Journals. Collaboratively, a Complete Sentence Check chart is created and the teacher models how to identify the parts of a sentence using the checklist. Students practice using their checklist with a partner with the sentence, "The wind comes whispering in between." to solidify their learning. In Module 4, Lesson 3 Deep Dive, students experiment with the Craft Question, "How do I distinguish between conventions of spoken and written English?" Students use the anchor chart created from the core lesson to help identify conventions. Students mix and mingle how to persuade one of their parents or guardians to pack their favorite lunch. Students proceed to write on a sticky note asking for their favorite lunch, students then share out how they used conventions. In small groups, students discuss why it is important to know when to use formal and informal conventions in both speaking and writing. The lesson concludes as the students complete two sentence frames to show how they would use a convention for spoken and written English to provide the same information about what is happening in the illustration on page 27 of *Emma's Rug*.
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can	**Required** **7a)** Materials use **varied modes of assessment**, including a range of pre-, formative, summative, and self-assessment measures.	**Yes**	Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. Module assessments are built with a backward design layout in mind. Students partake in five types which lead back to the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☒ Yes ☐ No			overall End of Module Task. These assessments include one check for understanding per lesson, three to four focusing question tasks per module, two to three new read assessments per module, two to three Socratic Seminars per module, and the end-of-module task. Students also receive vocabulary assessments at the conclusion of each module. These assessment methods are systematic and consistent across modules. Students also have various self-assessment measures in place for writing and reading. For example, in Module 1, Lesson 2 students conclude the lesson by engaging in a quick write to answer the following prompt, "Use domain-specific vocabulary from the lesson to explain how key details help express a central message in The Great Wave?" Materials provide clear success criteria such as, "use details to determine the central message of the text" and "the topic sentence introduces the main idea of the paragraph." The End of Module summative task assesses students on their ability to write an explanatory essay explaining why artists or scientists explore the sea. Students must have a topic statement and use evidence from the module texts to support their answers, employ academic vocabulary, and identify one reason why artists or scientists explore the sea. Success criteria is accessible to both teachers and students extensively throughout the module. In Module 2, Lesson 18 students complete

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			New-Read Assessment 2. Students read the article, “Apollo 11: The Eagle Has Landed” by Leigh Anderson and answer text-related multiple-choice and short-answer questions. Materials provide clear next steps when reviewing data, as well as possible small group supports using small excerpts from the text focusing on reviewing reading skills previously modeled such as referring to evidence to support what the text says, as well as text features and structure.
	Required **7b)** Materials **assess student understanding of the topics, themes, and/or ideas** presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.	**Yes**	Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Each of the modules assess students’ knowledge built over the course of the unit utilizing the Focus Question tasks and End of Module writing. Each module implements a backwards design. End of Module Tasks are broken down into Focus Questions. In every module, students complete Check for Understanding assignments daily. Teachers analyze the results of these assignments to identify any gaps or needs in their students' learning and provide immediate support where necessary. Assessments are closely tied to the content taught in each lesson and module and serve to build towards the final End-of-Module Task. For example, in Module 4, the Essential Question that students work towards understanding is, “What is an artist?” Throughout the module, students focus on three Focusing Questions, “What inspires artists?” “How do artists make art?” and “What are some character

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			traits of artists?" Each Focus Question is answered over the course of nine to ten lessons, and each lesson has a Content Framing Question. Students gain substantial knowledge during Focus Question Arcs forming a firm foundation prior to answering the Essential Question in the End of Module Task. In Module 1, students build knowledge around the topic of the sea to gain understanding of why artists and writers use domain-specific elements to express ideas. The Essential Question for this module is, "Why do people explore the sea?" Students begin with the Focusing Question, "How do artists explore the sea?" This Arc is followed by Focusing Questions Two, "Why and how do scientists explore the sea?" and then Focus Question Three, "Why and how do scientists explore sea creatures?" The questions steadily advance students to the various Knowledge Goals of the module such as, "explaining how scientists observe the ocean to learn more about it." Finally after engaging with multiple core and supplementary texts throughout the module, students end the unit by writing an explanatory essay about why artists or scientists explore the sea.
	Required **7c)** Aligned **rubrics or assessment guidelines** (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Yes**	Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Materials issue answer keys, rubrics and exemplars within Appendix C of each module. Guidance for interpretation can be found within Lesson Context and Alignment. All modules

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			include guidelines for assuring students are acquiring the knowledge and skills set forth in the Module Goals. For example, in Module 1, Appendix C includes one New-Read Assessment answer key as well as sample responses with success criteria for the assessment. For example, within the Lesson 22 answer key, it states, "Answers will vary but should briefly summarize the main idea in the text and provide two key details that support the main idea." In Module 3, Lessons 24 and 33, students are assessed using the Narrative Writing Rubric for each of the Focusing Question Tasks. This is the same rubric that is used during the End of Module Task. Materials promote clear understanding of success criteria as these criteria are stated within the teacher manual under Context and Alignment for Lessons 24 and 33. This section of the teacher guide provides the goals of the assessment as well as Next Steps after completing the assessment. Exemplar writing samples for the Focusing Question Tasks are provided in Appendix C. These samples offer the task with standard alignment, Success Criteria, and how each Focusing Question Task supports the End of Module Assessment. Models are provided in the Teacher Materials to review and support the students during instruction.
	Required **7d)** Measurement of progress via assessments include **gradual release of supporting scaffolds** for students to measure their independent abilities.	**Yes**	Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. In each module,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			teachers gradually release responsibility for a specific writing mode through a series of lessons. While students build knowledge of module themes through complex texts, they also analyze the author's craft. Students move through four craft stages for each module writing they complete. These assessments serve as a way to monitor the students' growth, success, and challenges. It also allows teachers to support, differentiate, and extend instruction for individual students based on their performance. As the students learn and master new skills, teachers gradually lessen the supporting scaffold. Whether a Focusing Question Task, or End of Module Task, students follow the same craft steps to ensure understanding and success. These stages include: Examine, Experiment, Execute and Excel. For example, Module 2, students move through a Craft Cycle with a focus on explanatory writing related to Galileo and how he helped people learn about space. In Lesson 3, students begin to work with the core text *Starry Messenger* by Peter Sis. In Lesson 3, students review the "Describe Your Knowledge to a TEE" anchor chart from Module 1 and begin working with Handout 3A: Describe Your Knowledge to a TEE Writing Planner. With this writing planner, students work together in small groups "to practice developing a topic using facts, definitions, and details in a paragraph that explains why Galileo is an important astronomer." Students use their Response

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			Journals to identify evidence for their paragraph. In Lesson 5, the teacher gradually gives responsibility over to the students. Students execute using facts, definitions, and details within a paragraph. Students use the same writing planner from Lesson 3 again in this lesson with their partner to create an explanatory paragraph. Students use an index card to write a definition, fact, or detail from *Starry Messenger*. From there, students are assigned into groups of three and explain whether their index card does or does not explain what happened to Galileo when he challenged tradition. In their groups, students choose two of the best pieces of evidence and proceed to add notes to the elaboration boxes on the writing planner. Then the lesson concludes with students using their writing planners to independently draft an explanatory paragraph. Gradual release is provided within this module to ensure student abilities are assessed to remediate if needed. After each writing opportunity, students read their paragraph to their peers and excel by revising their paragraphs using from peers. This writing prepares students for the upcoming End of Module Task. In Module 3, Lessons 17-19, students move through a craft cycle with a focus on writing an engaging narrative introduction related to the text, *Coming to America* by Betsy Maestro. Students follow a similar sequence of gradual release as previously stated. In

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			Lesson 17, students examine how to engage and orient the reader by engaging with narratives texts. Students work in small groups and read the introductions of various fictional texts. Groups discuss several questions such as, "Who is the main character?" and "Why would a reader want to keep reading?" They write in their Response Journals explaining how the author engages the reader. In Lesson 18, students experiment with engaging and orienting the reader. Students are introduced to mnemonic ESCAPE. In this lesson, students are only to focus on the first three letters, E, establish the situation, S, setting and C, characters. Students examine the illustration on page 13 of *Coming to America*. They first choose one character on the page that interests them and then use Handout 18A, a graphic organizer, to organize their ideas for a story they could write about the person they chose. In Lesson 19, students both execute and excel at writing an introduction for a narrative. Students review their notes from Handout 18A with a partner, orally rehearsing exactly what they plan to write, students then independently draft their introductions. Students excel by exchanging introductions with a partner. The peer reviewer has four questions to respond to including: "Who is the story about?" "What is the setting?" "What is happening?" and "Why would a reader want to keep reading?" Once the peer review is complete,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students revise their respective introductions as needed.
	7e) Materials assess student proficiency using methods that are **unbiased and accessible** to all students.	**Yes**	Materials assess student proficiency using methods that are unbiased and accessible to all students. Student writing assessments and rubrics are built into five craft features: structure, development, style, conventions and process. These stages are also aligned with speaking and listening rubrics. During lessons, this common language is used when exploring new writing skills amongst core texts; skills which are necessary for assessment tasks. In the beginning of modules, students focus on structure and development to then deepen their understanding through the purpose of style and craft. Rubrics and guidelines are clear for students. Rubrics are put in student-friendly task checklists. Exemplars and task questions are reviewed thoroughly and peer feedback is provided in conjunction with checklists to revise writing. For example, in Module 1, students have practiced various explanatory writing strategies and evidence collecting techniques when analyzing core texts to plan a multi-paragraph essay in Lessons 31 and 32. This essay focuses on why artists or scientists explore the sea. Success criteria for the assignment is listed in the teacher manual. Student assignment descriptions and student-friendly explanatory writing checklists are included as well. In Lesson 32, students excel at

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			writing an essay by using the Painted Essay Strategy to revise their work, once they have completed revising their essay, students complete the first column on Handout 32A: End of Module Checklist. Essays are then given to a partner to complete the second column of the checklist, partners also engage in Praise-Question-Suggestion protocol to provide additional feedback to their partner. In Module 4, Lesson 16, students follow some of the same protocols for planning and writing, however students also complete a Socratic Seminar based on their evidence findings thus far. Students review the Speaking and Listening checklist and choose a personal goal to work on within the seminar. Criteria to be rated includes: selecting details from the text to be included during discussion, linking comments to comments of other participants, being prepared for the discussion, and listening for key words. Once the Socratic Seminar concludes, students complete Handout 16B: Socratic Seminar Self-Assessment, students evaluate themselves using a three-letter scoring system, A=always, S=sometimes, N=Next Time. Students also provide evidence from the Socratic Seminar of their score.
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend	**Required** **8a)** As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with **understanding the text** itself (i.e. providing background knowledge, supporting vocabulary acquisition).	**Yes**	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Materials implement a consistent learning cycle across the modules. When introduced to a core

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
grade-level complex text as required by the standards. ☒ Yes ☐ No	Pre-reading activities should be no more than 10% of time devoted to any reading instruction.		text, students enter five content stages: Wonder, Organize, Reveal, Distill, and Know. Each lesson provides suggested approaches to unit themes and texts that assist students in comprehension. For example, in Module 3, Lesson 2, Welcome section, students review the elements of fictional texts: character, settings, conflict, events, resolution, and central message to prepare for the Learn portion of the lesson where they organize story elements in the core text, *Grandfather's Journey.* In small groups, students reread the text before discussing Text-Dependent Questions (TDQs) such as, "Who are the characters in the story?" and "Who is the main character of the story and how do you know?" The teacher guide provides the following scaffold for the two TDQs, "Some students may have difficulty answering two-part questions. Consider breaking the question into two questions and allowing students to answer each part of the question separately." Students also discuss the TDQ, "Who tells the story and how do you know?" From this discussion, the teacher introduces the vocabulary word narrator. The Teacher Guide advises the teacher to "invite a student to describe what he or she did when he or she entered the classroom." This discussion provides the scaffold for the vocabulary word. In Module 1, Lesson 10, the teacher shows the short video "Why the Ocean Matter" to students in order "to provide an entry point for all students regardless of their background

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			knowledge or literacy skills…" After watching the video, students record two questions about the ocean as well as two new pieces of information that they learned. Later in the lesson, students engage with the text, *Ocean Sunlight: How Tiny Plants Feed the Seas* by Molly Bang and Penny Chisholm where they encounter the same ideas from the video in the beginning of the lesson. Students use what they have learned from video and the text to answer the questions they generated as well as more Text Dependent Questions. In Module 4, Lesson 11 Deep Dive, students "use a glossary or dictionary to clarify the meaning of the vocabulary word explore." The teacher reads a passage from the text, *A River of Words*, and leads a discussion about what the word, explore, might mean in the context of the passage. The Teacher Guide has a scaffold to support students on how to use a dictionary to determine the meeting of a word. Pairs of students reread the definition of explore in the dictionary and then in their Vocabulary Journals write at least two facts about how William Carlos Williams explored.
	Required **8b)** Materials **do not confuse or substitute** mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.	**Yes**	Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Students utilize recurring reading strategies and learning routines that are transferable to all core texts rather than isolated

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			instances. These strategies include: questioning, note-taking, annotations, summarization and evidence collection. Consistent content stages (Wonder, Organize, Reveal, Distill, Know) throughout modules, along with framing questions, allow for students to build knowledge and insight utilizing the same sequence. For example, in Module 2, Lesson 16 students engage in the Reveal stage of analyzing core text, *Moonshot.* This stage allows students to gain more independence in analyzing texts for point of view. Students reread pages 26-27 of the text, paying close attention to how the illustrations and text show the different points of view of the astronauts and people on Earth. Before rereading pages 26-31 again, students Think-Pair-Share two TDQs, "How does the description of the astronauts on page [26] differ from the perspective of the public watching the landing on TV?" and "How do the multiple descriptions help you understand how the perspectives of the astronauts and the public differ?" Then, students discuss the last TDQ, "According to the text, how does Armstrong's point of view about landing the Eagle differ from that of the people watching on television, and how do you know?" From there, students work in small groups and are given a group to identify and analyze the point of view. Students use a variety of strategies to understand the point of view of various groups in the text. In Module 4, Lesson 22,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students read and summarize the text, *Action Jackson*, to determine relevant information for their Focusing Question Task. Students begin by listening to a read aloud of pages 3-5 of the text. The class analyzes a sentence from page 4, "His eyes miss nothing– sunlight on the tree branches, tangled stalks of blackberry bushes, beetles crawling in the grass underfoot." The teacher models how to choose the most relevant information and summarize the sentence by reducing the amount of words. Students are assigned one of the last five paragraphs in the text on pages 28-29, rereading and then summarizing the information learned from their paragraph before adding their info to Handout 20A: Research Notes Jackson Pollock.
	Required **8c)** Materials include **guidance and support** that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.	**Yes**	Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Materials provide text-dependent questions and deep dives within each lesson that prompt a return to focused aspects, or parts of the text. For example, in Module 3, Lesson 4, students identify the narrator and point of view in *Grandfather's Journey.* The lesson begins with a brief review of the definition of narrator. Students then reread the text, *Grandfather's Journey* in pairs and answer a variety of TDQs, such as, "Who is the narrator of Grandfather's Journey and how do you know?" and "Reread pages 30-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			32 of Grandfather's Journey. How does the information on page 31 help explain the sentence, 'I think I know my grandfather now,' on page 32?" Students use the discussions to identify the grandson as the narrator. Students then use their reread to complete a Venn diagram to compare and contrast the grandfather's and narrator's points of view. In Module 4, Lesson 2, students participate in small-group discussions. The teacher displays the illustration on page 23 of the core text, Emma's Rug, and rereads the text on page 22. Students prepare to participate in a small-group discussion surrounding the prompts, "Based on the text and illustrations in Emma's Rug, what inspires Emma?" Students identify one or two goals from the Speaking and Listening Checklist to focus on during the discussion. When the discussion concludes, students independently complete Handout 2B: Character Analysis by reviewing their notes and reflecting on the class discussion. Students practice using complete sentences by sharing their work with a partner.
	Required **8d)** Materials provide additional supports for expressing understanding through **formal discussion and writing development** (e.g., sentence frames, paragraph frames, modeled writing, student exemplars, etc.).	**Yes**	Materials provide additional supports for expressing understanding through formal discussion and writing development. Each of the modules offers formal discussion in the form of Socratic Seminar and writing supports. Socratic Seminars are consistent through modules as a form of assessment. For example, in Module 1, Lesson 17, students participate in a Socratic Seminar,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			engaging with the question, "Why is the ocean important?" Students first review Handout 17A: Socratic Seminar 2 Self-Assessment to clarify the guidelines of the seminar. The teacher provides various sentence frames such as, "I notice in the text that ___." "This makes me think ___." or "I understand what you said, but the text says ___." to assist students in using text evidence and disagreeing respectfully. Students are also provided a word bank of text-specific words and are expected to use at least three of the words. The Teacher's Edition advises the teacher to use a Think-Pair-Share routine before beginning a Socratic Seminar to provide students with an opportunity to rehearse their ideas. In Module 2, Lesson 14, students experiment with introduction paragraphs. Students listen to an example and a non-example of an introduction paragraph, identifying if it is, an "introduction to an explanatory essay," "body paragraph of an explanatory essay," or "introduction to an opinion essay." After students identify what kind of paragraph the example is, students discuss how they know what kind of paragraph it is. Students are divided into small groups to complete the following prompt: "In your opinion, where is a place in *Moonshot* that Brian Floca could have used more or fewer pages to describe an event of the Apollo 11 mission? Write the introduction paragraph for an opinion essay." Students use sentence frames as they collaboratively write the paragraph.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **8e)** Materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.	**Yes**	Materials are easy to use and well organized for students and teachers. Each module follows a predictable structure by combining content and craft for students to build understanding. Teacher and student materials have digital access. This also includes assessment-based materials. Teacher Edition begins with the end goal in mind, offering a look at the Module Summary, Essential Question, Focusing Questions, and Major Assessments. Teachers can see the scope and sequence of the module using the Module Map. Lessons are laid out in a straightforward manner thereafter. Each lesson provides an overview of standards, Focusing Questions, Content Framing Questions, Craft Questions, and texts needed prior to starting. Lessons also give clear guidance to teachers for pace, scaffolding suggestions, and assessment review throughout. Student materials are organized according to lessons in the order in which they are needed. Teachers can easily direct students to the appropriate activity by a number and letter. For example, in Module 1, Lesson 2, teachers distribute and review Handout 2A: Boxes and Bullets for Art to students so they can determine the central message and analyze *The Great Wave.* This is also evident in Module 4, Lesson 32 when teachers return students' completed Handout 31A: End-of-Module Task Research Notes for them to use when writing their End-of-Module Task. This is helpful when returning to previous

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			knowledge from various lessons and where to locate them within student workbooks, or online materials.
	Required **8f)** Support for diverse learners, including English Learners and students with disabilities, are provided. Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level using an accelerating learning approach[14]. 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, extension activities, etc.). Materials include **teacher guidance** to help **support special populations** and provide opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.	**Yes**	Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. All students are given the opportunity to learn from grade-level advanced texts. Teacher manuals provide supports for diverse learners throughout. Analysis sections follow each lesson to offer guidance on diagnosing student needs based on assessment data, additional supports, and next steps in relation to the following lesson. For example, in Module 2, Lesson 19, students Notice and Wonder about the text, *One Giant Leap*. In pairs, students review their Knowledge Journals and generate a list of things they might notice while reading *One Giant Leap*. They then preview the text by reading independently and examining the illustration. The Teacher's Edition includes guidance on how to differentiate for students which states, "to accommodate varying levels of reading ability, consider creating an audio version of the text that students can listen to as they explore the book independently" and "help students articulate their thinking by providing the following sentence frames: On page ___ I

[14] **Accelerating Learning** is the prioritization of equitable access to **high-quality, grade level instruction for ALL students** as the center of the design and implementation of educational supports and services. Accelerating learning is both a mindset and an approach to teaching and learning, not a service, place or time. This approach leverages **acceleration**, a cyclical instructional process that connects unfinished learning in the context of new grade-level learning utilizing high-quality materials to provide timely, individualized supports throughout a variety of flexible instructional settings and groupings.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			notice ____. This makes me wonder ____." Students who are ready for acceleration are provided Extensions. For example, in Module 3, Lesson 8, students identify story elements in the text, *Tea with Milk*. Students reread the text in small groups and Think-Pair-Share various TDQs. In order to extend their learning, students first discuss the question, "What is the relationship between the narrator of *Tea with Milk* and the narrator of *Grandfather's Journey*?" From there, the class creates a family tree depicting the relationships among the characters in both books. Each module also offers English Learners bilingual glossaries, family welcome letters, and family tip sheets in thirteen languages to support the school-to-home connection. The materials also include specified scaffolding suggestions for English Learners.
	8g) The content can be **reasonably** completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.	**Yes**	The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding and provides guidance about the amount of time a task might reasonably take. Modules include approximately 150 lessons, allowing schools to accommodate mandates such as school-wide events or standardized tests. Materials provide time between modules for short studies of favorite texts related to module topics or other important topics, research projects to apply skills and build knowledge, and possible field trips that connect to module topics. The guidance provided for the time

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			between modules is four instructional days. In addition, the materials accommodate extra time within modules for teachers to respond to specific student needs. Pause points can be utilized for re-teaching, scaffolding, or extending lessons based on students' strengths, needs, and interests. Teacher guidance is provided within the Analyze section at the end of each core lesson for ideas for additional support during pause points. Lesson structure and pace averages to 85-90 minutes per lesson, 75 minutes for the core lesson, and 15 minutes for a Deep Dive.

FINAL EVALUATION

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality[15]	1. Quality of Texts	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials do provide a coherent sequence or collection of connected texts that build

[15] 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
			vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	**Yes**	A majority of questions in the materials are text-dependent and text-specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity 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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)[16]	4. Foundational Skills[17]	**Yes**	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. Materials provide systematic and explicit phonics instruction. Resources and/or text provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. 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. Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual

[16] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.
[17] As applicable.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skill support.
III. Additional Criteria of Superior Quality[18]	5. Range and Volume of Texts	**Yes**	Materials seek a balance in instructional time between literature and informational texts. Materials include print and non-print texts of different formats and lengths. Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.
	6. Writing to Sources, Speaking and Listening, and Language	**Yes**	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they build through the analysis and synthesis of texts, and present well defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text. Materials include multiple writing tasks aligned to the three

[18] 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
			modes of writing as outlined by the standards at each grade level. Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.
	7. Assessments	**Yes**	Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Measurement of progress via assessments includes the gradual release of supporting scaffolds for students to measure their independent abilities. Materials assess student proficiency using methods that are unbiased and accessible to all students.
	8. Scaffolding and Support	**Yes**	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Materials include guidance and support that regularly directs teachers to return to focused parts of the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			text to guide students through rereading and discussion about the ideas, events, and information found there. Materials provide additional supports for expressing understanding through formal discussion and writing development. Materials are easy to use and well organized for students and teachers. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding and provides guidance about the amount of time a task might reasonably take.
FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**			

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 2023-2024 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Allen, Ascension, Bienville, Caddo, Calcasieu, Catholic Diocese of Baton Rouge -REACH Department, CSAL, D'Arbonne Woods Charter School, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, Lafayette, Lafourche, Lincoln, LSU Laboratory School, Madison, Natchitoches, Orleans, Ouachita, 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 ECE and grades K-6.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.