LOUISIANA DEPARTMENT OF EDUCATION

Office of Teaching and Learning

ELA K-12 Louisiana Student Standards Review: 9-12 ELA

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

Title: **Into Literature**

Grade: **English I-IV**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

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

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

- **Writing**: Multi-paragraph Writing in Grades 3-12 (W.1, W.2, W.3) and Thesis Statements in Grades 5-12 (W.1)

The following criteria/indicators may be impacted:

- **Criterion 6:** Indicator 6a (3-12), Indicator 6b (3-12), and Indicator 6c (3-12)

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

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

Indicator	Currently in the Rubric	Alignment Review	Impact of Review
Required **6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.[1]	See EdReports for more information (linked in original review).	Aligns	Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.
Required *Indicator for grades 3-12 only **6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	See EdReports for more information (linked in original review).	Aligns	Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.
Required **6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing)	See EdReports for more information (linked in original review).	Aligns	Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.

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

DEPARTMENT of EDUCATION
Louisiana Believes

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

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

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



Title: **Into Literature**

Grade/Course: **English I, English II, English III, and English IV**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

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

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

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

Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.
Tier 1 ratings received a "Yes" for all Criteria 1-8.
Tier 2 ratings received a "Yes" for all non-negotiable criteria, but at least one "No" for the remaining criteria.
Tier 3 ratings received a "No" for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

English I (Tier 1) English II (Tier 1) English III (Tier 1) English IV (Tier 1)

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/into-literature.
[2] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[3] A range of texts are texts written at different reading levels.

DEPARTMENT of EDUCATION
Louisiana Believes

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

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

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



Title: **Into Literature** Grade: **English I**

Publisher: **Houghton Mifflin Harcourt** Copyright: **2020**

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

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

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

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

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

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

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

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

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

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

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

[4] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.
[5] For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY **Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.**			
Non-negotiable **1. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**Required** **1a)** Materials provide texts that are **appropriately complex** for the identified grade level according to the requirements outlined in the standards. • **A text analysis that includes complexity information is provided.** Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades **K-2, extensive read-aloud** texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. The materials include a qualitative and quantitative complexity text analysis in the Teacher's Edition in the "Planning" section at the beginning of each text. The resource demonstrates that materials are appropriate in complexity for students in Grade 9. In Unit 1, Finding Common Ground, the Lexile band is cited as 820L-1390L which is appropriate for the grade level. In the teacher's guide, text complexity and scaffolding information are found in both the Instructional Overview and the Resources sections. Materials provide texts that are appropriately complex for the identified grade level. The unit includes the following texts: "Once Upon a Time," a short story by Nadine Gordimer (1390L), "The Gettysburg Address," a speech by Abraham Lincoln (1170L), "Making the Future Better, Together," a blog by Eboo Patel (1170L), "Oklahoma Bombing Memorial Address," a speech by Bill Clinton (1060L), and "Night Calls," a short story by Lisa Fugard (1110L).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Unit 1 features the text “Once Upon a Time” by Nadine Gordimer. “Once Upon a Time” is two stories in one. The first story is an introduction in which the narrator, who is a writer, hesitates to write a children’s story. The second story is a bedtime story the narrator tells herself when she can’t sleep. Both stories explore how fear can affect both individuals and society. The text has a lexile score of 1390 which meets the grade level requirements for text complexity. Qualitative measures include somewhat complex story concepts, complex and varied sentence structure, and cultural and literary knowledge essential to understanding. In Unit 3, The Bonds Between Us, students read the short story, “The Grasshopper and the Bell Cricket” by Yasnunari Kawabata to analyze the story’s setting and make inferences about its theme. Quantitatively, the short story measures a 1060L with a qualitative measure of fairly complex due to the cultural background knowledge necessary for full comprehension of the text. Students also read “Loser,” by Aimee Bender, as the unit mentor text with a quantitative measure of 900L. Qualitative measures suggest that the text has meaning that is implied but requires inferential reasoning. Meaning must also be interpreted using symbolism. Structurally, the text is mostly chronological with some

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			deviation. The knowledge demands for the text are considered somewhat conventional but can be easily envisioned. In Unit 4, The Price of Freedom, students read the personal essay, "The Price of Freedom," by Noreen Riols. The informational text has a quantitative measure of 760L with qualitative measures in which ideas presented are somewhat explicit and reasoning is required and inferred. Text structure is primarily explicit and chronological, with one perspective. Language usage within the text is often explicit with some figurative and historically contextual vocabulary. Students also read "Love's Vocabulary," by Diane Ackerman, as the unit mentor text. This essay serves as a model for students to follow when they reach the unit writing task. The quantitative measure of the text is 1020L and qualitative measures indicate the language demands are very complex due to the text's use of mostly Tier II and Tier III words. Knowledge demands require some references to other texts and the structure is also considered complex because multiple perspectives are presented.
	Required **1b)** At least 90% of texts are of **publishable quality** and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	**Yes**	At least 90% of texts are of publishable quality and offer rich opportunities for students to meet Grade 9 ELA standards. Texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			For example, Unit 2, The Struggle for Freedom, includes Dr. Martin Luther King Jr.'s "I Have a Dream" speech. The "I Have a Dream" speech was delivered by Martin Luther King, Jr. before an audience of 250,000 people in 1963 at the March on Washington. The Unit also includes an NPR Podcast with John Lewis, an American statesman and civil rights leader, who served in the United States House of Representatives for Georgia's 5th congressional district from 1987 until his death in 2020. The unit also includes excerpts from Hidden Figures, a historical writing by Margot Lee Shetterly, and the poem "We Wear the Mask" by Paul Laurence Dunbar. In Unit 5, students read "Deep Survival" by Laurence Gonzales in which the author explains how the mind processes strong emotions and instincts and continuously adjusts those models in stressful and demanding circumstances as he tells numerous stories of catastrophe and accidents. In Unit 6, students read the drama "Macbeth" by William Shakespeare in which a Scottish general named Macbeth receives a prophecy from three witches that one day he will become King of Scotland. Consumed by ambition and spurred to action by his wife, Macbeth murders King

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Duncan and takes the Scottish throne for himself. He is then wracked with guilt and paranoia. Macbeth is a classic text written by historical renowned author William Shakespeare and is therefore published outside of the materials and is of publishable quality.
	Required **1c)** Materials provide a **coherent sequence or collection of connected texts** that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. • In grades **K-2**, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.	**Yes**	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Essential questions are presented to guide student understanding of text sets throughout the materials. The materials provide opportunities for students to engage in reading, writing, listening, speaking, and language connected to central topics and themes. Text sets connect topics throughout multiple lessons and offer opportunities for student reflection based upon the central themes of the unit. Materials provide students the opportunity to build vocabulary knowledge as well. Vocabulary is discussed and read within texts. Students also acquire word knowledge by completing Word Network activities in which students are asked to identify synonyms, antonyms, and related forms of words found within unit texts. For example, in the teacher's edition for Unit 1, Finding Common Grounds, the essential question is "How can we come

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			together despite our differences?" Students explore how humanity can unite despite our differences and struggles. At the end of the unit, students write a personal essay about themselves, sharing an experience, opinion, or response to an event. All of the texts in the unit revolve around the essential question and require students to read fictional texts such as "Once Upon a Time," a short story by Nadine Gordim, and nonfiction texts such as "A Quilt of a Country," an argument by Anna Quindle, and "The Gettysburg Address," a speech by Abraham Lincoln, to build their knowledge so that they can demonstrate their understanding at the end of the unit writing task. For an example of a well-written personal essay, students review the essay "Unusual Normality." Students also end Unit 1 with a reflection task that directly requires them to revisit the Essential Question and reflect on their reading throughout the whole unit and their cumulative writing task. Unit 2, The Struggle for Freedom, includes various texts and text types that present a wide variety of perspectives on the struggle for freedom and equality that African Americans have faced in America. The unit begins with Dr. Martin Luther King Jr.'s "I Have a Dream" speech which sets the precedent for the essential question, "How do people find freedom in the midst of oppression?" Students analyze the texts for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			argument, rhetorical devices, allusions, and main ideas. Students determine the effect of King's choices and respond with their own impressions. Then, students listen to an NPR podcast interview with civil rights activist John Lewis to consider how his speech came to inspire people. Students continue to determine the effects of various speech elements and their impacts on the listener/reader. Next, students read an excerpt from historical writing "Hidden Figures" in order to gain a better understanding of segregation in the United States. From there, students read about censorship and how it impacts free speech. They compare and contrast the opposing viewpoints of Booker T. Washington and W.E.B. Dubois and research the Iranian government and society after reading a short story about injustice. These texts all connect with the universal theme of the struggle for freedom.
	Required **1d)** Within a sequence or collection, quality texts of grade level complexity are selected for **multiple, careful readings** throughout the unit of study. These texts are revisited as needed to support knowledge building.	**Yes**	Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. The materials have close reading and analysis tasks built in to ensure that multiple readings support a student's ability to build knowledge throughout the course of the unit. Notice and Note opportunities are employed in the materials to provide multiple opportunities for students to reread and cite evidence in support of student created written responses. For example, students read each

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			text and pause at various "signposts" to analyze vocabulary; language; details, such as setting and conflict; and author's choices. In this way, students engage in close reading of the text and have to return to a particular paragraph or section, requiring students to reread important parts of the text for better understanding. Additionally, when responding to the Essential Question of the unit, students are redirected back to the text and their annotations. In Unit 1, students read the speech "The Gettysburg Address" by Abraham Lincoln. Students are expected to be able to compare the speech with a video. As students read, they analyze the author's purpose and audience, the author's use of rhetoric devices, and contrasts and contradictions. After reading the text initially, students refer back to the text in order to complete the check for understanding and then analyze the text questions which require students to cite text evidence. Furthermore, the materials ask students to build knowledge through their research of the following questions: "Find out more about the people who were present to hear Lincoln speak. What were they doing at Gettysburg? What were their reactions? How did the media report on the speech?" After researching, students prepare an oral presentation in which they critique the speech for its effectiveness. Students also refer back to the text to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			complete the following activity, found in Language Conventions, which states, "With a partner, look back at 'The Gettysburg Address' and identify additional examples of parallel structure." In Unit 3, The Bond Between Us, students read the paired texts "Loser" and "At Dusk." After reading and analyzing the texts with text-dependent and text-specific questions, students work with a partner to review the texts and compare themes within both texts. In this task, students are required to return to the texts and read for setting, characterization, plot, and use of language. Each unit within the materials presents a "Collaborate & Compare" opportunity that allows students to revisit texts in small groups for specific details and/or meaning. In Unit 4, Sweet Sorrow, students read the sonnet, "Having It Both Ways," by Elizabeth Jennings. Upon their first read, students are instructed to note how the poet makes language choices to communicate message and tone. Students are then instructed to "Specifically, think about how she uses diction and syntax to give voice to thoughts and feelings about love." During reading, students use the Notice and Note signposts to help them make connections. After reading, students begin to connect ideas. Students must first go back and annotate the first stanza of the sonnet and explain what they think the poet is saying in the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			first stanza. They are then asked to explain how it connects to their own personal experiences that they have either read about previously in texts or observed. Students read the text again to make internal contrasts or contradictions about how the feelings the poet is revealing. Finally, students complete the Check Your Understanding section by answering comprehension questions. Incorrect responses are corrected to ensure comprehension of the text before moving on to the next lesson activity.
Non-negotiable (only reviewed if Criterion 1 is met) **2. TEXT-DEPENDENT QUESTIONS:** Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. ☒ Yes ☐ No	**Required** **2a)** A **majority of questions in the materials are text dependent and text specific**; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Students are required to provide both written and spoken responses at multiple "signposts" throughout the collection and unit. The questions require students to cite evidence from the text to support their claims in both spoken and written responses. In Unit 1, students read the short story "Once Upon a Time" by Nadine Gordimer. Students analyze setting and theme in the "Notice and Note" sections of the text. Students complete tasks such as, "What fear does the wife have? How does her husband reassure her that they are safe? Highlight sentences in paragraph 10 that show the fear and the husband's reassurances." The tasks throughout the text prepare students to analyze, annotate,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			predict, find contrasts and contradictions, find prepositional phrases, and eventually connect all of the ideas in the text to answer the final question, "Think about the characters' actions and motivations that led to this ending. What can you infer about the theme, or message, of this story?" In Unit 3, The Bonds Between Us, students read, "With Friends Like These…" an informational text by Dorothy Rowe. Students express their understanding for the text by completing constructed response questions that ask students to, "Reread the first paragraph. What tone, or attitude, is created by the author's use of the first-person pronouns we and our? Why do you think she chose to introduce her topic to read this way?" Students also evaluate certain paragraphs of the text to explain how the author connects information to key ideas represented in the text. For example, "How does she connect this information to the key idea that friendships are essential to our sense of who we are?" Students are then asked to, "Support your response with evidence from the text." In Unit 4, Sweet Sorrow, students read Williams Shakespeare's "The Tragedy of Romeo and Juliet." Throughout the reading of the play, students engage with text-dependent and text-specific questions. Examples of the questions and tasks

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			include: "The storyline of the feud between the Capulets and Montagues runs parallel to the storyline of Romeo and Juliet. Highlight the line(s) where the argument between the servants of the two households begins." and "Foreshadowing is the use of hints or clues to suggest events that will happen later in the story. Highlight the line(s) where Juliet's words foreshadow what will come later in the play. What do these lines suggest about Juliet's fate?"
	Required **2b)** Questions and tasks include the **language of the standards and require students to engage in thinking at the depth and complexity** required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)	**Yes**	Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. Higher order thinking is required by students as collections unfold furthering students to higher level thinking and application through tasks, written responses, and spoken responses. Tasks and questions are consistent with Louisiana Student Standards for ELA. The use of grade level standard language is included in the student prompts allowing students to engage directly with the language of the standard when completing tasks and writing text dependent answers. In Unit 6, Heroes and Quests, students read Homer's, "The Odyssey." Prior to, during, and after reading, students engage in various tasks and questions, which include the language of the standards. Some examples include: "What do you learn

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			about Odysseus' character through how he faces various conflicts? What traits, or qualities, does Odysseus show through his interactions with other characters? What do Odysseus' character traits tell you about what the ancient Greeks found admirable? What themes do you predict Homer might develop?" Each of these questions focus on Standard RL.3. Questions include language of the standards such as various conflicts, interactions with other characters, and develop the theme. Notice & Note signposts provide opportunities for students to engage in critical questions using the academic language of the standard. An example can be found in Unit 2, Lesson 4 in the reading of "Night" by Elie Wiesel. The second Notice & Note signpost requires students to respond to comprehension questions like, "How does this complex sentence contribute to the tone of the paragraph?" (RL.9-10.4). Also in Unit 2, Lesson 4, students read "The Pianist" by Władysław Szpilman in which students must Notice & Note the author's purpose (RL.9-10.6). Following the reading of both mentor texts in Unit 2, Lesson 4, students are then tasked with comparing and contrasting both texts with particular attention paid to the characters, points of view, settings, and authors' purpose for each selection.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Non-negotiable (only reviewed if Criterion 1 is met) **3. COHERENCE OF TASKS:** Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text. ☒ Yes ☐ No	**Required** **3a)** Coherent **sequences of questions and tasks** focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.	**Yes**	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Knowledge is built across the sequence of questions and tasks and supports students in making meaning of complex texts. Tasks and assessments demand the use of multiple texts and require students to build connections among texts that share a theme or topic. In Unit 1, Finding Common Ground, all questions and tasks revolve around the students answering the Essential Question "How can we come together despite our differences?" Students build knowledge and integrate skills through a combination of reading, writing, speaking and listening. These skills can be found in Writing Tasks, Respond, Notice & Note, and other exercises throughout each reading assignment. Lesson activities build upon the text and allow students to complete culminating tasks. In Unit 1, Lesson 1, students read the text "A Quilt of a Country" and work to evaluate the author's use of claims and counterclaims. After analyzing the text, students work with a partner to research a cultural group and respond to the following writing prompt, "State a conclusion about these two

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			cultural groups and how Quindlen's claim relates to your conclusion." This allows students the opportunity to tie in additional research to what they read in the text. In Unit 2, The Struggle for Freedom, students read multiple texts that are centered on the Essential Question "How do people find freedom in the midst of oppression?" Students engage with texts such as "Interview with John Lewis," a NPR Podcast, an excerpt from "Hidden Figures," a historical writing by Margot Lee Shetterly, "The Censors," a short story by Luisa Valenzuela, "Booker T. and W.E.B.," a poem by Dudley Randall, an excerpt from "Reading Lolita in Tehran," a memoir by Azar Nafis, and an excerpt from "Persepolis 2: The Story of a Return" by Margane Satrapi. Additionally, students independently read, "We Wear the Mask," a poem by Paul Laurence Dunbar, "The Prisoner Who Wore Glasses," a short story by Bessie Head, "America's Women: Reforming the World," by Gail Collin, from "Long Walk to Freedom," by Nelson Mandela, and "Eulogy for Martin Luther King Jr." by Robert F. Kennedy. With each of the texts students answer questions and engage in tasks in order to make meaning of the complex texts. At the beginning of the unit, students are provided with a graphic organizer that allows them to gather evidence from each text that

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			addresses the Essential Questions. While engaging with each of the complex texts, questions and tasks require students to closely analyze for meaning, craft, and structure. In Unit 6, Heroes and Quests, students complete varied culminating tasks including a written explanatory essay, participate in collaborative Socratic discussions, and create a movie trailer through a media project. The collection of texts in Unit 6 includes excerpted sections from "The Odyssey," "The Journey," "Siren Song," and multiple informational texts focused on topics that directly impact the theme of heroes and quests. In Unit 6, Lesson 2, Archaeology's Tech Revolution Since Indiana Jones, the materials use an informational text to practice making predictions using evidence from the text. The student answers questions to infer information about the central thesis and conclusion of the text. The coherence of these questions are connected as the unit progresses. In a later informational text titled "The Real Reasons We Explore Space," students generate questions that are used in the later culminating tasks and discussion.
	Required **3b**) Questions and tasks are designed so that students **build, apply, and integrate knowledge and skills** in reading, writing, speaking, listening, and language through quality, grade-level complex texts.	**Yes**	Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and guideposts

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			are added to assist students in building knowledge in preparation for culminating tasks that are designed to activate multiple levels of knowledge. The use of high-quality and grade-level aligned texts supports student growth through the progression of the units. Elements of speaking and listening are integrated throughout the materials in both the student and teacher editions. In Unit 1, Finding Common Ground, students write a personal essay as their end of the unit task. Throughout the unit, students engage in a variety of writing, speaking, and language tasks such as the Close Reading Screencasts, Speaking and Listening Studio, Vocabulary and Grammar Studio, and the Reading and Writing Studio, all of which demonstrate the quality and language of ELA Standards for Grade 9. For example, in Lesson 1, students read, “A Quilt of a Country” by Anna Quindlen in which they compare research through a writing task, discuss their findings with a small group and participate in a collaborative discussion, analyze patterns of word changes, and work with noun clauses. In Lesson 2, students read, “Unusual Normality” by Ishmail Beah and are tasked with writing a summary, debating with a small group, analyzing denotative and connotative meanings, and studying active and passive voice. In Lesson 3, students read “Once Upon a Time,” write a fairy tale,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			present to the class, and analyze words in Latin and prepositional phrases. In Lesson 4, after reading "The Vietnam Wall," students analyze graphic elements and imagery to create an imagery board and present to the class. In Lesson 5, after reading "The Gettysburg Address/Saving Lincoln," students analyze rhetoric and prepare to deliver an oral presentation to the class. They also analyze film and have a panel discussion. In Lessons 7, 8, and 9, students independently read the texts "Making the Future Better, Together," "Oklahoma Bombing Memorial Address," and "Night Calls," to answer comprehension questions about the texts. In Lessons 10 and 11, students write a personal essay and develop a photo essay as their media project. As students further engage with each of the texts within each of the units, questions and tasks follow the same model and procedure where students read and express understanding in writing, speaking and listening, and language.
	Required **3c)** Questions and tasks support students in **examining the language** (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. • Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging	**Yes**	Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).		in varied contexts. The materials contain multiple opportunities for students to examine language conventions while examining word meanings and the relationships between words and phrases as presented in the text selections. Students engage in various levels of vocabulary acquisition throughout the course of the unit and the annotation prompts students to stop, re-read, and annotate with the purpose of a deeper examination of language as it is presented in the text selection. Each unit begins with an Academic Vocabulary section where students have to complete a word network for five academic terms that will be repeated throughout the unit with most texts and incorporated into the culminating writing task. Before reading, students are presented with the Critical Vocabulary section that presents five to ten words that are important to the overall understanding of the text selection. Students also experience a sidebar and footnotes per reading selection where they are further supported with unfamiliar vocabulary within the text being read. Students examine word choices the author makes with language and vocabulary to demonstrate understanding of the author's choices in craft by applying similar choices to writing of their own.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			For example, in Unit 2, The Struggle for Freedom, students complete Word Networks for the Academic Vocabulary words that will be discussed, read, and used for written expression throughout the unit. During the peer review process for the unit culminating writing assignment, partners are encouraged to identify the use of Academic Vocabulary in their partner's writing. Unit 5, A Matter of Life or Death, provides multiple opportunities for students to examine language in the context of the text. Specifically, when students engage with the text, "Is Survival Selfish?" an argument by Lane Wallace, students work with critical vocabulary words: laud, transfix, consume, berate, and edict. To begin, students practice determining and applying the meaning of the words based on context within the text. Then students learn to identify synonyms as a vocabulary strategy to use when they are faced with a complex text and difficult words. Students are given the opportunity to use a thesaurus to find at least two synonyms for the word that would best fit the context of how the critical vocabulary is used in the text. Finally, students practice applying the new vocabulary by writing a sentence with each of the critical vocabulary words. Later, students respond to the essential question and integrate at least one of the critical vocabulary words into their response.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts 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 *Indicator for grades K-5 only** **4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-1 only **4b)** Materials provide grade-appropriate instruction and practice for the basic **features of print** (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-1 only **4c)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4d)** Materials provide systematic and explicit **phonics** instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4e)** Materials provide multiple opportunities and practice for students to master grade appropriate **high-frequency irregular words using** multisensory techniques.	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4f)** Resources and/or texts provide ample **practice** of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent	**N/A**	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.		
	Required *Indicator for grades K-5 only **4g)** Opportunities are frequently built into the materials that allow for students to achieve reading **fluency** in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate **rate, expressiveness, and accuracy**.	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4h)** Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4i)** Materials provide **instruction and practice in word study**. • In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* • In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.	**N/A**	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required *Indicator for grades K-2 only **4j)** Materials provide opportunities for teachers to **assess** students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4k)** Foundational Skill materials are **abundant and easily implemented** so that teachers can spend time, attention and practice with students who need foundational skill supports.	**N/A**	Not applicable for this grade level.
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☐ Yes ☐ No	**Required** **5a)** Materials seek a **balance in instructional time between literature and informational texts.** (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.		See EdReports for more information.
	Required **5b)** Materials include print and/or non-print texts in a **variety** of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).		See EdReports for more information.
	5c) Additional materials provide direction and practice for regular, **accountable independent reading** of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		See EdReports for more information.
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:	**Required** **6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☐ Yes ☐ No	measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.[6]		
	Required *Indicator for grades 3-12 only **6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.		See EdReports for more information.
	Required **6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing).		See EdReports for more information.
	Required **6d)** Materials address the **grammar and language** conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. • For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own		See EdReports for more information.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.		
	Required **8c)** Materials include **guidance and support** that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.		See EdReports for more information.
	Required **8d)** Materials provide additional supports for expressing understanding through **formal discussion and writing development** (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).		See EdReports for more information.
	Required **8e)** Materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.		See EdReports for more information.
	Required **8f)** Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		See EdReports for more information.
	8g) The content can be **reasonably** completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. ***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. ***Tier 3 ratings*** receive a "No" for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I. K-12 Non-negotiable Criteria of Superior Quality[7]	1. Quality of Texts	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet Grade 9 ELA standards. Texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	**Yes**	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity

[7] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	**Yes**	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Knowledge is built across the sequence of questions and tasks and supports students in making meaning of complex texts. Tasks and assessments demand the use of multiple texts and require students to build connections among texts that share a theme or topic. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)[8]	4. Foundational Skills	**N/A**	Not applicable for this grade level.

[8] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
III. Additional Criteria of Superior Quality[9]	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

*As applicable

[9] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier I rating.

DEPARTMENT of EDUCATION
Louisiana Believes

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

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

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



Title: **Into Literature**

Grade: **English II**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

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

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

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

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

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

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

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

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

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

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

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

[4] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.
[5] For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY **Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.**			
Non-negotiable **1. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**Required** **1a)** Materials provide texts that are **appropriately complex** for the identified grade level according to the requirements outlined in the standards. • **A text analysis that includes complexity information is provided.** Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades **K-2, extensive read-aloud** texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. The materials include a qualitative and quantitative complexity text analysis in the Teacher's Edition in the "Planning" section at the beginning of each text. The resource demonstrates that materials are appropriate in complexity for students in Grade 10. In Unit 1, Ourselves and Others, the mentor text, "By Any Other Name," is a memoir that has a Lexile score of 1120L which meets grade level text complexity requirements. The structure of the text is complex because it offers dual perspectives. Qualitative measures include somewhat complex story concepts, complex and varied language, and cultural and historical references essential to understanding. Texts in Unit 3, The Natural World, fall between moderately complex and very complex based upon the qualitative measure and the Lexile levels range from 910L to 1300L. The following text titles are included in Unit 3: "My Life as a Bat" by Margaret Atwood (1020L) which includes

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			multiple levels of meaning and multiple themes, “Joyas Voladoras” by Brian Doyle (1170L) which includes implied meanings and extended metaphor, and “Find Your Park” by National Park Service which includes cultural and historical references. In Unit 4, Hard Won Liberty, students read “Letter From Birmingham Jail” by Martin Luther King, Jr. Students read this argumentative letter and analyze how the author develops his argument and uses rhetorical devices to make it powerful and memorable. The text has a quantitative measure of 1190L and qualitative measure indicates that the text is complex due to the use of unfamiliar, academic, or domain-specific words, as well as complex sentence structures. Knowledge demands are also complex due to specialized knowledge required, complex civics concepts, and the use of many religious references. In Unit 6, Absolute Power, students read “The Tragedy of Macbeth” by William Shakespeare to analyze elements of a drama, including character and theme. Quantitative measures are not applicable because the text is a play, but qualitative measures describe the text as somewhat complex due to the use of archaic, unfamiliar language and sentence structures, multiple levels of meaning and implicit themes, and unfamiliar experiences and situations. Students also read “The

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Macbeth Murder Mystery," a short story by James Thurber. Students analyze the author's use of satire and use of genre and language to make connections between texts. While the quantitative measure is low, measuring 580L, the qualitative measure is somewhat complex due to the unfamiliar language and sentence structure the author uses.
	Required **1b)** At least 90% of texts are of **publishable quality** and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	**Yes**	At least 90% of texts are of publishable quality and offer rich opportunities for students to meet Grade 10 ELA standards. Texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. In Unit 1, Ourselves and Others, students read "By Any Other Name" which is a text about Santha Rama Rau and Premila, her eight-year-old sister, being sent to an Anglo-Indian school. As Indians, they are looked down upon and are expected to adopt British cultural norms. When Premila is told that Indian children cheat on tests, she takes herself and Santha out of school. It is a memoir where the writer of a memoir tends to reflect more upon the meaning of the experience and to present details and insights that point to a particular theme. In Unit 4, Hard-Won Liberty, students read the poem "Elsewhere" by Literary Nobel Prize winner Derek Walcott. The author has

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			many other notable works all of which have been published. Students also read, “The Hawk Can Soar” by Randi Davenport, and “The Briefcase” by Rebecca Makkai, both of publishable quality by published authors. In Unit 5, Responses to Change, a majority of the texts are well-crafted, independently published, and are not originally intended for instructional use. The materials include an excerpt from “Total Eclipse” by Annie Dillard which was written as a personal account in response to viewing a solar eclipse. The text covers the experience of a total eclipse as something that is “unlike anything you would imagine, even if you knew every detail of what would happen and why.” The author provides a poetic description that illustrates the total eclipse as “a dramatic experience that can alter perceptions, affect emotions, and make people feel dislocated in time and space.” There are no indications of this text being written to be used as instructional materials which is why it offers rich opportunities for students.
	Required **1c)** Materials provide a **coherent sequence or collection of connected texts** that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. • In grades **K-2**, the inclusion of read-aloud texts in addition to what students can read themselves	**Yes**	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Essential questions are presented to guide student understanding of text sets throughout the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.		materials. The materials provide opportunities for students to engage in reading, writing, listening, speaking, and language connected to central topics and themes. Text sets connect topics throughout multiple lessons and offer opportunities for student reflection based upon the central themes of the unit. Materials provide students the opportunity to build vocabulary knowledge as well. Vocabulary is discussed and read within texts. Students also acquire word knowledge by completing Word Network activities in which students are asked to identify synonyms, antonyms, and related forms of words found within unit texts. In Unit 1, Ourselves and Others, the essential question is “How do we engage with others while staying true to ourselves?” Students explore how people interact with people who agree and disagree with each other while still staying true to their own beliefs. At the end of the unit, students write a personal essay that asks them to reflect on a significant event in their lives. Unit texts revolve around the essential question and require students to read fiction and nonfiction texts to build their knowledge so that they can demonstrate their understanding at the end of the unit writing task in which students are tasked with writing a personal essay, a short work of nonfiction in which the writer expresses an opinion or provides insight

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			based on personal experiences. For an example of a well written personal essay, students review, “By Any Other Name.” Students also end Unit 1 with a reflection task that directly requires them to revisit the Essential Question and reflect on their reading throughout the whole unit and the culminating writing task. In Unit 2, How We See Things, texts build an understanding and knowledge of the connected theme of the effect of a person’s personal point of view. Students engage with multiple texts to answer the essential question, “How does our point of view shape what we think we know?” At the end of the unit, students write a short story that is surprising, suspenseful, and focuses on a plot where things are not at all what they seem. To gain the understanding and knowledge to complete the culminating tasks, students engage with a range of texts that are centered around perspective and how to learn from that perspective. First, students engage with the text “Coming to Our Senses,” a science essay by Neil deGrasse Tyson, in which Tyson provides an explanation of how the five senses can allow humans to perceive much about the world around us and yet there is a need to develop scientific instruments that enhance and augment the senses so as to not become overly dependent on the five senses to understand the world. After

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			reading the text, students respond to the essential question in writing by considering how we use our senses to understand the world, how scientific instruments help us learn, and why we should be open to learning more about our world. Next in the unit, students engage with the Mentor Text “The Night Face Up” written by Julio Cortázar. While reading, students are instructed to pay attention to the details that help develop a mental image of the story’s two cultural and historical settings. Students then write a one-page analysis of the story’s theme or central message about human nature or the human experience. As students write the short story for the culminating writing tasks, they refer to the Mentor Text to make choices similar to that of Julio Cortázar in their own writing. For example, students analyze a section of the text for the author’s craft noting that “sensory and descriptive details can be very effective in evoking a setting. Note the way the author uses an appeal to the sense of smell when introducing the Aztec setting in 'The Night Face Up.'” Then students apply what they have learned to their own writing and are instructed to “Be creative in your use of sensory and descriptive details when you describe your setting.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **1d)** Within a sequence or collection, quality texts of grade level complexity are selected for **multiple, careful readings** throughout the unit of study. These texts are revisited as needed to support knowledge building.	**Yes**	Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. The materials have close reading and analysis tasks built in to ensure that multiple readings support a student's ability to build knowledge throughout the course of the unit. Notice and Note opportunities are employed in the materials to provide multiple opportunities for students to reread and cite evidence in support of student created written responses. For example, students read each text and pause at various "signposts" to analyze vocabulary; language; details such as setting and conflict; and author's choices. In this way, students engage in close reading of the text and have to return to a particular paragraph or section, requiring students to reread important parts of the text for better understanding. Additionally, when responding to the Essential Question of the unit students are redirected back to the text and their annotations. In Unit 1, Ourselves and Others, students read the speech "By Any Other Name" by Abraham Santa Rama Rue. Students analyze historical content before reading the memoir to build background knowledge. As students read, they analyze the author's purpose and audience, historical content, and contrasts and contradictions. After reading the text initially, students have to refer back to the text in order to complete

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the check for understanding and then analyze the text questions which require students to cite text evidence, such as "What do the headmistress's gestures and expressions tell you about her motivation for changing the girls' names? Support your responses with evidence from the text." Furthermore, the materials ask students to build knowledge by analyzing critical vocabulary and vocabulary strategies, and language conventions, such as "Think of an exciting or striking experience you had. Write a few sentences using appropriate verb tenses to describe the experience, events that came before it, and your current perspective on it." In Unit 3, The Natural World, students read, "My Life as a Bat," a short story by Margaret Atwood to answer the Essential Question, "What effect do we have on nature, and how does nature affect us?" As students read, they analyze the structure of the text by identifying: exposition, rising action, climax, falling action, and resolution of the narrative structure. Students also use the short story to analyze the author's use of language. Students strengthen their understanding of figurative language and sensory descriptions to build knowledge for additional texts they will read later in the unit. In Unit 5, "Responses to Change," students read the Mentor text, and excerpt from

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			"The Fever," science writing by Sonia Shah, to learn about the impact of malaria on mankind and its resistance to treatment and vaccines. After reading, students analyze the text with text-dependent and text-specific questions, which requires students to return to the text to cite textual evidence to answer questions. Then, as a group, students identify a process provided in the text for preventing the spread of specific diseases. Students then respond to the essential question by re-reading the text and reviewing annotations and notes made during the reading.
Non-negotiable (only reviewed if Criterion 1 is met) **2. TEXT-DEPENDENT QUESTIONS:** Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. ☒ Yes ☐ No	**Required** **2a)** A **majority of questions in the materials are text dependent and text specific**; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Students are required to provide both written and spoken responses at multiple "signposts" throughout the collection and unit. The questions require students to cite evidence from the text to support their claims in both spoken and written responses. In Unit 1, students read the mentor text "By Any Other Name" by Santha Rama Rau. Within the Analyze the Text section, students write a response to the question, "Based on the last paragraph, explain how Santha views the conflict with the headmistress. How does this view the author's purpose for writing this memoir?" Students analyze how a text's historical and cultural context is related to the author's

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			perspective and purpose for writing, conduct research about a person who has changed his or her name, write a poem about the importance of their own name, discuss why names matter, use foreign words that have entered the English language, and analyze and use verb tenses. In Unit 2, How We See Things, the majority of the questions in the materials are text dependent and text specific. Students engage with the text "Mirror," a poem by Sylvia Plath. While reading, students respond to the following prompts and questions, "Highlight the words that help you identify and understand the speaker. Why does the speaker claim 'I am not cruel, only truthful?' Do you agree with the speaker? Why or why not? What does the mirror compare itself to in the second stanza? Highlight the words and phrases that help you understand this comparison. How would you describe the mirror's attitude toward the woman?" Additionally, students discuss text dependent and text specific questions. For example, students complete the following task, "The speaker in 'Mirror' says that the woman is searching for 'what she really is.' In a small group, discuss whether mirrors show people the most accurate versions of themselves. Use details from the poem and personal experience to support your ideas."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **2b)** Questions and tasks include the **language of the standards and require students to engage in thinking at the depth and complexity** required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)	**Yes**	Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. Higher order thinking is required by students as collections unfold furthering students to higher level thinking and application through tasks, written responses, and spoken responses. Tasks and questions are consistent with Louisiana Student Standards for ELA. The use of grade level standard language is included in the student prompts allowing students to engage directly with the language of the standard when completing tasks and writing text dependent answers. In Unit 1, Ourselves and Others, students read, “Texas vs. Johnson, Majority Opinion” and “The American Flag Stands for Tolerance'' and complete the analysis of the texts’ questions, such as “A logical fallacy is an error in reasoning. Suppose Allen had included this sentence in his editorial: Anyone who wants to throw flag burners in jail is obviously not a supporter of the Constitution. In what way is this statement a fallacy? How would this sentence have affected Allen’s argument? Support your responses with evidence from the text.” This question includes language from Standard RI.10.8 in which students are expected to delineate and evaluate the argument and specific claims in a text and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			ascertain whether the reasoning is valid and the evidence is relevant and sufficient. In Unit 4, Hard Won Liberty, students read "Letters from Birmingham Jail" and complete Analyze the Text questions such as, "King says that 'This "Wait" has almost always meant "Never."' To what does he refer, and how does he defend his position? Support your response with evidence from the text." This question includes language from the Standard RI.9-10.4 where students are expected to explain how specific word choices affect the meaning and tone of a text. In Unit 5, Response to Change, students read an excerpt from "The Fever" a science writing by Sonia Shah. After reading the text, students respond to questions such as, "What historical allusions does the author make? How do these allusions contribute to the tone of the essay?" This question is aligned to Standard RL.9-10.4 and focuses on how figurative language contributes to the tone.
Non-negotiable (only reviewed if Criterion 1 is met) **3. COHERENCE OF TASKS:** Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts	**Required** **3a)** Coherent **sequences of questions and tasks** focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.	**Yes**	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations; making connections among the texts in the collection; and expressing their understanding of the topics, themes, and ideas presented in the texts. Knowledge is built across the sequence of questions and tasks and supports students in making meaning of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text. ☒ Yes ☐ No			complex texts. Tasks and assessments demand the use of multiple texts and require students to build connections among texts that share a theme or topic. In Unit 2, How We See Things, students engage with the following texts: “Coming to Our Senses,” a science essay by Neil deGrasse Tyson; “The Night Face Up,” a short story by Julio Cortázar; “Mirror,” a Poem by Sylvia Plath; “The World as 100 People,” an infographic by Jack Hagley; and “A Contribution to Statistics,” a poem by Wisława Szymborska. Students also choose to independently read one or more of the following texts: “Before I got my eye put out,” a poem by Emily Dickinson; “What Our Telescopes Couldn’t See,” an essay by Pippa Goldschmid; an excerpt from “Big Bang: The Origin of the Universe,” an informational text by Simon Singh; and “By the Waters of Babylon,” a short story by Stephen Vincent Benét. With each of the texts, students answer questions and engage in tasks in order to make meaning of the complex texts. At the beginning of the unit, students are provided with a graphic organizer that allows them to gather evidence from each text that addresses the Essential Questions. While engaging with each of the complex texts, questions and tasks require students to closely analyze for meaning, craft, and structure.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			As students progress through each of the texts, they respond to a series of questions and tasks that go from reading to analyzing to synthesizing and creating. For example, when reading, ''Coming To Our Senses,'' a scientific essay by Neil deGrasse Tyson, students answer questions to analyze tone such as, “Highlight the humorous image about bats that the author presents,” and “Why might the author begin a serious scientific essay with a humorous image?” Afterward, students answer 1-3 multiple choice questions in the Check for Understanding section of the activity. Students then analyze the text by responding to 1-5 constructive response questions which require students to cite textual evidence. Students also analyze language and vocabulary as it is used in the text. Students continue by working in groups to discuss the texts and to respond on a long writing task. After completing this work with all texts, students then use their built knowledge and annotations from the Unit Opener Graphic Organizer to organize ideas and complete the culminating writing task, which consists of a writing and speaking and listening task in response to the Essential Question of the Unit. In Unit 3, The Natural World, students conduct an analysis of “The Seventh Man,” a short story by Haruki Murakami. Students begin the unit with a discussion on

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			predictions to set the stage for the reading of the text. Students then listen to a mentor read-aloud by the teacher in paragraph 38. Students speak to discuss the plot structure of the work and read the story with the purpose of analyzing figurative language. Finally, students write a vignette to demonstrate their understanding of the mentor text. In the Unit 3 analysis of "The Seventh Man" by Haruki Murakami, students complete a series of analysis signposts throughout their reading of the text. Students then read the poem "Carry,'' by Linda Hogan, answering a series of text analysis questions based on their understanding of both texts, including a series of compare and contrast questions.
	Required **3b**) Questions and tasks are designed so that students **build, apply, and integrate knowledge and skills** in reading, writing, speaking, listening, and language through quality, grade-level complex texts.	**Yes**	Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level, complex texts. Questions and guideposts are added to assist students in building knowledge in preparation for culminating tasks that are designed to activate multiple levels of knowledge. The use of high-quality and grade-level aligned texts supports student growth through the progression of the units. Elements of speaking and listening are integrated throughout the materials in both the student and teacher editions. In Unit 1, Ourselves and Others, students write a personal essay as their end of the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			unit task. Throughout the unit, students engage in several different types of writing, speaking, and language tasks in the Close Reading Screencasts, Speaking and Listening Studio, Vocabulary and Grammar Studio, and the Reading and Writing Studio, all of which demonstrate the quality and language of ELA Standards for Grade 10. For example, students read, “What, of this Goldfish, you wish?,” to write a fable that includes an archetype and teaches a lesson and presents a fable, incorporating expression, gestures, and visuals. Students use context clues to define unfamiliar words and phrases, adjust writing for audience and purpose, and show comprehension of a short story through basic reading skills, such as rereading and retelling. In Lesson 2, students read “By Any Other Name,” to conduct research about a person who has changed his or her name. Then they write a poem about the importance of their own name and discuss why names matter. Students use foreign words that have entered the English language and analyze and use verb tenses. In Lesson 3, students read “Without Title,” to conduct research about changes in the lives of Native Americans and evaluate the credibility and accuracy of the sources used. Then, students write a narrative based on the poem “Without Title” and present the narrative as an interpretive reading for the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			class. Students contribute to class discussions about how listening to a poem and identifying its tone can lead to better understanding. In Lesson 4, after reading "Texas vs. Johnson Majority Opinion," students research First Amendment court cases, write a comparison of formal documents, and create a presentation on the First Amendment. Then students read "American Flag Stands for Tolerance" where they research opinions to evaluate credibility and bias, write a letter to the editor that cites evidence, and participate in a class debate using opinions and evidence they gathered over the course of the unit. Finally, students complete the Collaborate and Compare section of the unit and respond to the prompt that asks them to, "Research what experts do to de-escalate heated conflicts. Take notes on recommended strategies that you think might be effective." As students further engage with each of the texts within each of the units, questions and tasks follow the same model and procedure where students read and express understanding in writing, speaking and listening, and language.
	Required **3c)** Questions and tasks support students in **examining the language** (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.	**Yes**	Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	• Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).		advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. The materials contain multiple opportunities for students to examine language conventions while examining word meanings and the relationships between words and phrases as presented in the text selections. Students engage in various levels of vocabulary acquisition throughout the course of the unit and the annotation prompts students to stop, re-read, and annotate with the purpose of a deeper examination of language as it is presented in the text selection. Each unit begins with an Academic Vocabulary section where students have to complete a word network for five academic terms that will be repeated throughout the unit with most texts and incorporated into the culminating writing task. Before reading, students are presented with the Critical Vocabulary section that presents five to ten words that are important to the overall understanding of the text selection. Students also experience a sidebar and footnotes per reading selection where they are further supported with unfamiliar vocabulary within the text being read. Students examine word choices the author makes with language and vocabulary, to demonstrate understanding of the author's

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			choices in craft by applying similar choices to writing of their own. For example in Unit 2, How We See Things, Unit Opener, students are introduced to Academic Vocabulary terms that will be used throughout the unit. Specifically when reading, "Coming to Our Senses" by Neil deGrasse Tyson, students examine the language of the text by responding to the following questions and tasks: "Do you believe it is important for humans to continue to explore space? Write one or two paragraphs that express your position on this issue, supporting your thinking with evidence and examples. Use parallel structure both within a sentence and between sentences by starting or ending two sentences in similar ways. When you are finished, share your sentences with a partner. Ask your partner to mark the examples of parallel structure." Additionally, students are asked to "Demonstrate an understanding of each Critical Vocabulary word by responding to each question and explaining your answer. Use a dictionary or the definitions in the text to help you understand the meanings of the words." Texts in this unit also provide multiple opportunities for students to examine language in the context of the text. Students are also encouraged to use the Academic Vocabulary in both class and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			group discussion. By the end of the unit, students write a short story as an end of unit assessment. During the revision process, students work with a partner to evaluate each other's drafts. Partners are instructed to use academic vocabulary in both their partner discussion and in identifying needed revisions for their partner's short story. Students then edit their writing incorporating language acquired in the unit.
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.	**Required *Indicator for grades K-5 only** **4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-1 only **4b)** Materials provide grade-appropriate instruction and practice for the basic **features of print** (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-1 only **4c)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4d)** Materials provide systematic and explicit **phonics** instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to	**N/A**	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).		
	Required *Indicator for grades K-5 only **4e)** Materials provide multiple opportunities and practice for students to master grade appropriate **high-frequency irregular words using** multisensory techniques.	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4f)** Resources and/or texts provide ample **practice** of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4g)** Opportunities are frequently built into the materials that allow for students to achieve reading **fluency** in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate **rate, expressiveness, and accuracy**.	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4h)** Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4i)** Materials provide **instruction and practice in word study**. • In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound	**N/A**	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	symbol relationships of English. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* • In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.		
	Required *Indicator for grades K-2 only **4j)** Materials provide opportunities for teachers to **assess** students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4k)** Foundational Skill materials are **abundant and easily implemented** so that teachers can spend time, attention and practice with students who need foundational skill supports.	**N/A**	Not applicable for this grade level.
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☐ Yes ☐ No	**Required** **5a)** Materials seek a **balance in instructional time between literature and informational texts.** (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.		See EdReports for more information.
	Required		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	5b) Materials include print and/or non-print texts in a **variety** of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).		
	5c) Additional materials provide direction and practice for regular, **accountable independent reading** of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		See EdReports for more information.
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☐ Yes ☐ No	**Required** **6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.[6]		See EdReports for more information.
	Required *Indicator for grades 3-12 only **6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.		See EdReports for more information.
	Required **6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.		See EdReports for more information.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing).		
	Required **6d)** Materials address the **grammar and language** conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. • For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction as a way to develop more complex sentence structure and usage.		See EdReports for more information.
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☐ Yes ☐ No	**Required** **7a)** Materials use **varied modes of assessment**, including a range of pre-, formative, summative and self-assessment measures.		See EdReports for more information.
	Required **7b)** Materials **assess student understanding of the topics, themes, and/or ideas** presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.		See EdReports for more information.
	Required **7c)** Aligned **rubrics or assessment guidelines** (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.		See EdReports for more information.
	Required **7d)** Measurement of progress via assessments include **gradual release of supporting scaffolds** for students to measure their independent abilities.		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7e) Materials assess student proficiency using methods that are **unbiased and accessible** to all students.		See EdReports for more information.
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. ☐ Yes ☐ No	**Required** **8a)** As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with **understanding the text** itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.		See EdReports for more information.
	Required **8b)** Materials **do not confuse or substitute** mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.		See EdReports for more information.
	Required **8c)** Materials include **guidance and support** that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.		See EdReports for more information.
	Required **8d)** Materials provide additional supports for expressing understanding through **formal discussion and writing development** (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).		See EdReports for more information.
	Required **8e)** Materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **8f)** Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		See EdReports for more information.
	8g) The content can be **reasonably** completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.		See EdReports for more information.
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. ***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. ***Tier 3 ratings*** receive a "No" for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I. K-12 Non-negotiable Criteria of Superior Quality[7]	1. Quality of Texts	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet Grade 10 ELA standards. Texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through

[7] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	**Yes**	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	**Yes**	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Knowledge is built across the sequence of questions and tasks and supports students in making meaning of complex texts. Tasks and assessments demand the use of multiple texts and require students to build connections among texts that share a theme or topic. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)[8]	4. Foundational Skills	**N/A**	Not applicable for this grade level.
III. Additional Criteria of Superior Quality[9]	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

*As applicable

[8] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.
[9] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier I rating.

DEPARTMENT of EDUCATION
Louisiana Believes

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

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

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



Title: **Into Literature**

Grade: **English III**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

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

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

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

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

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

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

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

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

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

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

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

[4] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.
[5] For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY **Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.**			
Non-negotiable **1. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**Required** **1a)** Materials provide texts that are **appropriately complex** for the identified grade level according to the requirements outlined in the standards. • **A text analysis that includes complexity information is provided.** Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades **K-2, extensive read-aloud** texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. The materials include a qualitative and quantitative complexity text analysis in the Teacher's Edition in the "Planning" section at the beginning of each text. The resource demonstrates that materials are appropriate in complexity for students in Grade 11. The units are composed of a broad range of complexities that build toward the culminating task of the unit. The essential questions of the unit guide the focus of reading the included texts. The texts meet both qualitative and quantitative measures of complexity for Grade 11. For example, in Unit 1, Foundations and Encounters: Early American Literature, students read "The World on the Turtle's Back" which has a Lexile measure of 850. Qualitatively, the text is considered complex due to its use of symbolism and the greater demand for students to make inferences while reading. Knowledge demands are deemed complex due to the complexity in theme due to experiences that may be unfamiliar to many students and the need

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			for prior knowledge in the cultural and historical references made in the text. Unit 3, the materials feature "The Minister's Black Veil," by Nathaniel Hawthorne, as an anchor text. This short story measures a 1260L which is of appropriate complexity for the grade level. Multiple levels of meaning and symbolism are present in this selection making it rigorous enough for Grade 11. In Unit 4, The Quest for Freedom, the mentor text, "Declaration of Sentiments," by Elizabeth Cady Stanton, has a quantitative measure of 1430L which meets grade level complexity requirements. Appropriately complex texts within Unit 5, America Transformed, include, "The Story of an Hour," by Kate Chopin, with a Lexile of 970. While this text measures below grade level quantitatively, the theme of the text is complex and multiple meanings are present which will require students to engage in high order rigorous thinking on an independent level. "Why Everyone Must Get Ready For The Fourth Industrial Revolution," by Bernard Marr, has a Lexile of 1320L. This text is qualitatively complex due to some implied meaning which requires inferential reasoning, as well as complex structures which deviate from chronological or sequential order.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **1b)** At least 90% of texts are of **publishable quality** and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	**Yes**	At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. For example, in Unit 1, Foundations and Encounters: Early American Literature, students read "A Desperate Trek Across America," an informational text by historian Andrés Reséndez, who specializes in Mexican history, which gives an account of a group of 250 Spanish conquistadors stranded on the coast of Florida in 1528. Students also read the poem, "Here Follow Some Verses Upon the Burning of Our House, July 10th, 1666" by Anne Bradstreet. Bradstreet is noted as being the most prominent Early English poet and the first writer in England's North American colonies to be published. In Unit 2, Building a Democracy, students engage with public, historical documents such as "The Declaration of Independence." Students engage with published commentary on historical people and events such as "Thomas Jefferson: The Best of Enemies," by American writer Ron Chernow, journalist, historian, and biographer. "A Soldier for the Crown," a short story by Charles Johnson, National Book Award for Fiction winner and American Literature Association member. "Abigail Adams; Last

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Act of Defiance" by Woody Holton in which he won the Bancroft Prize. In Unit 4, Students read "Runagate, Runagate," written by American poet, essayist, and educator, Robert Hayden, in multiple voices. Robert Hayden's poem depicts the Underground Railroad, which helped lead escaped slaves to freedom in the 1800s. Students also read, "An Occurrence at Owl Creek Bridge" a short story by American short story writer, journalist, and poet, Ambrose Bierce.
	Required **1c)** Materials provide a **coherent sequence or collection of connected texts** that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. • In grades **K-2**, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.	**Yes**	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. In the Teacher's Edition of Unit 1, Foundations and Encounters, the essential questions include: "Why are we bound to certain places? What motivates people to explore the unknown? What does it mean to be a stranger in a strange land? What happens when cultures collide?" Students explore early American literature. By the end of the unit, students write a literary analysis essay related to one of the essential questions. All of the texts in the unit revolve around the essential question and require students to read fiction and nonfiction texts to build their knowledge so that they can demonstrate their understanding at the end

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			of the unit writing task. During the task, students complete the following prompt: "Write a literary analysis explaining how your chosen selection connects with the idea of being a stranger in a strange land or unfamiliar surroundings." Some text titles include, but are not limited to, "The World on the Turtle's Back," a myth written by Iroquois Storytellers; "Balboa," a short story by Sabina Murray; "A Desperate Trek Across America," an article by Andrés Reséndez; and "Here Follow Some Verses Upon the Burning of Our House, July 10th, 1666," a poem by Anne Bradstreet. Students also end Unit 1 with a reflection task that directly requires them to revisit the essential question, and reflect on their reading throughout the whole unit and the culminating writing task. Text sets build understanding and knowledge of a connected topic and tasks connect topics and ideas across multiple lessons. For example, the texts in Unit 2, Building a Democracy, are centered around essential questions that provide an opportunity for deeper exploration. This unit focuses on the revolutionary time period, and presents multiple essential questions for students to analyze the texts, including: "What does oppression look like? How do we gain our freedom? How can we share power and build alliances? How do we transform our lives?" Students explore the following texts in an order which allows

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students to understand and build knowledge about the topic of building America's democracy. After a historical introduction to the Revolutionary period, students begin the unit with the “Declaration of Independence''. With this text, students explore the essential question “How do we gain our freedom?” Students read the text, analyze structure, analyze arguments made by the colonists, and apply critical vocabulary. After reading, students research laws passed by the British government that are referenced in the Declaration in an effort to determine the colonists' response to these laws. The tasks and questions students engage with in this text lay the foundation for the beginning of American democracy. Students then engage with “Thomas Jefferson: The Best of Enemies,” by Ron Chernow. This text explores the essential question “How can we share power and build alliances?” The text outlines the two visions produced by Hamilton and Jefferson and the clash between these two divergent views of the country’s future. Students also engage with the “Federalist Papers'' which are referred to in the text to further understand the foundations of American Democracy. Students continue to engage with texts from various perspectives that reveal how American democracy came to exist today.
	Required **1d)** Within a sequence or collection, quality texts of grade level complexity are selected for **multiple, careful readings**	**Yes**	Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	throughout the unit of study. These texts are revisited as needed to support knowledge building.		needed to support knowledge building. The materials have close reading and analysis tasks built in that ensure that multiple readings support a student's ability to build knowledge throughout the course of the unit. Signposts are employed in the materials to provide multiple opportunities for students to reread and cite evidence in support of student created written responses. For example, in Unit 1, students read "A Desperate Trek Across America," an article by Andrés Reséndez. Students analyze elements of an informational text before reading the article to build background knowledge of the text format. As students read, they analyze and evaluate evidence, historical content, and language conventions. After reading the text initially, students refer back to the text in order to complete the check for understanding and then analyze the text questions which require students to cite text evidence such as, "The author includes descriptions of 'makeshift vessels' manufactured using 'jury-rigged' tools. How do these descriptions affect your perception of the situation? Support your response with evidence from the text." Furthermore, the materials ask students to build knowledge by analyzing critical vocabulary, vocabulary strategies, and language conventions such as, "Write three of your own sentences about Cabeza de Vaca's experience using the examples as

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			models. Use a mix of infinitives and infinitive phrases. Write one example of each type of function—noun, adjective, and adverb." In Unit 2, Building a Democracy, after the initial read and check for understanding of the texts, students read specific sections of the texts to analyze for details, structure, and language. For example, within the unit students read "A Soldier For The Crown," a short story by Charles Johnson. After reading the text and checking for understanding, students respond to the text by analyzing vocabulary and language usage. When analyzing vocabulary, students refer back to the selection to locate the critical vocabulary (capacity, belatedly, unalienable, elusive) to understand the context so that they can identify the base word and at least three other words that can be formed by adding other prefixes or suffixes. Then, when analyzing language conventions, students complete the following task: "Read the passage from the story that includes the escape from the Selby farm. Write a third-person narrative of what the three characters did to prepare and to flee. Use a mix of singular and compound subjects and choose the correct verb form to show subject-verb agreement." Students must re-read the text and identify examples of subject-verb agreements within the specific section in order to apply the skill to their own writing.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Non-negotiable (only reviewed if Criterion 1 is met) **2. TEXT-DEPENDENT QUESTIONS:** Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. ☒ Yes ☐ No	**Required** **2a)** A **majority of questions in the materials are text dependent and text specific**; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses. Most questions, tasks, and assignments are text dependent/specific, requiring students to engage with the text directly that builds to a culminating writing task which integrates skills to demonstrate understanding. The majority of the questions are text dependent, require the students to analyze the author's craft, and reinforce their response with evidence from specific texts they were required to read. For example, in Unit 4, students read, "Runagate Runagate," by Robert Hayden. Students analyze the poem for voice, research historical figures for deeper understanding of allusion, paraphrase the text to maintain meaning, present research aloud to a group, examine connotations of synonyms, and analyze language for allusions. For the culminating writing task, students compose an argument. Students are prompted to "Write an argument in which you identify a current barrier to self-determination and specify what should be done to remedy it, so that self-determination is possible for more members of our society." Students must be able to find and cite relevant evidence and adapt their argument for a debate upon completion. In the beginning of the unit, students build their background knowledge

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			of slavery during the Civil War as they read "The Civil War And Its Aftermath" and complete check your understanding questions such as "Which of the following freed slaves in the South?" Students then read the speech, "Second Inaugural Address," by Abraham Lincoln. Materials include writing tasks for students to analyze the author's argument, cite evidence to support it, and identify the author's call to action. Students are asked to conduct research about opposing consequences of the Civil War and write a letter responding to Lincoln's address. Students answer text questions such as "An ethical appeal is a kind of appeal in which a writer links a claim to a widely accepted value. How does Lincoln use ethical appeals to build his argument? Cite text evidence in your response." Students study photographs from the Civil War in Unit 4 and answer questions such as "Choose two of the images. How do these photos and captions present the experience of the Civil War? Do they present it similarly or differently? Explain." In Unit 5, America Transformed, the majority of the questions require students to refer to the text and cite textual evidence in responses. For example, students engage with texts such as "The Story of An Hour," a short story by Kate Chopin. While engaging with the text, students answer questions such as: "Which type of third-person narrator is Chopin using? What is the effect

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			of this point of view? How do you think Mrs. Mallard will cope after learning about the death of her husband? How does this sentence create mood and convey Mrs. Mallard's feelings? How does the author's use of third-person point of view affect your understanding of the plot and conflict?" Finally, students are presented the following prompt: "Write a brief story that takes place in an hour. You can review your Quick Start notes for ideas. Decide what point of view you will use to tell your story. Think about what impact the point of view might have on how you reveal events. Include a main conflict and a resolution. Create realistic characters and an interesting setting. Think about the theme, or message, you want to share. Consider how the resolution of the conflict can suggest the theme."
	Required **2b)** Questions and tasks include the **language of the standards and require students to engage in thinking at the depth and complexity** required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)	**Yes**	Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. In Unit 1, students read, "Of Plymouth Plantation," a historical narrative by William Bradford. Students complete the analysis of the questions such as "What does the Mayflower Compact explicitly say? What does it suggest through its careful diction, or word choice, and tone? Support your responses with evidence from the text." This question includes language from standard

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			RI.11-12.4 where students are expected to determine the meanings of words or phrases as they are used in a text and analyze the cumulative impact of specific word choices on the meaning and tone. In Unit 2, Building a Democracy, questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity within the Declaration of Independence. For example, students answer the following question, "In the final paragraph, what tone is created by Jefferson's use of the word 'all' several times, as well as the phrase 'totally dissolved'?" which reflects the language and intention of the standard RI.11-12.4. Additionally, students answer "What details in paragraph 2 present justification for his thesis? Explain. How do the examples of Jefferson's syntax strengthen his argument? How does the syntax in paragraph 2 add to the persuasiveness of Jefferson's argument? Cite at least two examples in your response." These questions correlate with standard RI.11-12.8.
Non-negotiable (only reviewed if Criterion 1 is met) **3. COHERENCE OF TASKS:** Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts	**Required** **3a)** Coherent **sequences of questions and tasks** focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.	**Yes**	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Tasks and student responsibilities are focused and require that students build on previous knowledge to complete sets of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text. ☒ Yes ☐ No			sequential tasks that assist with building knowledge around each unit theme. Students utilize non-fiction and literary texts and alternative texts, including graphic novels and videos, to build knowledge and answer essential questions presented within the text set or unit of study. For example, in Unit 1, all questions and tasks focus on students answering the essential questions: “Why are we bound to certain places? What motivates people to explore the unknown? What does it mean to be a stranger in a strange land? What happens when cultures collide?” Students build knowledge and integrate skills through a combination of reading, writing, speaking and listening. This can be found in Writing Tasks, Respond, Notice & Note, and other exercises throughout each reading assignment. Questions and activities build upon the text and allow students to complete culminating tasks. In Lesson 1, students read the text “The World on the Turtle's Back” and work to identify the elements and message of a myth, conduct research and compare myths, and write a myth about an aspect of nature or a human characteristic. After reading the text, students analyze the task and answer text dependent questions such as “What Iroquois values are revealed by the creatures’ actions toward the woman who fell? Support your responses with evidence from the text.” and “What characteristics and behaviors suggest

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			that the right-handed twin is an archetypal hero? What characteristics and behaviors suggest the left-handed twin is an archetypal villain? Cite text evidence in your response." At the end of the unit, students complete the culminating writing task prompt that states, "Write a literary analysis explaining how your chosen selection connects with the idea of being a stranger in a strange land or unfamiliar surroundings." In Unit 2, Building a Democracy, students engage with the Declaration of Independence with the focus of the essential question "How do we gain our freedom?" Students begin with the Get Ready section of the Student Version where students are primed on the content of the text, concepts, and skills that students will use in questions and tasks, and vocabulary and language within the text. First, students begin with the Quick Start prompt which says, "The Declaration of Independence represented the views of American patriots on what constituted good government and oppressive government. What are your ideas about good government and bad government?" Students are then given a description of the characteristics of argumentative texts that they will need to analyze the text (thesis, reason, evidence, appeals, conclusion, and call to action). Students are instructed to identify the thesis, types of support, appeals, conclusion, and call to action in the Declaration of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Independence. Next, students are primed to analyze text structure with a description of structure that includes definitions for counterargument and syntax. Students are provided with a chart and instructions to record key ideas in each section of the text; Preamble, Declaration of Rights, Evidence, Conclusion/Call to Action. Then, students are given a list of critical vocabulary (established, affected, invested, abdicated) and instructed to use the terms in complete sentences. Finally, students are provided a description and example of parallel structure and an annotation model to use throughout the reading of the text. The instruction for the model states, "As you read, notice how Jefferson presents his ideas. Highlight words or phrases that reveal key ideas, present evidence, or move the argument forward." Unit 5, America Transformed: An Age of Realism, focuses on stories and essays that ask important questions about the power humans wield and how they interact with and build unique places. Through reading the collected unit texts, students begin to form an opinion to answer the essential questions "To what degree do we control our lives?" and "What are the consequences for change?" Students learn that life was difficult for many Americans after the Civil War. Many people struggled with poverty and oppression. By the end of the unit, students will have gathered enough information to be able to complete a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			culminating writing task. For this written assignment, students write a realistic short story that has a theme connected to one of the Unit Questions. Students are reminded that "Texts in this unit provide background reading that will help you formulate the theme and plot of your story."
	Required **3b**) Questions and tasks are designed so that students **build, apply, and integrate knowledge and skills** in reading, writing, speaking, listening, and language through quality, grade-level complex texts.	**Yes**	Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Materials include questions and tasks that require the students to read, write, speak, listen, and demonstrate their understanding of language conventions. Students read and express their understanding of texts through reading, writing, and discussion. The materials offer teachers a variety of tasks to utilize to support students over the course of the unit, including small group instruction. Students answer questions and analyze the materials using grade-level appropriate vocabulary and understanding. Students are also required to integrate these skills throughout the course of the unit with increasing student responsibility as the unit progresses toward its ultimate assessment. In Unit 4, The Quest for Freedom: The Civil War and its Aftermath, students are asked to write an argument as their end of the unit task. Throughout the unit, students engage in several different types of writing, speaking, and language tasks in the Close

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Reading Screencasts, Speaking and Listening Studio, Vocabulary and Grammar Studio, and the Reading and Writing Studio that demonstrate the distribution of the standards. For example, in Lesson 1, students read "Second Inaugural Address" to analyze the author's argument, cite evidence to support it, and identify the author's call to action. They conduct research about opposing consequences of the Civil War, write a letter responding to Lincoln's address, and discuss and evaluate Lincoln's address. In Lesson 2, To My Old Master, students identify text evidence that expresses the writer's attitude and cite examples of the writer's tone, conduct research to show cause-effect relationship of amendments on African American lives, write a biographical essay about Frederick Douglass, and give a presentation about Frederick Douglass to a small group. In Lesson 4, An Occurrence at Owl Creek Bridge, students use literary elements to understand a story, analyze the structure of a literary work, conduct research to answer specific questions, and discuss and write a short story. In Lesson 7, Runagate, Runagate, students analyze a poem for voice, research historical figures for deeper understanding of allusion and present their research to a group, paraphrase a text to maintain meaning, examine connotations of synonyms, and analyze language for allusions. Then students read, "Incidents from the Life of a Slave Girl." Students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			examine direct and indirect characterization, research slave narratives, write an autobiographical sketch, discuss research findings in a group, and analyze connotative and denotative meanings. Finally, students complete the Collaborate and Compare section that asks them to complete a Venn diagram with similarities and differences between the writer's voices in the two texts and to continue exploring the ideas in these texts by collaborating on research to share in a group presentation. In Unit 5, America Transformed: An Age of Realism, the opportunities for reading, writing, speaking, listening and language can be observed in the Unit Opener in which students read a description that provides background information for the essential questions. Students then read a selection titled, The Age of Realism: Historical Introduction, that provides context for the unit. The Response Log in the Unit Opener allows students to write responses to each of the essential questions with details from the many texts read throughout the unit. Students conduct research by determining things about this historical period that interests them and choosing a topic, event, or person to learn more about. Then, students add their own entry to the timeline in the selection titled "The Age of Realism: Historical Introduction." In the Unit Opener, students also discuss the essential questions as a whole class. Then, in a small group,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students discuss the timeline included in the selection titled "The Age of Realism: Historical Introduction." Students discuss the question "What literary or other kinds of events had the most impact on the era?" In the Academic Vocabulary section, students discuss the completed Word Network with a partner, making sure to talk through all of the boxes until both partners understand the word, its synonyms, antonyms, and related forms. Then, students fill out a Word Network for the remaining four words. Students also note how the author's language contributes to a consistent tone by responding to Notice and Note signposts throughout the reading that include tasks and questions such as: "Highlight details in paragraph 19 that reveal the story's tone. Analyze: How does this tone reflect the author's attitude about man's ability to control nature? Highlight the sentences in paragraph 24 that indicate the story's tone. Analyze: Is the tone still consistent or has it changed? If it has changed, how so?"
	Required **3c)** Questions and tasks support students in **examining the language** (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. • Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied	**Yes**	Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. The materials contain multiple

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).		opportunities for students to examine language conventions while examining word meanings and the relationships between words and phrases as presented in the text selections. Students are required to engage in various levels of vocabulary acquisition throughout the course of the unit, and the annotation prompts students to stop, re-read, and annotate with the purpose of a deeper examination of language as it is presented in the text selection. In Unit 1, students read "The World on the Turtle's Back" and complete the critical vocabulary section to analyze the meaning of words. Students are instructed to "Complete the sentences to see how many Critical Vocabulary words you already know." As students move through each text in the unit, new critical vocabulary words are assigned. When students read "Balboa," they analyze the following critical vocabulary: pristine, supplant, protrude, provision, discord, and distinction. They complete sentence stems using the words. Following this section, students engage in a vocabulary strategy for verb tenses. Students apply the strategy by identifying how the author moves the story around in time by changing the verb tense. Students then read "Of Plymouth Plantation" and focus on the critical vocabulary: patent, clave, calamity, sundry, and divers. Students complete sentence stems using the vocabulary. Then, students read the text "Coming of Age in Dawnland" and focus on

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the following critical vocabulary: project, settlement, regimen, defection and stoically. Following this section, students engage in a vocabulary strategy. Students are provided the following support: "Mann's writing contains language from a variety of sources. For example, he cites an archaeologist and ethnohistorian, recounts observations from Pilgrim writers, uses foreign words and phrases, and even uses some Native American words when there is no accurate or exact English translation. Many of the words he uses are examples of specialized vocabulary, or words specific to a particular topic. In Unit 2, Building Democracy, students use the text, "Thomas Jefferson: The Best Of Enemies," by Ron Chernow, as a mentor text for the Writing Task: Write a Research Report. While working with the text, students learn about the hyphen and the various uses/purposes. Students analyze examples of the use of hyphens in the text and use hyphens correctly in the essay they wrote comparing Hamilton's and Jefferson's visions of the future. Throughout the unit students are given descriptions and examples about various language conventions concepts and complete the Practice and Apply sections. For example, students review the essay that they wrote for the Create and Present activity in which they evaluated Jefferson's ideas. They are prompted to incorporate parallel structure

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			into their essay by grouping related ideas together using parallel construction. Students also read a passage from the story that includes the escape from the Selby farm and then write a third-person narrative of what the three characters did to prepare and flee. Students are instructed to use a mix of singular and compound subjects and to choose the correct verb form to show subject verb-agreement. Questions and tasks also focus on building a depth of vocabulary knowledge. With each text, students complete tasks where they analyze word meaning and etymology, and apply their understanding of the word in context. For example, in the Academic Vocabulary, Write and Discuss section, students are prompted to "Discuss your completed Word Network with a partner, making sure to talk through all of the boxes until you both understand the word, its synonyms, antonyms, and related forms. Then, fill out a Word Network for the remaining four words. Use a dictionary or online resource to help you complete the activity." Finally, students fill in each chart to create a semantic map for the critical vocabulary words, using print or online references to check their work.
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* 4. FOUNDATIONAL SKILLS:	**Required *Indicator for grades K-5 only** **4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the	**N/A**	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ☐ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.		
	Required *Indicator for grades K-1 only **4b)** Materials provide grade-appropriate instruction and practice for the basic **features of print** (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-1 only **4c)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4d)** Materials provide systematic and explicit **phonics** instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4e)** Materials provide multiple opportunities and practice for students to master grade appropriate **high-frequency irregular words using** multisensory techniques.	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4f)** Resources and/or texts provide ample **practice** of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4g)** Opportunities are frequently built into the materials that allow for students to achieve reading **fluency** in oral and	**N/A**	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate **rate, expressiveness, and accuracy**.		
	Required *Indicator for grades K-5 only **4h)** Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4i)** Materials provide **instruction and practice in word study**. • In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* • In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-2 only **4j)** Materials provide opportunities for teachers to **assess** students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.	**N/A**	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required *Indicator for grades K-5 only **4k)** Foundational Skill materials are **abundant and easily implemented** so that teachers can spend time, attention and practice with students who need foundational skill supports.	**N/A**	Not applicable for this grade level.
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☐ Yes ☐ No	**Required** **5a)** Materials seek a **balance in instructional time between literature and informational texts.** (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.		See EdReports for more information.
	Required **5b)** Materials include print and/or non-print texts in a **variety** of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).		See EdReports for more information.
	5c) Additional materials provide direction and practice for regular, **accountable independent reading** of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		See EdReports for more information.
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills	**Required** **6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
for college and career readiness, and help students meet the language standards for the grade. ☐ Yes ☐ No	to engage effectively, as determined by the grade-level standards.[6]		
	Required *Indicator for grades 3-12 only **6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.		See EdReports for more information.
	Required **6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing).		See EdReports for more information.
	Required **6d)** Materials address the **grammar and language** conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. • For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction as a way to develop more complex sentence structure and usage.		See EdReports for more information.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **8c)** Materials include **guidance and support** that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.		See EdReports for more information.
	Required **8d)** Materials provide additional supports for expressing understanding through **formal discussion and writing development** (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).		See EdReports for more information.
	Required **8e)** Materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.		See EdReports for more information.
	Required **8f)** Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		See EdReports for more information.
	8g) The content can be **reasonably** completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.		See EdReports for more information.
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. ***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. ***Tier 3 ratings*** receive a "No" for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I. K-12 Non-negotiable Criteria of Superior Quality[7]	1. Quality of Texts	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building. The materials have close reading and analysis tasks built in that ensure that multiple readings support a student's ability to build knowledge throughout the course of the unit.
	2. Text-Dependent Questions	**Yes**	A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses. Most questions, tasks, and assignments are text dependent/specific, requiring students to

[7] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			engage with the text directly that builds to a culminating writing task which integrates skills to demonstrate understanding. Majority of the questions are text dependent, require the students to analyze the author's craft, and reinforce their response with evidence from specific texts they were required to read. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	**Yes**	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)[8]	4. Foundational Skills	**N/A**	Not applicable for this grade level.
III. Additional Criteria of Superior Quality[9]	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

*As applicable

[8] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.
[9] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier I rating.

DEPARTMENT of EDUCATION
Louisiana Believes

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

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

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



Title: **Into Literature**

Grade: **English IV**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

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

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

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

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

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

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

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

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

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

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

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

[4] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.
[5] For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY **Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.**			
Non-negotiable **1. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**Required** **1a)** Materials provide texts that are **appropriately complex** for the identified grade level according to the requirements outlined in the standards. • **A text analysis that includes complexity information is provided.** Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades **K-2, extensive read-aloud** texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. The materials include a qualitative and quantitative complexity text analysis in the Teacher's Edition in the "Planning" section at the beginning of each text. The resource demonstrates that materials are appropriate in complexity for students in Grade 12. The units are composed of a broad range of complexities that build toward the culminating task of the unit. The essential questions of the unit guide the focus of reading the included texts. The texts meet both qualitative and quantitative measures of complexity for Grade 12. For example, in Unit 1, Origin of a Nation, students read the mentor text "Chivalry," by Neil Gaiman, with a Lexile of 810L. The quantitative measure falls well below the grade band; however, the qualitative measures make this text appropriate for Grade 12 due to the structure and language used and because the ideas presented require some inferential reasoning. In Unit 2, A Celebration of Human Achievement: The English Renaissance (1485L–1660L), students engage with texts that fall within the

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			recommended Lexile for Grade 12. For example, students engage with text titles that include but are not limited to: "Hamlet's Dull Revenge," literary criticism by René Girard (1290L), "Speech Before the Spanish Armada Invasion," a speech by Queen Elizabeth I (1310L), "For Army Infantry's First Women, Heavy Packs and the Weight of History," an article by Dave Philipps (1140L), and "Elizabeth I: The Reality Behind the Mask," an article by Brenda Ralph Lewis (1220L). Texts in Unit 3 have Lexile measures between 1160L and 1590L on a quantitative scale ensuring these materials are within the appropriate range for Grade 12. In Unit 4, Emotion and Experimentation, students read "Frankenstein: Giving Voice to the Monster," by Langdon Winner, (1350L) which meets the grade level requirements. It is appropriately supported with collaborative discussion questions, vocabulary mini-lessons on Latin roots, and a selection of the Frankenstein novel precedes it. Furthermore, in Unit 4, students read several poems such as "Ode on a Grecian Urn" that do not have Lexile levels, but the qualitative measures make them appropriate for Grade 12. Unit 6 materials range between 640L and 1260L on a quantitative scale. Qualitatively, the unit tackles heavy topics and are of appropriate complexity for Grade 12.

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	Required **1b)** At least 90% of texts are of **publishable quality** and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	**Yes**	At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. For example, in Unit 4, Emotion and Experimentation, students read "Frankenstein," a novel by Mary Shelley. This science fiction novel asks students to analyze how a character deals with a moral dilemma caused by scientific progress. Students also read various poems by English Romantic poet, William Wordsworth, whose works contributed to the Romantic Age in English literature. "Ode on a Grecian Urn" by prominent English poet, John Keats. Students also read the article, "William Blake: Visions and Verses" by author and poet, Rachel Galvin In Unit 5, An Era of Rapid Change: The Victorians, students engage with texts written by world-renowned, historical British authors. For example, students read excerpts from the text "Great Expectations," written by Charles Dickens, which is a coming-of-age novel, and it is a classic work of Victorian literature. The novel was first published in serial form in Dickens's weekly periodical, "All the Year Round," from December 1860 to August 1861. Afterwards, students engage in with the text "The Victorians Had the Same Concerns About Technology as We Do," an essay written by

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			Melissa Dickson. This essay serves as a mentor text as students write an op-ed essay within the unit. Students also engage with a poem written by Robert Browning. The Victorian poet Robert Browning (1812 – 1889) is known for his inspired development of the dramatic monologue. Other texts within the unit that are of publishable quality include: an excerpt from "Jane Eyre," by Charlotte Bront; "Factory Reform," a documentary by Timelines.tv; "The Lady Of Shalott," a narrative poem by Alfred, Lord Tennyson; "Dover Beach Poem," by Matthew Arnold; and "The Darkling Thrush," a poem by Thomas Hardy. Students also have the choice of multiple high quality texts for use during independent reading such as: "Sonnet 43," a poem by Elizabeth Barrett Browning; "Remembrance," a poem by Emily Brontë; "The Great Exhibition," an article by Lara Kriegel; "Christmas Storms and Sunshine," a short story by Elizabeth Cleghorn Gaskell; and "Evidence of Progress," an essay by Thomas Babington Macaulay.
	Required **1c)** Materials provide a **coherent sequence or collection of connected texts** that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. • In grades **K-2**, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex	**Yes**	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. In the Teacher's Edition of Unit 1, Origin of a Nation, the essential questions include: "What makes someone a hero? What is true

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	text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.		chivalry? Can we control our own fate? What happens when society unravels?" Students explore literature from the Middle Ages. By the end of the unit, students write a short story which is related to one of the essential questions. All of the texts in the unit revolve around the essential question and require students to read fiction and nonfiction texts to build their knowledge so that they can demonstrate their understanding at the end of the unit writing task. During the task, students complete the following prompt: "Write a short story about a hero from the past or in your own world. For an example of well-written fiction, you can review, and use as a mentor text, the short story 'Chivalry' by Neil Gaiman." The texts within the unit include: an excerpt from "Beowulf: Grendel, Beowulf, The Battle with Grendel," an epic poem translated by Seamus Heaney; an excerpt from from "The Canterbury Tales: The Wife of Bath's Tale," a narrative poem written by Geoffrey Chaucer and translated by Nevill Coghill; an excerpt from "Le Morte d'Arthur," a romance written by Sir Thomas Malory and retold by Keith Baines; "Chivalry," a short story by Neil Gaiman; excerpts from "The Paston Letters," letters by the Paston family; "My Syrian Diary," a diary by Marah; "The Wanderer," a poem translated by Burton Raffel; and "Loneliness," a poem by Fanny Howe. Students end Unit 1 with a reflection task that directly requires them to revisit the essential question, and reflect on their

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			reading throughout the whole unit and the culminating writing task. In Unit 2, A Celebration of Human Achievement: The English Renaissance (1485–1660), text sets are sequenced to build understanding about common themes and ideas in literature written during the English Renaissance. As students progress throughout the unit, they explore four different essential questions: “What can drive someone to seek revenge? How does time affect our feelings? What’s the difference between love and passion? How do you defy expectations?” For example, as students read “Hamlet,” by William Shakespeare, they explore the ideas of conflict and the various struggles that Hamlet faces in an effort to respond to the first essential question, “What can drive someone to seek revenge?” The following questions are provided to guide students thinking while reading: “How can he be certain about what happened to his father? How can he live up to his family duties? How should he judge his mother’s behavior? How will his actions affect the fate of his soul as well as his enemy’s soul? How can he reconcile the corruption and nobility within human nature?” This exploration continues with the viewing of a clip from “Hamlet,” a film by BBC Shakespeare, and the reading of “Hamlet’s Dull Revenge,” a literary criticism by René Girard. Similarly, within the same unit, students engage with texts to respond

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			to the third essential question, "What's the difference between love and passion?" To do so, students explore "Sonnet 30" and "Sonnet 75," two poems written by Edmund Spenser, and "A Valediction: Forbidding Mourning," a poem written by John Donne.
	Required **1d)** Within a sequence or collection, quality texts of grade level complexity are selected for **multiple, careful readings** throughout the unit of study. These texts are revisited as needed to support knowledge building.	**Yes**	Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building. The materials have close reading and analysis tasks built in to ensure that multiple readings support a student's ability to build knowledge throughout the course of the unit. Signposts are employed in the materials to provide multiple opportunities for students to reread and cite evidence in support of student created written responses. For example, in Unit 4 students read, "Lines Composed a Few Miles Above Tintern Abbey", "Composed upon Westminster Bridge, September 3, 1802", and "I wandered lonely as a cloud", poems by William Wordsworth. Throughout this section of the unit, students analyze romantic poetry and imagery in several different poems, conduct research about places in England that were settings for Wordsworth's poems, write a summary, and participate in a discussion. After reading the text initially, students refer back to the text in order to complete the check for

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			understanding and then analyze the text questions which require students to cite text evidence such as “How does Wordsworth use imagery in ‘Composed upon Westminster Bridge, September 3, 1802’ to support the mood and theme of the poem? Support your response with evidence from the text.” Furthermore, students read the mentor text “Frankenstein.” In this part of the unit, students analyze science fiction and motivation, conduct research about scientific and medical knowledge in the early 19th century, write a science fiction story, and participate in a discussion. Students refer back to the text repeatedly to answer the Analyze the Text questions such as: “In paragraph 3, Frankenstein dreams that Elizabeth, a woman he loves, turns into a corpse after he kisses her. How does this dream reflect his experience in the previous paragraph? Support your response with evidence from the text.” After students move through the entire unit, they are prompted to refer back to the mentor texts to help them complete the culminating writing task. In Unit 5, An Era of Rapid Change: The Victorians, students carefully read texts multiple times to further analyze the author's choices. For example, after the initial read of “Jane Eyre,” students obtain a film version of the text in order to write a comparison between the text and film to analyze how effectively the film version

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			captures the setting and overall atmosphere of the classic. After viewing the film, students reread the text to isolate a few striking descriptions of setting from the novel excerpt. Then students find and view similar scenes from the film. When students read an excerpt from "Great Expectations," by Charles Dickens, they return to the text for a second time to analyze the language within the text. After an initial read, students are prompted to "Read the following line from Great Expectations. Identify the adjectives and verbs in the sentence that create imagery, and then write your own sentence using similar elements to appeal to the senses." In Unit 6, students read, "Budget 2016: George Osborne's Speech/Will the Sugar Tax Stop Childhood Obesity?" and are tasked with analyzing a persuasive speech. Repeated re-reads are focused on evaluating the rhetoric of the argument. Knowledge builds as students are working on the analysis of the various appeals used by the speaker.
Non-negotiable (only reviewed if Criterion 1 is met) **2. TEXT-DEPENDENT QUESTIONS:** Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of	**Required** **2a)** A **majority of questions in the materials are text dependent and text specific**; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses. Most questions, tasks, and assignments are text dependent/specific, requiring students to engage with the text directly that builds to a culminating writing task which integrates skills to demonstrate understanding. The

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meeting other grade-specific standards. ☒ Yes ☐ No			majority of the questions are text dependent, require the students to analyze the author's craft, and reinforce their response with evidence from specific texts they were required to read. For example, in Unit 1, students read the mentor text "Chivalry," by Neil Gaiman. Within the Analyze the Text section, students write a response to the question, "Does Mrs. Whitaker's behavior at the end of the story suggest that she has been changed by her experience with Galaad and the Holy Grail? Why or why not? Support your response with evidence from the text." Students analyze characterization and fantasy, conduct research about Sir Galahad, write and dramatize a fantasy scene, use context clues to determine the meaning of words and phrases, and identify appositives and appositive phrases. For the culminating writing task, students compose a literary analysis to answer the prompt, "Write a short story about a hero from the past or in your own world." After reading '"Beowulf," students write a response to the question "Identify and explain a universal theme conveyed by the description of the battle between Beowulf and Grendel. Support your response with evidence from the text." After reading "The Wife of Bath's Tale," students compose a response to analyze the text questions such as, "Chaucer's frame story includes the interaction between the Wife of Bath and the Friar in 'The Wife of Bath's

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			Prologue.' How is their relationship reflected in the tale itself? Support your responses with evidence from the text." In Unit 2, A Celebration of Human Achievement: The English Renaissance (1485–1660), students engage with informational texts to consider the historical context, time period, and purpose of each text. Students also consider similarities and differences in how each audience is addressed. Finally, students make note of the topics and ideas shared by both texts. While reading an excerpt from the "Speech Before The Spanish Armada Invasion," by Queen Elizabeth I, students respond to the following questions: "In lines 1-7, highlight Elizabeth's reason for ignoring warnings about her safety. Why were some people worried about her giving this speech?" and "Highlight instances of repetition and parallelism in lines 16–26. What ideas are emphasized by the queen's use of these devices?" In Unit 4, Emotions and Experimentation: The Flowering of Romanticism, questions require students to refer to the text and cite textual evidence in the majority of their responses. For example, after reading "Lines Composed a Few Miles Above Tintern Abbey," students analyze the details in lines 1-22 and determine which lines suggest that Wordsworth preferred to celebrate the individual in his work rather than society.

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			Students are prompted to support their responses with evidence from the text. Students are also asked, "Which characteristics of Romanticism do all three of of these poems share?" Students support their responses with evidence from the text. Students also read William Blake's "Visions and Verses," "Frost at Midnight," "Walking With Wordsworth," and "The Skylark" as preparation for writing an explanatory essay in which students explain how experiencing the natural world can alter a person's state of mind.
	Required **2b)** Questions and tasks include the **language of the standards and require students to engage in thinking at the depth and complexity** required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)	**Yes**	Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. In Unit 4, students read "Frankenstein," by Mary Shelley. Students complete the analysis of the text's questions such as "In paragraph 17, Frankenstein says, 'For the first time, also, I felt what the duties of a creator towards his creature were.' How does this realization relate to scientific and technological developments today? Support your response with evidence from the text." This question includes language from the standard RI.11-12.6 where students are expected to determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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			In Unit 5, An Era Of Rapid Change The Victorians, questions and tasks include the language of the standards and require students to engage in thinking at the depth of the standards with "The Lady of Shalott," a narrative poem by Alfred Lord Tennyson. The standard RL.11-12.1 is addressed when students "Cite strong and thorough textual evidence" to answer the question, "How might these details relate to the allegorical meaning of the poem?" Then, standard RL.11-12.3 is addressed when students "Analyze the impact of the author's choices" by responding to the prompt and questions: "In lines 64–72, highlight the words or phrases that represent the isolation experienced by the main character. What does the Lady's statement in line 71 suggest about her character? Highlight details about the Lady of Shalott's death in lines 145–153. What idea might be suggested by her death?" In Unit 6 students read "My Daughter the Racist," and are tasked with breaking down language which includes idioms. As additional support, the vocabulary studio lesson associated with this selection reviews the use of context clues to solve for unknown word meanings.
Non-negotiable (only reviewed if Criterion 1 is met) **3. COHERENCE OF TASKS:**	**Required** **3a)** Coherent **sequences of questions and tasks** focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the	**Yes**	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and

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Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text. ☒ Yes ☐ No	collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.		expressing their understanding of the topics, themes, and ideas presented in the texts. Tasks and student responsibilities are focused and require that students build on previous knowledge to complete sets of sequential tasks that assist with building knowledge around each unit theme. Students utilize non-fiction and literary texts and alternative texts, to build knowledge and answer essential questions presented within the text set or unit of study. For example, in Unit 1, Origin of a Nation, all questions and tasks revolve around students answering the essential questions: “What makes someone a hero? What is true chivalry? Can we control our fate? What happens when a society unravels?” Students build knowledge and integrate skills through a combination of reading, writing, speaking and listening. This can be found in Writing Tasks, Respond, Notice & Note and other exercises throughout each reading assignment. Lessons and activities are meant to build upon the text and allow students to complete culminating tasks. In Lesson 1, students read the text “Beowulf'' and work to analyze characteristics of epic poems and the techniques of Old English poetry, conduct research about epic poems of various cultures, and write a poem about a person with strong ideals and values. After reading the text, students analyze the task and answer text based questions such as “Identify two kennings associated with

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			Grendel. How do these phrases convey the poet's attitude toward the character? Support your response with evidence from the text.", and "Identify and explain a universal theme conveyed by the description of the battle between Beowulf and Grendel. Support your response with evidence from the text." At the end of the unit, students complete the culminating writing task prompt, "Many works of these periods portrayed national heroes such as Beowulf and King Arthur. For this writing task, you will write a short story about a hero from the past or from your own world. For an example of well-written fiction, you can review, and use as a mentor text, the short story 'Chivalry' by Neil Gaiman." In Unit 2, A Celebration of Human Achievement: The English Renaissance (1485–1660), students explore texts to respond to the essential question "How do you defy expectations?" To do so, students engage with the text "For Army Infantry's First Women, Heavy Packs And The Weight Of History," an article by Dave Philipps. First, students begin with the Get Ready section that previews essential ideas within the text. Students are prompted to "Think about why expectations for women in our culture might make some people question whether they should take combat roles in the military. What motivates some women to overcome these expectations, and what challenges are they willing to face as they do so?" Students

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			then engage in a small group where they discuss a time they have challenged themselves by doing something difficult. Students discuss why they did it and whether or not it was worth it. Then students are given the types of text features they can anticipate to encounter on the text with a chart that they will complete as they read. Students are then instructed to "read the article and note ideas and details to include in a summary, and look out for difficult passages that can be simplified by paraphrasing; as well as note main ideas and important details, and look for text features that support your understanding." Unit 5, An Era of Rapid Change: The Victorians, focuses on the Victorian period, when rapid technological changes affected nearly every aspect of society, including government, transportation, communication, religious practice, and relations between classes. Over the course of the unit, students read an excerpt from "Jane Eyre," by Charlotte Bronte, watch the video "Factory Reform," read the poem "The Lady of Shalott," and read excerpts from Charles Dickens' classic "Great Expectations," as well as other pieces of texts from the Victorian period that depict the unit theme of Rapid Change. Students use the knowledge gained through texts and media to write a research report about one modern invention that has changed the

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			social order or the way people live their daily lives.
	Required **3b**) Questions and tasks are designed so that students **build, apply, and integrate knowledge and skills** in reading, writing, speaking, listening, and language through quality, grade-level complex texts.	**Yes**	Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Materials include questions and tasks that require the students to read, write, speak, listen, and demonstrate their understanding of language conventions. Students read and express their understanding of texts through reading, writing, and discussion. The materials offer teachers a variety of tasks to utilize to support students over the course of the unit, including small group instruction. Students answer questions and analyze the materials using grade-level appropriate vocabulary and understanding. Students are also required to integrate these skills throughout the course of the unit with increasing student responsibility as the unit progresses toward its ultimate assessment. In Unit 1, Origin of a Nation: The Anglo-Saxon and Medieval Periods, students build and apply knowledge acquired throughout the unit. Students read “Chivalry” to analyze characterization and fantasy as preparation for writing their own dramatized fantasy scene. Students read “The Paston Letters” to analyze primary sources and make inferences. They do this to prepare for writing a short dramatic scene. Students read to evaluate the author's purpose and

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			plan for writing a Compare and Contrast essay when reading "My Syrian Diary." Students continue reading unit texts which focus on literature from the Anglo-Saxon and medieval period and how literature during this time portrayed national heroes, such as Beowulf and King Arthur, to prepare for the end of unit writing task in which students must determine what makes someone a hero. Students write a short story about a hero from the past or in their own world. In Unit 4, students write an explanatory essay as their end of the unit task. Throughout the unit, students engage in several different types of writing, speaking, and language tasks in the Close Reading Screencasts, Speaking and Listening Studio, Vocabulary and Grammar Studio, and the Reading and Writing Studio that demonstrate the distribution of the standards. In Lesson 1, students read various poems by Williams Wordsworth to analyze romantic poetry and imagery, conduct research about places in England that were settings for Wordsworth's poems, write a summary, and participate in a discussion. In Lesson 2, students read "Ode on a Grecian Urn" to analyze stanza structure, rhyme scheme, and apostrophe, conduct research about John Keats' connection to ancient Greece, write a poem using apostrophe, and present a poem. In Lesson 3, students read "Frankenstein" to analyze science fiction and motivation, conduct research about scientific

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and medical knowledge in the early 19th century, write a science fiction story, and participate in a discussion. In Lesson 4, Frankenstein- Giving Voice to a Monster, students evaluate an essay and monitor comprehension, conduct research on the future of automation and employment, write a reflective essay and discuss and respond to essays. In Lesson 5, "Ode to the West Wind" and "Song of a Thatched Hut Damaged in the Autumn Wind," students analyze form and diction, conduct research about the times and places of the poets Percy Bysshe Shelley and Du Fu, create a visual representation, present an image, and collaborate and present a theme comparison. Finally, students complete the Collaborate and Compare section that asks them to analyze the use of imagery, diction, figurative language, and other elements to determine the theme of the poems. In a group, students discuss questions such as "With your group, review the imagery that you cited in your chart. How are the images in the two poems similar? How do they differ?" and "In 'Ode to the West Wind,' Shelley uses elevated language and formal diction; however, in 'Song of a Thatched Hut Damaged in Autumn Wind,' Du Fu does the opposite. Which approach do you find most effective, and why?" and then present their findings to the class.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **3c)** Questions and tasks support students in **examining the language** (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. • Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**Yes**	Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. The materials contain multiple opportunities for students to examine language conventions while examining word meanings and the relationships between words and phrases as presented in the text selections. Students are required to engage in various levels of vocabulary acquisition throughout the course of the unit and the annotation prompts students to stop, re-read, and annotate with the purpose of a deeper examination of language as it is presented in the text selection. Each unit begins with an Academic Vocabulary section where students have to complete a word network for five academic terms that will be repeated throughout the unit with most texts and incorporated into the culminating writing task. Before reading, students are presented with the Critical Vocabulary section that presents five to ten words that are extremely important to the overall understanding of the text selection. Students also experience a sidebar and footnotes per reading selection where they are further

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			supported with unfamiliar vocabulary within the text being read. In Unit 1, students read "Beowulf" and complete the critical vocabulary section to analyze the meaning of the words: aghast, unrelenting, affliction, plight, baleful, wail, and loathsome. The directions instruct students to "Complete the sentences to see how many Critical Vocabulary words you already know." As students move through each text in the unit, there will be new critical vocabulary words assigned. When students read "Chivalry," they analyze the following critical vocabulary: pension, flotsam, appraise, forge, ignoble and bereft. They complete sentence stems using the words. Following this section is a vocabulary strategy that addresses appositives and appositive phrases. Students then read "Wanderer" and "Loneliness" and focus on analyzing the text for the author's use of figurative language to help determine the tone. Student's record their thoughts as they read the text on a graphic organizer. In Unit 2, A Celebration of Human Achievement: The English Renaissance (1485–1660), students are given descriptions and examples about various language conventions, concepts, and complete the Practice and Apply section for these skills in a writing of their own. Questions and tasks focus on building a depth of vocabulary knowledge. With each text, students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			complete tasks where they analyze word meaning and etymology and apply their understanding of the word in context. In the Practice and Apply section, students work with a partner to answer questions and discuss which critical vocabulary work is most closely associated with the italicized word in each sentence and why. They continue to work with a partner to define each of the following words that Girard uses in his essay: tragedy, Elizabethan, vicarious, motif, metaphor. Students are reminded to make sure that the definition they determine relates to literature or literary criticism. Students then complete a graphic organizer to show the process they use. Students answer questions by using one of the critical vocabulary words in a complete sentence. Students also complete the Practice and Apply section by identifying foreign words or phrases in provided sentences. Students write the word or phrase next to the correct origin and translation of the word on the graphic organizer. Finally, students use their own words to determine the meaning of each identified word or phrase based on how they have been used in the sentences.
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in	**Required *Indicator for grades K-5 only** **4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every	**N/A**	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ☐ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	student to become proficient in each of the foundational skills.		
	Required *Indicator for grades K-1 only **4b)** Materials provide grade-appropriate instruction and practice for the basic **features of print** (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-1 only **4c)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4d)** Materials provide systematic and explicit **phonics** instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4e)** Materials provide multiple opportunities and practice for students to master grade appropriate **high-frequency irregular words using** multisensory techniques.	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4f)** Resources and/or texts provide ample **practice** of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4g)** Opportunities are frequently built into the materials that allow for students to achieve reading **fluency** in oral and silent reading, that is, to read a wide variety of grade-	**N/A**	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate **rate, expressiveness, and accuracy**.		
	Required *Indicator for grades K-5 only **4h)** Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-5 only **4i)** Materials provide **instruction and practice in word study**. • In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* • In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.	**N/A**	Not applicable for this grade level.
	Required *Indicator for grades K-2 only **4j)** Materials provide opportunities for teachers to **assess** students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.	**N/A**	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required *Indicator for grades K-5 only **4k)** Foundational Skill materials are **abundant and easily implemented** so that teachers can spend time, attention and practice with students who need foundational skill supports.	**N/A**	Not applicable for this grade level.
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☐ Yes ☐ No	**Required** **5a)** Materials seek a **balance in instructional time between literature and informational texts.** (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.		See EdReports for more information.
	Required **5b)** Materials include print and/or non-print texts in a **variety** of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).		See EdReports for more information.
	5c) Additional materials provide direction and practice for regular, **accountable independent reading** of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		See EdReports for more information.
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills	**Required** **6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
for college and career readiness, and help students meet the language standards for the grade. ☐ Yes ☐ No	to engage effectively, as determined by the grade-level standards.[6]		
	Required *Indicator for grades 3-12 only **6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.		See EdReports for more information.
	Required **6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing).		See EdReports for more information.
	Required **6d)** Materials address the **grammar and language** conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. • For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction as a way to develop more complex sentence structure and usage.		See EdReports for more information.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **8c)** Materials include **guidance and support** that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.		See EdReports for more information.
	Required **8d)** Materials provide additional supports for expressing understanding through **formal discussion and writing development** (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).		See EdReports for more information.
	Required **8e)** Materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.		See EdReports for more information.
	Required **8f)** Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		See EdReports for more information.
	8g) The content can be **reasonably** completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.		See EdReports for more information.
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. ***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. ***Tier 3 ratings*** receive a "No" for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I. K-12 Non-negotiable Criteria of Superior Quality[7]	1. Quality of Texts	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building. The materials have close reading and analysis tasks built in that ensure that multiple readings support a student's ability to build knowledge throughout the course of the unit.
	2. Text-Dependent Questions	**Yes**	A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses. Most questions, tasks, and assignments are text dependent/specific, requiring students to

[7] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			engage with the text directly that builds to a culminating writing task which integrates skills to demonstrate understanding. Majority of the questions are text dependent, require the students to analyze the author's craft, and reinforce their response with evidence from specific texts they were required to read. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	**Yes**	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)[8]	4. Foundational Skills	**N/A**	Not applicable for this grade level.
III. Additional Criteria of Superior Quality[9]	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

*As applicable

[8] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.
[9] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier I rating.

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

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

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

The 2020-2021 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Beauregard, Bossier, Caddo, Calcasieu, City of Monroe, Claiborne, Diocese of Alexandria, East Baton Rouge, Evangeline, Firstline Schools, Iberia, Iberville, Jefferson, Jefferson Davis, Jefferson Parish Charter, KIPP, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Lusher Charter School, Natchitoches, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, Special School District, St. Charles, St. Landry, St. Tammany, Tangipahoa, Tensas, Vermillion, Vernon, West Feliciana, and Zachary Community. This review represents the work of current classroom teachers with experience in grades 3-12.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.