Louisiana educators engaged in a professional review of the state's academic standards for English language arts (ELA) and mathematics to ensure they continue to maintain strong expectations for teaching and learning aligned with college and workplace demands. The new ELA and math standards will be effective beginning with the 2016-2017 school year. As part of the Louisiana Department of Education's support for a seamless transition to these new standards, the LDOE identified the major changes of the standards and their potential impact upon criteria used to review instructional materials.

Title: **HMH Collections**   Grade: **6-8**

Publisher: **Houghton Mifflin Harcourt**   Copyright: **2015**

Overall Rating: **Tier II, Approaching quality**

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

- Materials do not contain references to specific authors and texts
- Include citing *relevant* textual evidence beginning in grade 6
- Include an *awareness of audience* when making speeches and delivering presentations

This review remains a Tier 2 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 district curriculum staff, principals, and teachers take these findings into consideration when using these instructional materials.

Criteria	Currently in the Rubric	Next Steps for Educators
Quality of Texts (Non-Negotiable)	This program currently is reviewed as "Yes" for this criteria because texts include content rich and well-crafted pieces that represent all disciplines. The materials are sequenced in a collection of texts (text sets) that are designed to increase in complexity.	Make sure to review texts in these materials for **quality** since references to specific texts and Appendix B are no longer included in the standards.
Text-Dependent Questions (Non-Negotiable)	This program currently is reviewed as "Yes" for these criteria because more than 80% of the questions are text-dependent. Students are consistently required to use textual evidence in their written and spoken responses. Questions elicit sustained attention to the text and require students to re-read, annotate, and support their responses with evidence from the text.	Make sure to revise **questions** and **tasks** to require students to cite **relevant** textual evidence to support their ideas beginning in grade 6.
Speaking and Listening	The program currently is reviewed as "Yes" for these criteria because texts meet the criteria for complexity, range, and quality. There are interactive lessons on how to prepare for discussions, establishing and following procedures, speaking constructively, listening and responding, and wrapping up discussion. Students are encouraged to include academic language in performance tasks.	Make sure to revise **speaking** and **presentation tasks** and **rubrics** to include adapting speech to various audiences.

DEPARTMENT of EDUCATION
louisiana Believes

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.

Title: HMH Collections   **Grade: 6-8**

Publisher: Houghton Mifflin Harcourt   **Copyright: 2015**

Overall Rating: Tier II, Approaching quality

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

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Language
Quality of Texts (Non-Negotiable)	
Text-Dependent Questions (Non-Negotiable)	
Foundational Skills (Non-Negotiable*)	
Assessment	
Scaffolding and Support	
Writing to Sources	
Range and Volume of Texts	
Speaking and Listening	

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 1-10.
Tier 2 ratings received a "Yes" for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one "No" for the remaining criteria.
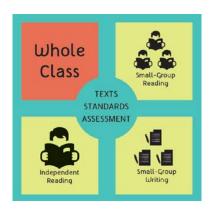*Tier 3 ratings* received a "No" for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:
Grade 6 (Tier 2)   Grade 7 (Tier 2)   Grade 8 (Tier 2)

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.

Title: HMH Collections (ELA)   **Grade: 6**

Publisher: Houghton Mifflin Harcourt   **Copyright: 2015**

Overall Rating: Tier II, Approaching quality

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

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Language
Quality of Texts (Non-Negotiable)	
Text-Dependent Questions (Non-Negotiable)	
Range and Volume of Texts	
Assessment	
Scaffolding and Support	
Writing to Sources	
Speaking and Listening	

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent full curricula, then some of Criteria 1-10 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1-10.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
Tier 1 and 2 Non-Negotiable **1. COMPLEXITY OF TEXTS:** Materials present a progression of complex texts as stated by Reading Standard 10[1]. ■ Yes ☐ No	**REQUIRED** **1a)** Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis[2] were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.	Yes	Both quantitative measures and qualitative analysis are used to present text complexity. The *Text Complexity Rubric* for each reading selection addresses *Quantitative Measures, Qualitative Measures, and Reader/Task Considerations.* In the instances where texts with lower Lexiles are used, qualitative analysis supports their use.
	REQUIRED **1b)** Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.	Yes	Texts represent the recognized exemplars provided in Appendix B (e.g., *The Road Not Taken; Paul Revere's Ride; Eleven; and Black Ships Before Troy: The Story of the Iliad.*) Lessons provided both the Lexile score and qualitative analysis of each text selection. Texts that fall below the Lexile difficulty range within the assignment or lesson often have rigor.
	REQUIRED **1c)** Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills	Yes	Texts generally increase in complexity as demonstrated through an increased Lexile and a decrease in the use of below-level texts.
Tier 1 and 2 Non-Negotiable **2. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade	**REQUIRED** **2a)** 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.	Yes	Texts are worth reading and serve an instructional purpose. They advance students toward independent reading of grade level texts (e.g., An excerpt from Colin Powell's memoir *It Worked for Me: In Life and Leadership* and an excerpt from Warren Brown's biography *Colin Powell: Military Leader* are used to compare and contrast the characteristics of a biography and autobiography) Many of the fiction pieces were written by authorities in the discipline (e.g., Langston Hughes, Ray Bradbury, Mark Twain,

---

[1] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendices A and B

[2] The process for determining quantitative and qualitative measures is described in the Supplement to Appendix A. Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

level texts and build content knowledge (ELA, social studies, science and technical subjects, 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. ■ Yes ☐ No			Sandra Cisneros, Maya Angelou, Robert Frost), and the materials include texts from history/social studies, science, and technical subjects. The texts are worth reading in Grade 6.
	REQUIRED **2b)** Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.	Yes	The materials provide a collection of texts that are grouped thematically. Texts are scaffolded so that students build knowledge systematically through reading, writing, and speaking about topics under study (e.g., In Collection 1, students explore how people experience fear and how fear affects the brain and the body, through reading, writing, listening, and speaking about texts that support the idea under study: *Facing Fear* – short stories, a poem, magazine articles, and an online science experiment make up this collection of texts).
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	Yes	Each collection utilizes anchor texts through which readers interact with multiple, careful readings and are guided by text dependent questions and tasks.
	2d) Nearly all texts are previously published rather than "commissioned."	Yes	Nearly all texts are previously published rather than commissioned.
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9). ■ Yes ☐ No	**REQUIRED** **3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	Yes	There are approximately 55% literature (31) and 45% informational texts (25) across the Grade 6 Collections. Ratios within the collections also seek a balance between literary and informational texts.
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	Yes	Diverse text formats such as media lessons, a photo gallery in EBooks, and History Channel and A&E links are provided. Materials include novel excerpts within the collections and NovelWise guides are offered with the teacher resources, but it seems that novels would need to be purchased separately if teacher wants to study a novel in its entirety (see note below). In Collection 6, students compare versions of The Prince and the Pauper (a novel, a drama adaptation, and a graphic story). Moreover, there are short additional texts available with each collection, such as "A Psalm of Life" by Longfellow associated with Collection 5. *Materials note "Houghton Mifflin Harcourt's *Collections* includes a range of novels for purchase. Organized by middle school and high school titles, these novels enhance and supplement the study of texts in the English Language Arts class." It was not noted if the texts accompanied the materials or needed to be purchased separately.
	3c) Materials include many informational texts with an informational text structure rather than a narrative	Yes	Materials include some informational texts that are not strictly of a narrative structure.

	structure; grades 6-12 include literary nonfiction.		
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	**Yes**	There are additional interactive lessons for student use. Students can interact with the readings at their own pace or the interactive lessons may be used for small group instruction. There are online materials in the *FYI* site where students can access various additional readings related to the collection topic. These texts are geared toward student interest and encourage them to *dig deeper* into topics of study.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
Tier 1 and 2 Non-Negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, 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. ☐ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**REQUIRED** **4a)** Materials demand knowledge of grade-level phonic patterns and word analysis skills.	**N/A**	
	REQUIRED **4b)** Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	**N/A**	
	REQUIRED **4c)** Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.	**N/A**	
	REQUIRED **4d)** Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.	**N/A**	
	REQUIRED **4e)** Materials guide students to read grade-level text with purpose and understanding.	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text-dependent 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** **5a)** At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	Yes	More than 80% of the questions are text-dependent. Students are consistently required to use textual evidence in their written and spoken responses. Text-dependent tasks are evident in the digital interactive text, as students can annotate/highlight excerpts and respond directly to evidence-based questions.
	REQUIRED **5b)** Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.	Yes	Questions elicit sustained attention to the text and require students to re-read, annotate, and support their responses with evidence from the text. Tasks reinforce the connection between texts in each collection.
	REQUIRED **5c)** Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. *(Note: not every standard must be assessed with every text.)*	Yes	Questions are generally presented in the language of the standards (often asking students to *cite textual evidence* or *describe how the text presents information*) and address reading, writing, and language standards. Speaking standards are addressed in student rubrics.
	5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.	Yes	Questions at the end of each selection are scaffolded and follow a similar sequence (e.g., to summarize, draw conclusions, cite evidence, make inferences, analyze, and critique).
	5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.	Yes	Throughout each collection, students incorporate the academic vocabulary words into their own working vocabulary. (e.g., In the informational text *Mammoth Shakes and Monster Waves*, the author uses the word *degradation* to describe the Louisiana wetlands before Hurricane Katrina. Later, students are asked why the author chose the word *degradation* rather than a word such as *destruction*.)
6. ASSESSMENT: 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-	**REQUIRED** **6a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Yes	Tasks, particularly the culminating writing tasks, provide an opportunity for students to demonstrate and measure their independent abilities.
	REQUIRED **6b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included	Yes	Aligned rubrics (i.e., scoring guides) are found throughout the materials.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
specific standards with appropriately complex text(s). ☒ Yes ☐ No	and provide sufficient guidance for interpreting student performance.		
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	Varied modes of assessments are included (e.g., formative assessment opportunities are found throughout the materials, as well as summative assessments). Both individual selection tests and end-of-unit tests are located within the Teacher Edition under *Resources*. Self-assessment rubrics that may be used during writing workshops are also provided.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Assignments may be submitted online, and teachers can generate reports of mastery. Rubrics are available for students to use as a guide for written tasks at the end of each collection and appear unbiased and accessible to all students.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
7. 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** **7a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre--reading activities should be no more than 10% of time devoted to any reading instruction.	Yes	Pre-reading activities are present in the *Setting a Purpose* section. For example, before reading the informational text *Mammoth Shakes and Monster Waves*, students are told to *pay attention to how earthquakes affect people, animals, the land, and the ocean, and think about how people explain and deal with the impact of these damaging events.* This serves to engage the reader in the text itself rather than simply activating prior knowledge or asking the students to bring their own experience(s) to the discussion.
	REQUIRED **7b)** Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Yes	Reading strategies support comprehension of specific texts and focus on building knowledge and insight of the text. Texts and collection themes drive development of knowledge and insight but do not appear to focus on discrete strategies.
	REQUIRED **7c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Yes	Each collection provides students with regular opportunities to reread, discuss, and write about text. Students are asked to annotate in the margins, reread sections of the text, use the audio feature of their eBook to listen to modeled conversations of readers annotating the *anchor text*, and create tables to record their observations and information gleaned through the text.
	REQUIRED **7d)** The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.	Yes	The materials are easy to use with all connected activities directly to the reading passage cleanly laid out. Reading selections are not cluttered with ancillary information or tasks and are clearly the center of focus.
	7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options,	Yes	Each collection in the Teacher Edition eBook includes the following supplements: support for English language learners and less-proficient writers, instructional and management tips for every screen, a rubric, and additional writing applications.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		*Level Up Tutorials* are provided which students may select to read or teachers may use to differentiate instruction. Within the Teacher Edition, under *Resources*, there are *Teacher Notes* which also guide teachers in differentiating instruction. Teachers are presented with options for the order in which the texts are presented so as to better meet the needs of their students.
	7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	No	Each of the six collections contains a *Collection Planning Resources* section. The materials do not, however, provide direct guidance about the amount of time a task/piece may take – the instructions simply state, *based on your teaching style, your students' interests, or your instructional goals; you may want to structure this collection in various ways.* While there may be planning tools for the instructor in *MySmartPlanner*, this was inaccessible at the time of this review. mySmartPlanner requires teachers to set their START and END date of schooling. If the school year is less than 280 days, the system will prompt the teacher that it must be at least 280 days to teach the full scope of the Collections. This would require schools to be year-round schools. If a school system is not year round, the content cannot be reasonably completed within a regular school year.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards. ☐(green) Yes ☐ No	**REQUIRED** **8a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.	Yes	Each collection is supported by one or two *Collection Performance Tasks* in which students synthesize both their reading and analysis of the collection's selections and compose a writing piece after doing additional research. The written tasks require students to plan, compose, revise and present (e.g., Students write a literary analysis where they draw from the ideas and examples in the selections to help write an analysis of the dog as the main character and narrator in *'The Mixer'.* Students are reminded to make inferences based on evidence from the story, as well as what they know from experience to figure out what the author does not explicitly say. Students are continually reminded to present well-defended claims and clear information that comes directly from the story).
	REQUIRED **8b)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.	Yes	The three modes of writing are addressed (e.g., students present an argument, write an opinion essay, write a personal narrative, and write an expository/informative essay). Narrative prompts are present, but focus on description rather than imagination.
	REQUIRED **8c)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).	Yes	There are many writing opportunities, varied in length and time demands (e.g., short-answer responses, notes, summaries, analyses, charts, position papers for arguments, and research summaries).
	REQUIRED **8d)** Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	Yes	Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.	**Yes**	Students have multiple opportunities, tasks, and deliverables that require independent research throughout the school year.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. ☑ Yes ☐ No	**REQUIRED** **9a)** Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).	**Yes**	Texts used in speaking & listening meet the criteria for complexity and quality.
	REQUIRED **9b)** Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.	**Yes**	Students are provided with multiple opportunities to develop well-supported ideas and are guided in drafting their position based on identifying the ideas of others and evaluating this information. There are guides to prepare for discussions, establishing and following procedures, speaking constructively, listening and responding, and wrapping up the discussion.
	REQUIRED **9c)** Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.	**Yes**	Materials provide opportunities for connections and alignment between speaking and listening, reading and writing, and language standards. Students are encouraged to identify supporting text and to include academic language in performance tasks.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.	**Yes**	Active listening, note taking, questioning, and commenting on others is an active part of writing activities throughout the text. Using *myWriteSmart*, students can edit one another's writings and respond digitally.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use. ☐ Yes ■ No	**REQUIRED** **10a)** Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.	Yes	Grammar and language conventions are addressed throughout each unit, with specific conventions explicitly tied to the reading selections (e.g., The opening text of Collection 1, *The Ravine*, readers are directed to note the non-standard language found in the text and later demonstrate that they can recognize variations, such as dialect, from standard English in the short story (such as *s'up, shuddup, prob'ly, gimme*).
	REQUIRED **10b)** Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.	No	Online editing tools are available, but there is no evidence that students are explicitly asked to identify and correct their own error patterns in usage and conventions (oral or written). Editing activities ask students to focus their editing on the substance, content, and style of their writing, not grammar and mechanics. Performance Tasks provide self-check rubrics, but are not indicative of student error patterns. Although GrammarNotes are available within the teacher resources, the PowerPoints teach isolated skills, such as "correcting dangling modifiers" yet are not embedded in instruction so that students should confront their own error patterns within the writing tasks. The publisher provides 'WriteSmart' as a supplemental Writing/Editing program, but as the demo offered at the time of evaluation only gave reviewers access to students and teacher placing comments on student writing as it develops in grade 9, this indicator being met in the middle grades cannot be verified.
	REQUIRED **10c)** Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.	No	Through regular interaction with texts, students examine the use of language and written conventions that support the goals of the text. Written tasks encourage students to model their writing after the selections they have studied, but only as it relates to content/subject matter. For example, in Collection 5, students write a personal narrative, using an excerpt from Colin Powell's memoir, *It Worked for Me*, as their guide. However, rather than using the author's sentence structure and language usage as a model, students are directed to write about an important decision that may have a significant outcome on their life – the focus of Powell's memoir. In the very first text, "The Ravine" by Salisbury, students are

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
			asked to recognize variations from standard English through dialect. Then, they are asked to apply their understanding by reading sentences, identifying the variation, and rewriting it so that they understand what is being said. Although students are practicing this skill in isolation with sentences, it is not evident that they are modeling their own writing after the texts they are reading or adjusting their own diction.
	REQUIRED **10d)** Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.	Yes	Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards.
	10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	Yes	Materials provide relevant, engaging, and real-world activities (e.g., interviews, pod-casts, movie reviews, etc.) for students to practice with natural language.

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1-10.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts **(Non-Negotiable)**	Yes	Even when text falls below the complexity requirements outlined in the standards (i.e., 955—1155L) for Grades 6—8, the assignment or lesson related to the selection often had rigor. Many texts included in the materials represent the recognized exemplars provided in the Appendix B.

	2. Quality of Texts **(Non-Negotiable)**	**Yes**	The majority of text serves an instructional purpose, is content rich, and sequenced to advance students toward independent reading of grade level texts.
	3. Range and Volume of Texts	**Yes**	Grade 6 reflects a balance of instructional time spent between literature and informational text, and materials provide an appropriate range and volume of texts.
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	**N/A**	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	**Yes**	Questions elicit sustained attention to the text and require students to re-read, annotate, and support with evidence from the text.
	6. Assessment	**Yes**	Materials offer a variety of assessment opportunities that genuinely measure student progress.
IV: Scaffolding and Support	7. Scaffolding and Support	**Yes**	Each collection provides students at all levels with regular opportunities to reread, discuss, and write about text so that they may comprehend grade-level text successfully and later, independently.
V: Writing to Sources and Research	8. Writing to Sources	**Yes**	There are many text-dependent writing opportunities, varied in length and demand.
VI: Speaking and Listening	9. Speaking and Listening	**Yes**	Texts used during classroom discussions meet range and volume requirements.
VII: Language	10. Language	**No**	Evidence that students confront their own error patterns and model their own writing after exemplar texts are read, is absent.
FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u>			

*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.

Title: HMH Collections (ELA)   **Grade: 7**

Publisher: Houghton Mifflin Harcourt   **Copyright: 2015**

Overall Rating: Tier II, Approaching quality

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

STRONG	WEAK
Complexity of Texts (Non-negotiable)	Language
Quality of Texts (Non-negotiable)	
Range and Volume of Texts	
Text-Dependent Questions (Non-negotiable)	
Assessment	
Scaffolding and Support	
Speaking and Listening	
Writing to Sources	

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1-10 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1-10.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
Tier 1 and 2 Non-Negotiable **1. COMPLEXITY OF TEXTS:** Materials present a progression of complex texts as stated by Reading Standard 10[3]. ▣ Yes ☐ No	**REQUIRED** **1a)** Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis[4] were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.	Yes	Both quantitative measures and qualitative analysis are used to present text complexity. The *Text Complexity Rubric* for each reading selection addresses *Quantitative Measures, Qualitative Measures, and Reader/Task Considerations.* In the instances where texts with lower Lexiles are used, qualitative analysis supports their use. .
	REQUIRED **1b)** Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.	Yes	Text difficulty ranges between 430L-1640L.* The Teacher Edition's *Collection Opener*, provides both the Lexile score and qualitative analysis of each text selection (e.g., levels of meaning/purpose, structure, language conventionality and clarity, and knowledge demands). Teachers are able to click on *Standards* using an eBook to view the alignment to the text and questions. The *contents* section, allows the teacher to view each text and its correlation by page number to the state standards. *The Supplement to Appendix A indicates 955L—1155L as the appropriate Common Core Grade Band for Grades 6—8.
	REQUIRED **1c)** Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	Yes	Texts generally increase in complexity as demonstrated through an increased Lexile and a decrease in the use of below-level texts.
Tier 1 and 2 Non-Negotiable	**REQUIRED**	Yes	Texts include content rich and well-crafted pieces that represent all

---

[3] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendix B.
[4] The process for determining quantitative and qualitative measures is described in the Supplement to Appendix A. Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, 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. ■ Yes ☐ No	**2a)** 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.		disciplines (e.g., Students read, write, listen, and speak about topics that are all thematically related to the big idea of risk and exploration—pieces range from a printed speech by John F. Kennedy as well as the comparison audio version, an online essay, *Is Space Exploration Worth the Cost*?, a commentary, a science article, and even a poem before students are asked to synthesize their understanding and apply it in a persuasive essay). The texts are worth reading in Grade 7.
	REQUIRED **2b)** Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.	Yes	The materials are sequenced in a collection of texts (text sets) that seek to build knowledge systematically (e.g., Students are guided through an exploration of the big idea using *The Stuff of Consumer Culture.)*
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	Yes	Each collection utilizes anchor texts through which readers interact with multiple, careful readings and are guided by text dependent questions and tasks.
	2d) Nearly all texts are previously published rather than "commissioned."	Yes	Nearly all texts are previously published rather than commissioned.
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9). ■ Yes ☐ No	**REQUIRED** **3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	Yes	Grade 7 Collections provides an overall balance between literature and informational texts. The units often begin with literature that scaffold into informational texts. Sufficient instructional time is given to study the informational texts and literature. Within the *FYI* section, there are informational texts linked to the topics under study that are curated and updated monthly to provide up-to-date information.
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	Yes	Texts of different formats and lengths (e.g., online news editorials, television interviews, media clips, drama, Greek myths, public art, etc.) are found throughout the textbook. For example, in Collection 6, students read a speech from a Democratic National Convention, the poem "for My Librarian, Mrs. Long," the short story "Doris is Coming," and watch the video "It Takes a Child." Novels are excerpted within the collections themselves. If a teacher wants to study a novel in its entirety, most Collections packages include a choice of 2-3 full -length novels for students. Novels would need to be purchased, as they are not included in the curriculum itself.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
			Materials state "Houghton Mifflin Harcourt's *Collections* includes a range of novels for purchase. Organized by middle school and high school titles, these novels enhance and supplement the study of texts in the English Language Arts class."
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	Yes	Materials include informational texts that are written both with narrative structures and informational text structures (e.g., Within a narrative entitled *Big Things Come in Small Packages* by Tate, a short story, historical facts are included at the end.
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	There are additional interactive lessons for student use. Students can interact with the readings at their own pace or the interactive lessons may be used for small group instruction. There are online materials in the *FYI* site where students can access various additional readings related to the collection topic. These texts are geared toward student interest and encourage them to dig deeper into topics of study.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
Tier 1 and 2 Non-Negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational	**REQUIRED** **4a)** Materials demand knowledge of grade-level phonic patterns and word analysis skills.	N/A	
	REQUIRED **4b)** Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	N/A	

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. [ ] Yes [ ] No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**REQUIRED** **4c)** Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.	**N/A**	
	REQUIRED **4d)** Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.	**N/A**	
	REQUIRED **4e)** Materials guide students to read grade-level text with purpose and understanding.	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
Non-Negotiable 5. TEXT-- DEPENDENT QUESTIONS: Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. [X] Yes [ ] No	**REQUIRED** **5a)** At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	**Yes**	More than 80% of the questions are text-dependent. Students are consistently required to use textual evidence in their written and spoken responses. Text-dependent tasks are evident in the digital interactive text, as students can annotate/highlight excerpts and respond directly to evidence-based questions (e.g., Using, *From the Most Daring of our Leaders*, a speech given at the Democratic National Convention, students are asked to: reread lines, infer why Nash was drawn to an idea, and then use textual evidence to support their claim. They can write the answer to these questions by clicking on them, typing notes, and saving it to their e-notebooks).
	REQUIRED **5b)** Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.	**Yes**	Questions and tasks at the end of each text are sequenced coherently—questions begin with comprehension and gradually increase in complexity. Students are asked to cite textual evidence. The questions gradually evolve from inference, connecting ideas within and to the text, to analysis, comparison, and evaluation.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
	REQUIRED **5c)** Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. *(Note: not every standard must be assessed with every text.)*	**Yes**	Students are required to use not only the language of the standards, but also textual evidence to prove their understanding The questions are text-dependent and use the language of the standards. Included in each selection, students and teachers are provided with a list of the standards covered and a student explanation of what the standards mean to them, in addition to how they will be required to meet the individual goals.
	5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.	**Yes**	Questions begin with comprehension and gradually increase in complexity involving student interpretation and/or evaluations.
	5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.	**Yes**	Academic vocabulary is presented in questions to determine the meaning of the text and to increase vocabulary while reading.
6. ASSESSMENT: 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** **6a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**Yes**	Student progress is measured through the gradual release of support scaffolds. Performance tasks provide an opportunity for students to demonstrate their independent abilities as related to the text theme and language skills.
	REQUIRED **6b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Yes**	There are assessments contained in the Teacher edition e-book under *Resources*. There are print and online resources that provide instruction and then assess students in three steps: Analyze the Model, Practice the Task, and Perform the Task. There are rubrics that have students self-assess and peer-assess their writing before the student is assessed by the teacher. They are able to rate themselves using categories such as *Advanced, Competent, and Limited* within the *Ideas and Evidence*, *Organization*, and *Language*. Materials such as graphic organizers are provided as well as guidelines on how to write paragraphs or set up a piece of writing.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Yes**	Varied modes of assessments are included throughout the textbook – there are formative assessments opportunities provided in the Teacher Edition, summative as well as assessment rubrics that students may use during writing workshops.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Yes**	Assignments may be submitted online, and teachers may generate reports of mastery. Teachers can set due dates of when assignments are to be turned in, and the teacher can see whether the student has turned it in, is still in progress, or has not yet completed it at all.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
7. 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** **7a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**Yes**	The only formal pre-reading activities noted are in the teacher edition, in which the teacher is guided to have the students read the background sections of the piece before the close read of the text. Students are given prompts of what to do while initially reading or viewing. For example, in the short story *Doris is Coming*, students are asked to begin to collect and cite textual evidence, underline parts of the text that describe setting, summarize the actions of the main character, and note the initial conflicts. The time is devoted to close analysis of the text. Moreover, while viewing media clips, they are directed on thoughts to ponder while viewing a video clip. For example, in the media analysis *It Takes a Child* by Judy Jackson, students are asked to*: think about why Kielburger decided to make this journey and what he wanted to find out. Notice the ways that filmmaking and news reporting come together to help you understand Kielburger's reasons for traveling to South Asia. Write down any questions you have during viewing.*
	REQUIRED **7b)** Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and	**Yes**	Reading strategies support comprehension of specific texts and focus on building knowledge and insight of the text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.		
	REQUIRED **7c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Yes	Each collection provides students with extensive opportunities to reread, discuss, and write about text. Students are able to annotate in the margins, reread sections of the text, use the audio feature of eBooks to listen to modeled conversations annotating the *anchor text*, and create tables to record their observations and information gleaned through the text. Teachers can have struggling students reread, and in pairs, fill out a cause and effect chain for the excerpt from *Uprising*, a historical novel.
	REQUIRED **7d)** The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.	Yes	Materials are easy to use and cleanly laid out for both students and teachers. All reading selections are the center of focus. The eBook tools are user-friendly providing audio cues to guide students through close reading and the use of annotation.
	7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Yes	Each collection in the teacher eBook includes: support for English language learners and less-proficient writers, instructional and management tips for every screen, a rubric, and additional writing applications. Units provide differentiated instruction in order to meet the needs of English language learners and less-proficient writers. There are instructional and management tips for teachers in the Teacher Edition eBook as well. There are various *Close Reader* texts (with varying Lexile levels) that students can choose from or teachers can use to differentiate instruction. Within the Teacher Edition, under *Resources*, there are *Teacher Notes* which guide teachers on how to differentiate for students who struggle. Language is utilized to give examples and make connections for students (e.g., when writing an outline, ELL students may need assistance on differentiating between Roman and Arabic numerals. It is suggested for struggling students, that the difference between paraphrasing and summarizing be revisited before note-taking for a researched writing).
	7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task	No	Each of the six collections contains a *Collection Planning Resources* section. The materials do not, however, provide direct guidance about the amount of time a task/piece may take – the instructions simply state,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	might reasonably take.		*based on your teaching style, your students' interests, or your instructional goals; you may want to structure this collection in various ways.* While there may be planning tools for the instructor in *MySmartPlanner*, this was inaccessible at the time of this review. mySmartPlanner requires teachers to set their START and END date of schooling. If the school year is less than 280 days, the system will prompt the teacher that it must be at least 280 days to teach the full scope of the Collections. This would require schools to be year-round schools. If a school system is not year round, the content cannot be reasonably completed within a regular school year.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards. ☑ Yes ☐ No	**REQUIRED** **8a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.	Yes	Each collection is supported by two *Performance Tasks* in which students synthesize what they have read, viewed, learned, researched, and evaluated and compose involving language, speaking, and listening. The majority of written tasks are rooted in higher-order thinking skills (analysis & synthesis) and compel students to defend their claims with evidence from the text (e.g., After students read *Craig Keilburger Reflects on Working Towards Peace* (a personal essay), students are asked to write a critique of whether or not the essay persuaded students that global poverty can be ended. They must take notes on the evidence he uses to support his claim, and students must write their own claim by drawing upon evidence from his personal essay).
	REQUIRED **8b)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative	Yes	The three modes of writing are addressed.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	description (text-based, chronological writing) rather than imaginative narratives.		
	REQUIRED **8c)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).	Yes	There are many writing opportunities, varied in length and time demands (e.g., short-answer responses, notes, summaries, and research summaries). Students must synthesize their thinking using textual evidence. There are prompts within the Teacher Edition under *Resources* that students may be assigned in their *myWrite Smart* to complete. Accompanying rubrics can be found for self, peer, and teacher assessments on the eBook menu or within *myWrite Smart*.
	REQUIRED **8d)** Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	Yes	Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards (e.g., students can create a class blog after reading sources, analyzing and synthesizing information, and citing textual evidence to use while writing their own opinion using Abby Sutherland's solo adventure on the Indian Ocean. Other students are then asked to write/respond on the blog as well. Using *myWriteSmart*, students can edit one another's writings.
	8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.	Yes	Students are able to research frequently. Students are directed to use print and non-print sources to find information related to their topics.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. ■ Yes ☐ No	**REQUIRED** **9a)** Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).	Yes	Texts meet criteria for complexity, quality, and range.
	REQUIRED **9b)** Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.	Yes	There are interactive lessons on how to prepare for discussions, establishing and following procedures, speaking constructively, listening and responding, and wrapping up discussion. Each collection contains various opportunities for group discussions. Students follow guidelines to ensure all group members participate and are respected in collegial discussion. Examples are given of appropriate language to use when disagreeing.
	REQUIRED **9c)** Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.	Yes	Students are expected to present their findings in both oral and technology-based settings (e.g., students are asked to create a Photo Documentary in which they answer the question, *What does it take to be committed to a cause?* By researching and creating a photo documentary of someone in the local community committed to a cause. They must use the organizational features of a documentary that have learned about through reading, interview the subject and utilize quotes, record a soundtrack with music, present the documentary to the class, and discuss peers' reactions).
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.	Yes	Active listening, note taking, questioning, and commenting on others is an active part of writing activities throughout the text. Using *myWriteSmart*, students can edit one another's writings and respond digitally..

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use. ☐ Yes ■ No	**REQUIRED** **10a)** Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.	Yes	Grammar and language conventions are addressed throughout each unit, with specific conventions explicitly tied to the reading selections (e.g., students begin with learning clauses where they practice and apply their learning. As the texts in collection continue, so does the application of grammar instruction—moving on to subordinate clauses).
	REQUIRED **10b)** Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.	No	Online editing tools are available, but there is no evidence that students are explicitly asked to identify and correct their own error patterns in usage and conventions (oral or written). Editing activities ask students to focus their editing on the substance, content, and style of their writing, not grammar and mechanics. Performance Tasks provide self-check rubrics, but are not indicative of student error patterns. Although GrammarNotes are available within the teacher resources, the PowerPoints teach isolated skills, such as "correcting dangling modifiers" yet are not embedded in instruction so that students should confront their own error patterns within the writing tasks. Moreover, the same PowerPoints that were used in Grade 6 are being used again for the Grade 7 band. The publisher provides 'WriteSmart' as a supplemental Writing/Editing program, but as the demo offered at the time of evaluation only gave reviewers access to students and teacher placing comments on student writing as it develops in grade 9, this indicator being met in the middle grades cannot be verified.
	REQUIRED **10c)** Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.	No	There is evidence that students are asked to examine the language of the texts (e.g., After reading *The Tempest*, students must analyze the Shakespearean vocabulary and sentence structure). However, students are not consistently directed to use the authors' sentence structure and language usage as a model. Many times students are directed to write using the content focus of the text, not the language. For example, after reading the informational text, "Women in Aviation," students are directed to notes on subordinating conjunctions. They are then given subordinate clauses involving aviation in which they must complete the sentence. Therefore,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
			students are not asked to model their writing after the texts they are reading. They practice the skill with isolated examples.
	REQUIRED **10d)** Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.	Yes	The performance tasks are culminating tasks that ask students to build on the mentor texts that they have read to then create their own piece of writing, using the language and organizational patterns they have read (e.g., After reading John F. Kennedy's *"Dedication of the Aerospace Medical Health Center,"* students are asked to draw from his speech (persuasive language) to inspire others by writing their own persuasive speech.
	10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	Yes	The writing activities provide real-world activities for students as they create actual interviews, presentations of dramatic readings and writings to the class, giving a persuasive speech, etc.

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1-10.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
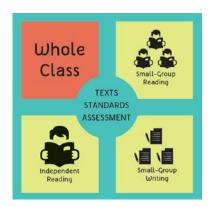*Tier 3 ratings* receive a "No" in Column 1 for at least one of the non-negotiable criteria.

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Text Selection	1. Complexity of Texts **(Non-Negotiable)**	Yes	Overall, texts are on grade level, with a few below and a few above grade level. There is a progression of complex texts.
	2. Quality of Texts **(Non-Negotiable)**	Yes	This series has high quality / high interest texts.
	3. Range and Volume of Texts	Yes	If teacher has access to the supplemental full-length novels, this indicator is met as students would read texts of adequate range and volume.
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	Yes	Connections are made between multiple texts to form questions aligned with state standards.
	6. Assessment	Yes	Opportunities are provided for both formative and summative assessments.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	Materials reach all learners and provide opportunities for remediation activities.
V: Writing to Sources and Research	8. Writing to Sources	Yes	The majority of written tasks is text-dependent and reflects the writing genres aligned with state standards.
VI: Speaking and Listening	9. Speaking and Listening	Yes	Texts used during classroom discussions are quality.
VII: Language	10. Language	No	Evidence that students confront their own error patterns and model their own writing after exemplar texts are read, is absent.
FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u>			

*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.

Title: HMH Collections (ELA)   **Grade: 8**

Publisher: Houghton Mifflin Harcourt   **Copyright: 2015**

Overall Rating: Tier II, Approaching quality

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

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Language
Quality of Texts (Non-Negotiable)	
Range and Volume of Texts	
Text-Dependent Questions (Non-Negotiable)	
Assessment	
Scaffolding and Support	
Speaking and Listening	
Writing to Sources	

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1-10 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1-10.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
Tier 1 and 2 Non-Negotiable **1. COMPLEXITY OF TEXTS:** Materials present a progression of complex texts as stated by Reading Standard 10[5]. ☒ Yes ☐ No	**REQUIRED** **1a)** Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis[6] were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.	Yes	Both quantitative measures and qualitative analysis are used to present text complexity. The *Text Complexity Rubric* for each reading selection addresses *Quantitative Measures, Qualitative Measures, and Reader/Task Considerations.* In the instances where texts with lower Lexiles are used, qualitative analysis supports their use
	REQUIRED **1b)** Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.	Yes	Text difficulty ranges from 700L-1480L.* Texts align with the exemplars provided in Appendix B (e.g., The Autobiography of Frederick Douglass, Tom Sawyer, O Captain, My Captain, and Anne Frank). *The Supplement to Appendix A indicates 955L—1155L as the appropriate Common Core Grade Band for Grades 6—8.
	REQUIRED **1c)** Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	Yes	Texts generally increase in complexity as demonstrated through an increased Lexile and a decrease in the use of below-level texts.
Tier 1 and 2 Non-Negotiable **2. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and	**REQUIRED** **2a)** 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social	Yes	Texts include content rich and well-crafted pieces that represent all disciplines (e.g., students read, write, listen, and speak about topics that are all thematically connected to the big idea found in *The Move Toward Freedom*-pieces range from reading an autobiography and biography about Frederick Douglass, a biography of Harriet Tubman, historical

---

[5] Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in Appendix B.
[6] The process for determining quantitative and qualitative measures is described in the Supplement to Appendix A. Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, 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. ☑ Yes ☐ No	studies, science, technical subjects, and the arts.		fiction, short story, journal entry, and poem by Walt Whitman). The texts are worth reading in Grade 8.
	REQUIRED **2b)** Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.	Yes	The materials are sequenced in a collection of texts (text sets) that seek to build knowledge systematically (e.g., Students are guided through an exploration of the big idea using *Anne Frank's Legacy*. All stories, articles, poems, plays, and speeches are connected).
	REQUIRED **2c)** Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	Yes	Each collection utilizes anchor texts through which readers interact with multiple, careful readings and are guided by text dependent questions and tasks.
	2d) Nearly all texts are previously published rather than "commissioned."	Yes	Nearly all texts are previously published rather than commissioned.
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9). ☑ Yes ☐ No	**REQUIRED** **3a)** In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	Yes	Grade 8 Collections provides an overall balance between literature and informational texts. The units often begin with literature that scaffolds into informational texts.
	REQUIRED **3b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	Yes	Materials include texts of different formats (e.g., online news editorials, television interviews, media clips, drama, public art, etc.) and lengths throughout. In Collection 3, students read an excerpt from Narrative of the Life of Frederick Douglass, a Civil War journal, Whitman's poem "O Captain! My Captain!", and Bradbury's short story "The Drummer Boy of Shiloh." Materials include novel excerpts. Full-length novels are not included in the curriculum, but are available for purchase (see note below). NovelWise guides for teaching these novels are included in the teacher resources. Materials note that "Houghton Mifflin Harcourt's *Collections* includes a range of novels for purchase. Organized by middle school and high school titles, these novels enhance and supplement the study of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
			texts in the English Language Arts class."
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	**Yes**	Materials include informational texts that are written both with narrative structures and informational text structures.
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	**Yes**	There are additional interactive lessons for student use. Students can interact with the readings at their own pace or the interactive lessons may be used for small group instruction. There are online materials in the *FYI* site where students can access various additional readings related to the collection topic. These texts are geared toward student interest and encourage them to dig deeper into topics of study.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
Tier 1 and 2 Non-Negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, 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.	**REQUIRED** **4a)** Materials demand knowledge of grade-level phonic patterns and word analysis skills.	**N/A**	
	REQUIRED **4b)** Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	**N/A**	
	REQUIRED **4c)** Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.	**N/A**	

☐ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**REQUIRED** **4d)** Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.	**N/A**	
	REQUIRED **4e)** Materials guide students to read grade-level text with purpose and understanding.	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
Non-Negotiable 5. TEXT-- DEPENDENT QUESTIONS: Text-dependent 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** **5a)** At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.	Yes	More than 80% of the questions are text-dependent. Students are consistently required to use textual evidence in their written and spoken responses. There are questions throughout each text that require students to reread, annotate, and support with evidence from the text (e.g., Using *A Mystery of Heroism,* students are asked to reread lines to discuss how the character acted heroically and then use textual evidence to support their claims. They can write the answer to these questions by clicking on them, typing notes, and saving it to their e-notebooks).
	REQUIRED **5b)** Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.	Yes	Questions and tasks at the end of each text are sequenced coherently—questions begin with comprehension and gradually increase in complexity. Students are asked to cite textual evidence. The questions gradually evolve from inference, connecting ideas within and to the text, to analysis, comparison, and evaluation.
	REQUIRED **5c)** Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. *(**Note:** not every standard must be assessed with every text.)*	Yes	Students are required to use not only the language of the standards, but also textual evidence to prove their understanding. The questions are text-dependent and use the language of the standards. Included in each selection, students and teachers are provided with a list of the standards covered and a student explanation of what the standards mean to them, in addition to how they will be required to meet the individual goals.
	5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.	Yes	Questions begin with comprehension and gradually increase in complexity leading to student synthesis.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
	5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.	Yes	Academic vocabulary is presented in questions to determine the meaning of the text and to increase vocabulary while reading.
6. ASSESSMENT: 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** **6a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Yes	Student progress is measured through the gradual release of support scaffolds. Performance tasks provide an opportunity for students to demonstrate their independent abilities as related to the text theme and language skills.
	REQUIRED **6b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	There are assessments contained in the Teacher edition e-book under *Resources*. There are print and online resources that provide instruction and then assess students in three steps: Analyze the Model, Practice the Task, and Perform the Task. There are rubrics that have students self-assess and peer-assess their writing before the student is assessed by the teacher. They are able to rate themselves using categories such as *Advanced, Competent, and Limited* within the *Ideas and Evidence*, *Organization*, and *Language*.
	REQUIRED **6c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	Varied modes of assessments are included throughout the textbook – there are formative assessments opportunities provided in the Teacher Edition, summative as well as assessment rubrics that students may use during writing workshops.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Assignments may be submitted online, and teachers may generate reports of mastery. Rubrics are available for students to use as a guide and are unbiased and accessible.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
7. 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** **7a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Yes	The only formal pre-reading activities noted are in the teacher edition in which the teacher is guided to have the students read background to support the selection before the close read of the text. Students are given prompts of what to do while initially reading or viewing. For example, in the historical writing *Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis* students are asked to begin reading by paying attention to details the author provides about Lincoln and Davis and to create a list of leadership qualities that each possess. This is a short pre-reading introduction that takes no more than a couple of minutes to provide students with guidance as they read.
	REQUIRED **7b)** Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Yes	Reading strategies support comprehension of specific texts and focus on building knowledge and insight of the text. Texts and collection themes drive development of student knowledge and insight.
	REQUIRED **7c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Yes	Each collection provides students with extensive opportunities to reread, discuss, and write about text. Students are asked to annotate in the margins, reread sections of the text, and use the audio feature of their eBook to listen to modeled conversations of readers annotating the *anchor text* (should they need additional assistance).
	REQUIRED **7d)** The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to	Yes	Materials are easy to use and cleanly laid out for both students and teachers. All reading selections are the center of focus. The eBook tools are user-friendly providing audio cues to guide students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.		through close reading and the use of annotation.
	7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Yes	Each collection in the teacher eBook includes: support for English language learners and less-proficient writers, instructional and management tips for every screen, a rubric, and additional writing applications.

Units provide differentiated instruction in order to meet the needs of English language learners and less-proficient writers. There are instructional and management tips for teachers in the Teacher Edition eBook as well. There are various *Close Reader* texts (with varying Lexile levels) that students can choose from or teachers can use to differentiate instruction.

Within the Teacher Edition, under *Resources*, there are *Teacher Notes* which guide teachers on how to differentiate for students who struggle. Language is even utilized to give examples and make connections for students (e.g., when writing an outline, ELL students may need assistance on differentiating between Roman and Arabic numerals. It is suggested for struggling students, that the difference between paraphrasing and summarizing be revisited before note-taking for a researched writing. |
| | **7f)** The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take. | No | Each of the six collections contains a *Collection Planning Resources* section.

The materials do not, however, provide direct guidance about the amount of time a task/piece may take – the instructions simply state, *based on your teaching style, your students' interests, or your instructional goals; you may want to structure this collection in various ways.*

While there may be planning tools for the instructor in *MySmartPlanner*, this was inaccessible at the time of this review.

mySmartPlanner requires teachers to set their |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
			START and END date of schooling. If the school year is less than 280 days, the system will prompt the teacher that it must be at least 280 days to teach the full scope of the Collections. This would require schools to be year-round schools. If a school system is not year round, the content cannot be reasonably completed within a regular school year.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards. ■ Yes ☐ No	**REQUIRED** **8a)** A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.	Yes	Each collection is supported by two *Performance Tasks* in which students synthesize what they have read, viewed, learned, researched, and evaluated and compose involving language, speaking, and listening. The majority of written tasks are rooted in higher-order thinking skills (analysis & synthesis) and compel students to defend their claims with evidence from the text.
	REQUIRED **8b)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.	Yes	The three modes of writing are addressed with more focus on fact-based narratives rather than imaginative narratives.
	REQUIRED **8c)** Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).	Yes	There are many writing opportunities, varied in length and time demands (e.g., short-answer responses, notes, summaries, and research summaries). Students must synthesize their thinking using textual evidence. There are prompts within the Teacher Edition under *Resources* that students may be assigned in their *myWriteSmart* to complete. Accompanying rubrics can be found in for self, peer, and teacher assessments can be found on the eBook menu or within *myWriteSmart*.
	REQUIRED **8d)** Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	Yes	Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards (e.g., students can create a class blog after reading sources, analyzing and synthesizing information, and citing textual evidence to use while writing their own opinion using Abby Sutherland's solo adventure on the Indian Ocean. Other students are then asked to write/respond on the blog as

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
			well.
			Using *myWriteSmart*, students can edit one another's writings.
	8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.	Yes	Students are able to research frequently. Students are directed to use print and non-print sources to find information related to their topics.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. ☒ Yes ☐ No	**REQUIRED** **9a)** Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).	Yes	Texts meet the criteria for complexity, range, and quality.
	REQUIRED **9b)** Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.	Yes	There are interactive lessons on how to prepare for discussions, establishing and following procedures, speaking constructively, listening and responding, and wrapping up discussion. Each collection contains various opportunities for group discussions. Students follow guidelines to ensure all group members participate and are respected in the collegial discussion. Examples are given of appropriate language to use when disagreeing.
	REQUIRED **9c)** Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present	Yes	Students are expected to present their findings in both oral and technology-based settings (e.g., each selection includes a section for *Applying Academic Vocabulary* found in the teacher's manual. Each selection includes two academic vocabulary words and an attached activity to support the words. After reading the two articles, *Is 16 Too Young to Drive a Car* and *Fatal Car Crashes Drop for 16-Year-Olds, Rise for Teens*, students are asked to incorporate the two words *debate and deduce* into

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	findings from research.		their group discussions. Students are asked to debate whether the author's claim is a valid one and deduce why the author may feel the way he does).
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.	**Yes**	Active listening, note taking, questioning, and commenting on others is an active part of writing activities throughout the text. Using *myWriteSmart*, students can edit one another's writings and respond in a digital way.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use. ☐ Yes ■ No	**REQUIRED** **10a)** Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.	**Yes**	Grammar and language conventions are addressed throughout each unit, with specific conventions explicitly tied to the reading selections. As the texts in collection continue, so does the application of grammar instruction.
	REQUIRED **10b)** Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.	**No**	Online editing tools are available, but there is no evidence that students are explicitly asked to identify and correct their own error patterns in usage and conventions (oral or written). Editing activities ask students to focus their editing on the substance, content, and style of their writing, not grammar and mechanics. Performance Tasks provide self-check rubrics, but are not indicative of student error patterns. Although GrammarNotes are available within the teacher resources, the PowerPoints teach isolated skills, such as "correcting dangling modifiers" yet are not embedded in instruction so that students should confront their own error patterns within the writing tasks. The same PowerPoints are

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
			available at Grades 6-8. The publisher provides 'WriteSmart' as a supplemental Writing/Editing program, but as the demo offered at the time of evaluation only gave reviewers access to students and teacher placing comments on student writing as it develops in grade 9, this indicator being met in the middle grades cannot be verified.
	REQUIRED **10c)** Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.	Yes	There is evidence that students are asked to examine the language of the texts (e.g., After reading two examples of free verse poetry, students are guided to create an example of free verse poetry on their own. They are encouraged to use repetition of sound, words, and phrases in their poems. Students then peer-review and share with the class as a whole).
	REQUIRED **10d)** Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.	Yes	The performance tasks are culminating tasks that ask students to build on the mentor texts that they have read to then create their own piece of writing, using the language and organizational patterns they have read (e.g., Students are reminded to use a list of academic words when writing a narrative. However, it should be noted that these conventions are independent of grammar lessons and not included in performance tasks).
	10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	Yes	The writing activities provide real-world activities for students as they create actual interviews, presentations of dramatic readings and writings to the class, giving a persuasive speech, etc.

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1-10.

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

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Text Selection	1. Complexity of Texts **(Non-Negotiable)**	Yes	Overall, texts are on grade level, with a few below and a few above grade level. There is a progression of complex texts.
	2. Quality of Texts **(Non-Negotiable)**	Yes	This series has high quality / high interest texts.
	3. Range and Volume of Texts	Yes	This series seeks a 50/50 balance of literature and informational texts. If teacher purchases and teaches the supplemental, full-length novels the materials recommend, this curriculum can meet range and volume criteria.
II: Foundational Skills	4. Foundational Skills **(Non-Negotiable*)**	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions **(Non-Negotiable)**	Yes	Connections are made between multiple texts to form questions aligned with state standards.
	6. Assessment	Yes	Opportunities for both formative and summative assessments.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	Materials reach all learners and provide opportunities for remediation activities.
V: Writing to Sources and Research	8. Writing to Sources	Yes	The majority of written tasks is text-dependent and reflects the writing genres aligned with state standards.
VI: Speaking and Listening	9. Speaking and Listening	Yes	Texts used during classroom discussions are quality and complex.
VII: Language	10. Language	No	Evidence that students confront their own error patterns and model their own writing after exemplar texts are read, is absent.
FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u>			

*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)