DEPARTMENT of EDUCATION
Louisiana Believes

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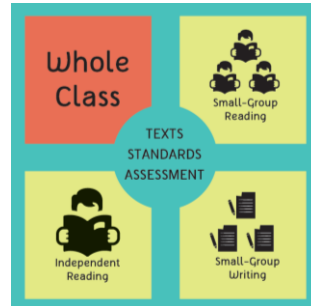
FULL CURRICULUM
Instructional Materials

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: **6-8**

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:

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[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.

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

- Review the **required**[4] Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, materials receive a "Yes" for that **Non-negotiable** Criterion.
- If there is a "No" for any of the **required** Indicators of Superior Quality, materials receive a "No" for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. For grades K-5, materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section 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.

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[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. According to quantitative measures, the majority of texts are placed at or above the appropriate Lexile band (860L-1010L) for Grades 6-8. Qualitative measures are also utilized as a method of evaluating that the texts are appropriately complex. These texts were chosen either for their heightened language, support of the unit theme, or complex ideas. Lexile measures appear in two places within the Teacher's Edition. The Instructional Overview and Resources pages at the beginning of each unit show the Lexile measure for each selection. The Lexile measure is also provided on the selection Plan pages, along with other complexity information about the texts to help teachers prepare to teach from the texts. In Unit 1, Finding Courage, Lesson 5, students read the short story "The Ravine" by Graham Salisbury. The quantitative measure is 680L which is below the Lexile band for Grades 6-8. The qualitative features, however, increase the complexity by featuring heightened language. This text

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			includes figurative or allusive language and some dialect and other unconventional language that may not be familiar to students. In Unit 2, Through an Animal's Eyes, Lesson 2, students read the Science Fiction Short Story, "Zoo," by Edward Hoch (1190L). The qualitative analysis identifies multiple levels of ideas presented, a use of symbolism, irony, satire, some ambiguity, and the need for making inferences. The text structure is primarily explicit with multiple points of view. Language demands are considered complex due to the author's use of figurative or allusive language. In Unit 4, Discovering Your Voice, Lesson 5, students read "Better Than Words," by Gloria Chang (1050L), as a Mentor Text. Qualitative measures state that ideas are mostly explicit but some may be abstract and require inferential reasoning. Language demands are considered complex due to some rhetorical devices and logical fallacies. Knowledge demands require students to have familiarity with terms used with technology. In every unit, students encounter a variety of texts. Appropriate texts were chosen for the program based on a combination of quantitative measures and qualitative features, and teachers are supported in

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			helping students successfully comprehend these texts.
	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 included are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Texts provide an enriching yet rigorous representation of the quality of content, language, and writing that is produced by experts in various disciplines. Authentic texts have been selected to illustrate, support, and supplement the themes and learning objectives of each unit. Each unit incorporates multiple genres of writing as well as a diverse collection of authors to create the foundation of texts being studied. For example, in Unit 2, students read an excerpt from "Pax," written by national bestselling author Sarah Pennywacker. This novel is on the National Book Award Longlist, and was named a New York Times Bestseller and an Amazon Best Book of the Year. In Unit 3, students independently read the narrative poem "The Road Not Taken," by the Congressional Gold Medalist and Pulitzer Prize for Poetry winner Robert Frost. The poem was first published in the August 1915 issue of The Atlantic Monthly

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			and later published as the first poem in the collection Mountain Interval. In Unit 4, students read and analyze, "What's so Funny Mr. Scieszka?" This piece was originally published in a magazine and adapted from a public lecture. Additionally, in Unit 4, students read excerpts and view images for the multimodal text "Selfie: The Changing Face of Self Portraits," by award-winning Australian author Susie Brooks. The text "Selfie" charts the progress and the development of the self-portrait, from Indonesian caves through famous self-portrait artists, such as Vincent van Gogh and Pablo Picasso. It continues to look at the invention of the camera and how that progressed to iconic modern selfies.
	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. Students read and analyze fiction and nonfiction texts in each unit, along with poems, historical texts, memoirs, and various media, such as videos, images, and podcasts. These texts work together to assist students in addressing the essential questions that shape each of the units. Exposure to these texts and other media builds vocabulary and content knowledge about themes among the connected topics and ideas. Students express their

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			understanding and consider the thoughts of others through activities that include research tasks, collegial discussions, and evidence-based writing. These tasks connect the ideas and topics within the theme and are built upon the consideration of multiple perspectives. Opportunities for students to focus on vocabulary in context, as well as vocabulary connected with culture, slang, dialect, and formal and informal language are presented throughout the units.

Unit 1 involves a collection of texts that seek to build students' knowledge on courage by centering all texts around the essential question "How do you find courage in the face of fear?" Texts include an excerpt from "The Breadwinner," by Deborah Ellis; "Life Doesn't Frighten Me," by Maya Angelou; "Fears and Phobias," by KidsHealth.Org; "Wired for Fear," by California Science Center; and "Embarrassed? Blame Your Brain," by Jennifer Connor-Smith. The end of unit tasks involve writing an informational essay and giving a presentation. Students use language and knowledge they acquired over the course of the unit to respond to the prompt about fear which states, "Fear can prevent you from achieving your goals, deciding something important, or fully enjoying your life. How do you find courage in the face of fear? Write an essay |

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			explaining how people find the courage to face their fears." Unit 2 involves a collection of texts that seek to build students' knowledge on viewpoints of the world by centering all texts around the essential question "What can you learn by seeing the world through an animal's eyes?" Each text includes language and information that further supports students' understanding of the essential question. Lessons within the unit are built so that students build knowledge about the themes using reading, writing, listening, speaking, and language. The unit includes an excerpt from "Pax," by Sara Pennypacker; "Zoo," by Edward Hoch; an excerpt from "Animal Snoops: The Wondrous World of Wildlife Spies," by Peter Christie; "Animal Wisdom," by Nancy Wood; "The Last Wolf," by Mary Tallmountain; "Wild Animals Aren't Pets," by USA Today; and "Let People Own Exotic Pets," by Zuzani Kukol. Students use information they have learned in the unit to complete an argumentative essay in which they defend their ideas about what can be learned by seeing the world from an animal's perspective. Students then use their arguments to create an argumentative presentation video for the class. In Unit 4, students read about the different ways people find their voices and express their ideas. Students revisit the Essential

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			Question, "What are the ways you can make yourself heard?" and gather and record their ideas in their Response Log. Throughout the unit, students read fiction and nonfiction texts about people expressing themselves with selfies, memoirs, poetry and humor. Students then read various arguments about the usage of selfies, and other mediums as a form of self-expression. In the final culminating tasks for the unit, students express understanding of the topics and themes of the unit by writing a multimodal argument about which medium is the best for making themselves heard. Texts include an excerpt from "Selfie: The Changing Face of Self-Portraits," by Susie Brooks; "Brown Girl Dreaming," by Jacqueline Woodson; "What's So Funny, Mr. Scieszka?" by Jon Scieszka; "A Voice," by Pat Mora; "Words Like Freedom," by Langston Hughes; "Better than Words: Say it with a Selfie," by Gloria Chang; and "OMG Not Another Selfie!" by Sharmakaye Bass. By the end of the unit, students create multimodal arguments about their favorite ways to express themselves. Students gather graphics and images that help support their arguments.
	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. Each unit consists of multiple high quality texts that are connected to the exploration and development of the essential question that

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2020-2021 Review Cycle

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			creates the foundation of the unit. As students closely read each of the texts, they employ the Notice & Note strategies to deepen their analysis and build understanding. Embedded questions, graphic organizers, and discussion starters direct students back to the text to further develop their comprehension and its application to their writing. Students study and reflect on Mentor Texts as they structure their responses to culminating writing prompts. As well, students support their writing with evidence from the texts they have studied through the unit. For example, in Unit 1, Lesson 3, students read and complete the Notice and Note strategies in their initial reading of the text "Fears and Phobias." In the Notice and Note sections, students analyze and respond to comprehension questions by typing in a response box at selected points in the text. Next, students complete a Check Your Understanding task that includes three questions. Students also answer a question that analyzes an aspect of the text in a section titled Analyze the Text. Students then answer critical vocabulary questions that pertain to specific vocabulary from the passage. Finally, students respond to a Language Conventions mini-lesson that uses examples from the text to enhance student learning.

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			Specific examples are available from the units of this process in action. In Unit 3, Surviving the Unthinkable, students read from "A Long Walk to Water," and are consistently directed back into the text for close reads. In one lesson from that unit, students answer one question that reads, "In paragraph 7, Salva seems concerned and confused. Highlight the questions Salva asks." Then, students must analyze a portion of the text by answering questions, such as, "What do Salva's questions tell you about his internal conflict?" Again, by asking students these questions, students must re-read the texts so they can answer correctly. The questioning strategies used within the curriculum requires that students read and reread the texts for information, helping them to delve deep into the content and support their responses with evidence from the text. In Unit 4, students are directed back into the text for close reads. For example, Lessons 2-6 focus on the multimodal text "Selfie: The Changing Face of Self-Portraits,'' by Susie Brooks. In the Respond activity, Language Conventions: Commas After Introductory Elements, students are asked, "In paragraph 2, how are commas used to set off introductory elements? What effect do the commas have on the sentences?" This requires students to re-read as needed during the study of the text

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			with a particular consideration to deepen understanding. By listing the paragraph the information is from, students are able to go back into the text and reread the section to help them answer the question.
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 respond to text-dependent and text-specific questions throughout the lessons in each of the units. Students document the textual evidence supporting their answers to these questions. Most tasks, including those that are speaking and listening based, require students to refer directly back to the text to support their responses. They require students to specifically interact with the text, relying on textual evidence to justify inferences from the text. For example, in Unit 1, Lesson 5, Embarrassed: Blame Your Brain, students use text features to make, correct, and confirm predictions for reading. Students gather information from text sources to respond to questions such as, "Which main organizational pattern is the author using? How can you tell?" and "Summarize the section and explain whether your prediction was accurate." Students use text-based information as they paraphrase and cite evidence to support their responses.

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			In Unit 2, Lesson 5, students reread paragraph 4 in "Wild Animals Aren't Pets" and then answer the following question, "What specific evidence does the writer use to support the argument that people should not be allowed to own exotic animals? Explain how the evidence is or is not directly related to the claim."

Unit 3, Surviving the Unthinkable, students perform a Collaborate and Compare on the texts, "After the Hurricane" and "Ninth Ward." In this process, students first discuss both texts and cite evidence into a graphic organizer. Students then discuss and analyze the texts by engaging in dialogue with the following questions: "How are the speaker in 'After the Hurricane' and the narrator in 'Ninth Ward' similar? How are the circumstances faced by the poem's speaker and the novel's narrator different? How are their responses to their circumstances different? Think about the image of helicopters in both selections. What ideas does this image suggest in each selection? What have you learned from these selections about what it takes to be a survivor?"

In Unit 4, students read and reread paragraphs 12-23 of "What's So Funny, Mr. Scieszka?" and mark the sequence of events as they occur in chronological order. Then students answer the question, "How do you think the way the text is structured |

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			supports the author's main purpose for writing this text?" Students are then guided to deeply analyze and appreciate various aspects of the text, including the relationship between text structure and author's purpose. Students also analyze the structure of the text in order to find supporting details and evidence of how the structure supports the author's main purpose, making this question text dependent. Materials and questions throughout the units are text dependent in that they require students to conduct close readings of the texts to provide text evidence to support their reasoning and responses.
	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. Assessments and culminating tasks demand higher-order thinking that is constructed over the course of the unit. Activities within each unit are structured to build on and connect to one another. For example, in Unit 1, Finding Courage, students respond to questions to promote critical thinking about the texts read throughout the unit. Students are prompted to analyze how characters develop the plot when reading "The

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			Breadwinner," by Deborah Ellis (RL.6.3). Students also read the article, "Fears and Phobias," in which students are asked to cite evidence to support analysis of the text and use text features to navigate the informational text (RL.6.1).

In Unit 2, Through an Animal's Eyes, students read the science fiction short story "Zoo." As they read, students must be able to explain how to determine the theme and describe the ways in which the author conveys the theme (RL.6.2). The writing prompt for the end of unit writing assignment states, "Write an Argument stating a claim about what you can learn by seeing the world through an animal's eyes. Use the skills you practiced in this unit to develop your Argument" (W.6.1).

In Unit 5, after reading the text, "A Schoolgirl's Diary," from "I Am Malala Memoir" by Malala Yousafzai with Patricia McCormick, students are asked, "Why do you think the author includes these details?" This question requires students to analyze why specific details in the passage were included in the overall text. Students must explain how the details affect the overall meaning (RI.6.5). Another question from this unit reads, "What is her purpose?" (RI.6.6). Students must first determine the author's point of view and then explain how the author communicates the point of view to the reader. |

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Non-negotiable (only reviewed if Criterion 1 is met) **3. COHERENCE OF TASKS:** Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text. ☒ Yes　　☐ No	**Required** **3a)** Coherent **sequences of questions and tasks** focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.	**Yes**	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. For example, in Unit 2, Through an Animal's Eyes, coherence of questions and tasks are observed as the unit builds and strengthens students' understanding of the unit focus and essential question "What can you learn by seeing the world through an animal's eyes?" As students progress in the unit, they continue to build upon previous knowledge to complete sets of sequential tasks that build knowledge of the unit theme. Students analyze the texts "Animal Wisdom" and "The Last Wolf." Students respond to a prompt which reads, "Reread lines 1–17 of 'Animal Wisdom.' How does the use of personification affect the way you perceive the animals? Cite text evidence in your response." This particular example highlights how students express understanding after reading the text. At this point in the unit, students have read and

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			built understanding of the text and its illustrations and made the necessary connections within the entire unit that help students to express their understanding. By the end of the unit, students have gained an understanding of the unit theme and are prepared to write an argumentative essay. In this task students use knowledge and language acquired over the course of the unit to determine "What can you learn by seeing the world through an animal's eyes?" Students write an argument defending their ideas about what they can learn by seeing the world from an animal's perspective. Students use the essay to adapt and create an argumentative video presentation to further express their understanding of the unit.

In Unit 5, Never Give Up, students read "A Schoolgirl's Diary" from "I Am Malala Memoir" by Malala Yousafzai with Patricia McCormick. At the start of the lesson, students engage with critical vocabulary by completing sentences and prepare for reading the text by reviewing how they should be annotating the text. Upon reading the text, students stop at various signposts to analyze various aspects of the texts for understanding. For example, students are prompted to "Highlight details in paragraphs 2–3 that help set the scene of the prologue. What does this background information reveal about the author?" Students encounter the connections |

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			embedded into this particular unit by first reading for comprehension and then annotating the text with support. The final example comes during the Analyze portion of this unit which states, "Analyze: Review paragraph 2 and paragraphs 10–11. What question can you ask about Malala's life that is answered in paragraphs 10–11? Why do you think the author includes these details? What is her purpose?" This particular question set requires students to analyze the author's purpose, a skill developed after careful reading and processing of the information. Students build upon their understanding of the text through multiple reads and studies of the texts and then determine their responses for the question set. This process is repeated throughout the unit in preparation for the Never Give Up unit tasks, in which students write a biographical report and produce and present a podcast.

In Unit 6, Hidden Truths, students explore texts to respond to the essential question, "What hidden truths about people and the word are revealed in stories?" Students read stories about behaviors and traits common in people the world over. As they read the collection of unit texts, students revisit the essential question and gather ideas and evidence to which they record in their Response Logs. By the end of the unit, students have the opportunity to write a short story or folktale that communicates |

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			the message about life or human nature based on the information they acquired during the unit.
	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. Throughout each unit, there are numerous opportunities for students to engage in a variety of activities in these areas. Each unit includes culminating tasks that require students to integrate the skills, concepts, and content from the unit. Students write argumentative and informative essays, debate key aspects of a topic or theme, and participate in collaborative discussions and research. Resources to prepare students for interactive speaking and listening activities are included. For example, in Unit 2, Lesson 4, students read the poem "Animal Wisdom." The Notice & Note section of the lesson instructs students to "Highlight an example of personification in lines 6–11." Students are also instructed to infer when asked, "What can you infer about the bear through the poet's use of personification?" These questions demand students to build the skill of identification of personification while strengthening inference skills. Students then identify an example from the text, resulting in the application of skills they

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			have learned. These skills connect to the essential question "What can you learn by seeing the world through an animal's eyes?" Students answer this question by looking for personification of the animals in the text and inferring the meaning of the poet's use of personification. Later in the lesson, students work to answer the question "What ideas about nature does the poet convey through these images?" Students use their skill with identification of personification and other literary devices built throughout the lesson and the course of the unit, as well as the previous unit, to answer this prompt. The Collaborate and Compare section is an example of how the materials integrate knowledge and skills as students work in groups to "Review the images that you cited in your chart. In what ways are the images similar? In what ways are they different?" In this lesson, students are applying what they have learned regarding inferencing and analyzing texts to analyze illustrations. This is accomplished through group discussion and observation. In Unit 5, Never Give Up, students continue to respond to questions and tasks designed to build, apply, and integrate knowledge and skills. Students actively read and engage with the text by annotating for key details, author's diction, choices, and style, as well as characterization during their study of the texts within this unit. Students continue to express understanding by

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			answering questions about word choice, key details, and characterization. Students also integrate understanding in small group discussions and by conducting research during the course of this unit. These skills are utilized in answering the essential question for the unit, which reads, "What keeps people from giving up?" By the end of the unit, students express their understanding of the unit by completing a culminating writing task in which they research and write a biographical report explaining why a well-known person from history refused to give up when faced with a crisis or difficult problem to solve. Students are referred back to the Mentor Text, "The Wright Brothers: How They Invented the Airplane," as a reference for writing. Students use primary and secondary research sources, connect related ideas from texts, cite evidence, and refer back to their Response Logs which they filled over the course of the unit while reading unit texts.
	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. Vocabulary and language

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).		practice are embedded within lessons throughout the units. Students have regular opportunities to work with language in direct application to their study of author's craft, and students apply the skills they are learning directly to the texts they are reading and analyzing. In addition to the embedded lessons, the Vocabulary Studio provides students additional opportunities for extended vocabulary and language practice. For example, in Unit 2, students discuss the meanings of words within word networks with a partner. The task states, "Discuss the 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 students complete Word Networks for the remaining four words. Students use a dictionary or online resources to help them complete the activity. Students examine the word and its meaning by showing how the synonyms, antonyms, and related forms all interact together to develop the word's meaning. Further examples of word study in Unit 2 include the vocabulary strategy in the "Zoo" lesson for Greek Roots. Students learn to determine the meaning of words by identifying the word's root. Students are given the example of the word, microphone. The materials explain that, "The word phone comes from a Greek root meaning 'sound'. The prefix micro- comes

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			from another Greek root meaning 'small'." Students practice and apply their understanding of micro and phone, as well as context clues, to choose words to complete given sentences using word choices: symphony, cacophony, and micromanaged. Then students use their new understanding to write their own definitions for the terms. A follow-up lesson, Vocabulary Studio, is provided for further support. In Unit 5, Never Give Up, Lesson 1, students conduct a close read of "A Schoolgirl's Diary," from "I Am Malala Memoir" by Malala Yousafzai, to analyze the author's use of language. One of the examples of questions that help students to analyze the language reads, "What kind of edict might you defy? Why?" Students define what an edict is, and then, after looking up the definition, explain why they would defy specific kinds of edicts. Students develop an understanding of the difference between good edicts and bad in order to answer this question. They do this by examining the word network for the word, edict. Another example of examining the language also comes from Unit 5. The language lesson continues to have students consider what makes a proper noun and what makes a common noun. Students are taught, "Writers capitalize proper nouns to distinguish them from common nouns.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Recall that a proper noun names a particular person, place, thing, or idea; a common noun is a general name for a person, place, thing, or idea. Proper nouns include languages, cities, ethnicities, school names, brands, titles, organizations and their abbreviations, initials that stand for someone's name, and acronyms (words formed by combining the initial letters of a series of words)." This gives students the background information regarding these two types of nouns. Once they understand the two types, they answer the following prompt: "Write your own sentences with proper nouns, using the examples from 'I Am Malala' as models." As shown, students learn about key grammar and language structures within context. They must then apply what they have learned to show how the language structures affect the meaning of texts. Students do this in this specific example by using the language structure from the text as a basis for writing their own sentences, which shows that students both recognize the language structure used and can apply that structure to their own writing.
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, RI.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.

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[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. Materials do provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	Yes	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics,

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[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
			themes, and ideas presented in the texts. 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. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)[8]	4. Foundational Skills	**N/A**	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

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[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.

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: **7**

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	

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[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.

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[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. According to quantitative measures, the majority of texts are placed at or above the appropriate Lexile band (860L-1010L) for Grades 6-8. These texts were chosen either for their heightened language, support of the unit theme, or complex ideas. Lexile measures appear in two places within the Teacher's Edition. The Instructional Overview and Resources pages at the beginning of each unit show the Lexile measure for each selection. The Lexile measure is also provided on the selection Plan pages, along with other complexity information about the texts to help teachers prepare to teach from the texts. In Unit 1, Taking Action, Lesson 1, students read the short story, "Rogue Wave," by Theodore Taylor (980L). Students read the text to analyze the plot elements, including plot stages, conflict and setting. Qualitatively, the text is considered complex because of the use of implied meaning and several points of view used in its structure. Language demands are also considered complex due to some difficult

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			vocabulary, while knowledge demands are moderate because the text requires no special knowledge and situations are easily envisioned.

In Unit 4, The Terror and Wonder of Space, Lesson 3, students read, "Challenges For Space Exploration," by Ann Leckie (880L) as the Mentor Text. While the quantitative measure is slightly below the grade-level band, qualitative measures reveal that the language demands make the text complex due to the extensive vocabulary used which require students to know or be able to discern in context both Tier I and Tier II words.

In Unit 6, Change Agents, Lesson 1, students read Craig Kielburger's personal essay, "Craig Kielburger Reflects on Working Toward Peace" (1080L). Qualitative measures state that ideas are explicit, and the structure is sequential. Language demands are clear but require some knowledge of sophisticated vocabulary. In order for students to comprehend the text, they must also understand word origins and be able to rephrase sentences that have an extra balancing word in the main clause. Knowledge demands require full understanding of everyday knowledge.

In every unit, students encounter a variety of texts. Appropriate texts were chosen for the program based on a combination of |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			quantitative measures and qualitative features, and teachers are supported in helping students successfully comprehend these texts.
	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 the texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. The texts included are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Texts provide an enriching yet rigorous representation of the quality of content, language, and writing that is produced by experts in various disciplines. Authentic texts have been selected to illustrate, support, and supplement the themes and learning objectives of each unit. Each unit incorporates multiple genres of writing as well as a diverse collection of authors to create the foundation of texts being studied. For example, in Unit 2, "Thank You M'am," a short story by well-known and published author Langston Hughes, is noted as a "creative" short story and a "classic" story written by a well-known African American author during the Harlem Renaissance. In Unit 2, Reality Check, students read "Eldorado," by Edgar Allan Poe, a recognized and published author in the American tradition. The quality of language is well-crafted with the use of figurative

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			language, metaphorical language, and conventionally structured stanzas to meet grade-level ELA standards. In Unit 4, students read "Dark They Were, and Golden Eyed," by Ray Bradbury, a special Pulitzer Prize winning author which introduces students to science fiction and the changing world of nature and reality. In Unit 5, More Than a Game, students read an excerpt from "The Crossover," by Kwame Alexander. The novel, written in verse with a relatable plot, asks students to be mindful of setting, character, plot, and conflict. Alexander is a New York Times bestselling author of 21 books and the recipient of the 2015 Newbery Medal (received for the unit text).
	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. Students read and analyze fiction and nonfiction texts in each unit, along with poems, historical texts, memoirs, and various media, such as videos, images, and podcasts. These texts work together to assist students in addressing the essential questions that shape each of the units. Exposure to these texts and other media builds vocabulary and content knowledge about themes among the connected topics

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and ideas. Students express their understanding and consider the thoughts of others through activities that include research tasks, collegial discussions, and evidence-based writing. These tasks connect the ideas and topics within the theme and are built upon the consideration of multiple perspectives. Opportunities for students to focus on vocabulary in context, as well as vocabulary connected with culture, slang, dialect, and formal and informal language are presented throughout the units.

Unit 1 involves a collection of texts that seek to build students' knowledge on how to overcome difficulties and addresses the qualities needed to overcome difficulties. The Unit revolves around the essential question "What helps people to rise up to face difficulties?" Students begin the unit by reading "Rogue Wave," by Theodore Taylor. This text builds background knowledge and supports student understanding for the unit's essential question. Students then read "The Flight of Icarus," a Greek myth by Sally Benson. Students must gain an understanding of what they can learn from the text. Other unit texts include "Women of Aviation," "Thank You, M'am," "A Police Stop Changed This Teenager's Life," and "Persueus and the Gorgon's Head." As students read, they use Notice and Note strategies to better understand the texts. Understanding of the theme and level of |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			comprehension is observed when students write an informational essay about overcoming obstacles and achieving goals.

In Unit 2, students focus on the essential question "What can blur the lines between what's real and what's not?" in which they must discern how different people distinguish the difference between reality and what's not. To build background and vocabulary knowledge, students complete Word Networks, read a series of connected texts of different genres, and respond to unit written and oral tasks. For example, one of the Reality Check Unit Tasks requires students to use the knowledge they have gained over the course of the unit to create and present a multimodal project to an audience. Students create and deliver the presentation to demonstrate and explain certain illusions and the techniques used to create them. Students use texts and language from the unit in planning for the presentation.

In Unit 6, students explore the essential question "What inspires you to make a difference?" In this unit, students explore how and why people work to change societies and the communities in which they live. Students read and revisit the essential question to gather ideas about what they find inspirational. Students read a series of connected texts about various people who have helped to make the world |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			a better place. For example, students read the personal essay "Craig Kielburger Reflects on Working Toward Peace," in which he describes how he was once inspired by a twelve-year old boy he read about that led him to found the Free the Children organization. Students also read "Difference Maker: John Bergmann and Popcorn Park," by David Karas, in which he explains how animals that have been removed from their natural habitats are rescued and cared for in a special park in New Jersey. Through reading, students acquire the knowledge they need to complete the unit task of writing a research report about an inspirational person from the unit.
	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. Each unit consists of multiple high quality texts that are connected to the exploration and development of the Essential Question that creates the foundation of the unit. As students closely read each of the texts, they employ the Notice & Note strategies to deepen their analysis and build understanding. Embedded questions, graphic organizers, and discussion starters direct students back to the text to further develop their comprehension and its application to their writing. Students study and reflect on Mentor Texts as they structure their responses to culminating

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			writing prompts. As well, students support their writing with evidence from the texts they have studied through the unit.

For example, in Unit 1, Taking Action, students read a series of texts to gather information and ideas to support their response to the essential question, "What helps people rise up to face difficulties?" To begin the unit, students read and revisit the short story, "Rogue Wave," by Theodore Taylor. In Lessons 2-6, students cite evidence to support inferences drawn from the text; analyze plot elements including plot stages, conflict, and setting; conduct research about rogue waves; write a description of how to adapt the story as a movie; and discuss plot details in "Rogue Wave." Throughout the unit students use the Notice and Note Signposts as a reading model to gain knowledge and information needed to read and better understand the additional unit texts. As students read each text they record information in the Unit 1 Response Log. Students are instructed to "Use this Response Log to record your ideas about how each of the texts in Unit 1 relates to or comments on the Essential Question."

In Unit 3, Inspired by Nature Planning, students read a selection of texts that focus on student responses to the essential question "What does it mean to be in harmony with nature?" Students read text |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			genres that include an argument, a memoir, a sonnet and a short story. In "Never Retreat," by Paul Fleischman, students read an argument about environmental issues. Students use the Notice and Note signposts as clues to determine the author's opinions and the techniques Fleischman uses to make his argument convincing. Students use embedded questions and annotations as reminders to analyze the text to uncover the author's opinion and how he addresses his opinion in the language he uses for writing. For example, "What absolute or extreme language is used?" and "Why do you think this language is important to the argument?" Students revisit the text in the next lesson and are asked to summarize the author's position on whether interventions are created to meet current needs. Students engage with the text again during a Vocabulary Strategy lesson on context clues and an additional read is conducted to identify correlative conjunctions that are used throughout the text selection.
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.	**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 respond to text-dependent and text-specific questions throughout the lessons in each of the units. Students document the textual evidence supporting their answers to these questions. Most tasks, including those that are speaking and listening based, require students to refer directly back to the text to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No			support their responses. They require students to specifically interact with the text, relying on textual evidence to justify inferences from the text. For example, in Unit 2, Reality Check, Lesson 3, students read "Heartbeat," by David Yoo, to analyze character actions. Students are asked to "highlight three things that Dave says other people say to him or think about him. What does beginning the story with this information suggest about the kind of person Dave is?" and "Does Dave struggle mostly with an external conflict or an internal conflict? Explain." Sign Post questions ask "What does Dave do again and again?" and "What do these repeated actions tell you about Dave?" In Unit 4, The Terror and Wonder of Space, students read "Martian Metropolis" to explain why the author proposes that humans colonize Mars rather than another planet. The lesson anchor question asks, "Why did the author use the numbers or amounts?" Later students respond to the question, "What statistic is used?" and "What context clues helped you determine the meaning of microbes?" Students continue responding to text-dependent questions like "In paragraph 5, highlight the statistics the author provides about Mars. What does this information help you understand about what it would be like to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			live on Mars?" and "What main organizational pattern is the author using? How can you tell?" In Unit 5, More Than a Game, students read the informational text "Get in the Zone: The Psychology of Video Game Design." As they read, students answer a series of text-dependent questions such as: "What topic is Madigan explaining (in paragraph 4)?;" "Why is he qualified to speak about this topic?;" "In paragraph 3, the author introduces the idea of 'flow' in order to _____?;" "According to the section called Challenge, why do players of video games often give up?;" and "What is the purpose of the bulleted points in the final section?" Materials and questions throughout the units are text dependent in that they require students to conduct close readings of the texts to provide text evidence to support their reasoning and responses.
	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. Assessments and culminating tasks demand higher-order thinking that is constructed over the course of the unit. Activities within each unit are structured to build on and connect to one another.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			For example, in Unit 3, Inspired By Nature, students read and respond to questions as they deepen their understanding for the unit focus and essential question, "What does it mean to be in harmony with nature?" Students analyze the text, "Never Retreat," and provide evidence to support their claim that "we have become addicted to the convenience of fossil fuels." (RL.7.1). Students also read, "The Drought" in this unit and complete the Check Your Understanding section. In question 1, students are asked to analyze the text by determining the meaning of the phrase, "at a sharpened pace" (RL.7.4).
			In Unit 4, The Terror and Wonder of Space, students read, "Dark They Were, and Golden-Eyed" and respond to the question "Why is paragraph 8 important to the story?" Students analyze the text to determine how particular elements of a story shapes the plot (RL.7.3). Then after reading "Challenges for Space Exploration," students are asked to explain why "the author states that we shouldn't keep our eggs in this increasingly fragile basket." (RL.7.4).
			In Unit 5, More Than a Game, the writing prompt reads, "Write a short story about a character who is involved in a team or individual sport, or in a game played by one or more people. You may present either a positive view or a critical view of the sport

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			or game" (W.7.3). The prompt fulfills the requirements of this standard because lesson activities have been built into writing the response. Students practice using dialogue, plotting events on a plot diagram, and explaining characteristics of the genres they are writing about. The prompt serves to advance and deepen student learning over time. By the end of the unit, students have gained knowledge they apply to write a research report about what inspires them to make a difference (W.7.2).
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, Taking Action, students read and answer questions that allow them to build an understanding of the essential question "What helps people rise up to face difficulties?" As students progress in the unit, they build knowledge related to the unit theme. For example, in, "Rogue Wave" students learn the importance of analyzing

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			plot and how the author's use of foreshadowing hints or suggests how a character will resolve the conflict of the story by responding to the questions, "How does the information in paragraph 3 help foreshadow the conflict?" and "Identify two settings on the boat in this story. How does the shifting between these settings influence the plot and build suspense?" In the myth, "The Flight of Icarus," students focus on determining the theme of a text and answer the question, "Which sentence states an important theme in this myth?" Each text in the unit supports student understanding towards answering the essential question. By the end of the unit, students are prompted to write an informational essay about the "qualities needed for overcoming an obstacle and achieving a goal." Students are asked, "What helps people rise up to face difficulties?" Students use knowledge gained through reading unit texts, as well as, notes taken in their Response Logs and unit signposts to help guide their responses to the prompt.

In Unit 2, Reality Check, questions and tasks develop student understanding by asking students to analyze texts, cite evidence, use context clues to determine the meaning of unknown words, and practice language conventions. For example, when students read "Heartbeat," they are asked, "In paragraph 2, the details about Dave's |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			attempts to gain body mass suggest that he…" Students analyze the text to select the correct answer. Then students are asked to cite evidence to support the idea that "Dave is motivated by other people's feelings rather than his own" Students use vocabulary strategies, such as context clues, to complete sentences to show the meaning and understanding of text-specific vocabulary and select words to show they understand that "the verb agrees with the subject."

In Unit 4, The Terror and Wonder of Space, students answer questions that are focused around the essential question "Why is the idea of space exploration both inspiring and unnerving?" Students analyze science fiction by determining the characteristics of science fiction and provide "examples in the story." Students also practice and apply knowledge of new vocabulary. For example, students are prompted to "Select the phrase that has a connection to pendulum." Students are taught in this unit the meaning of the Latin root "pend" which allows them to determine the correct meaning.

In Unit 5, More than a Game, students have the opportunity to reflect on the unit essential question, "How do sports bring together friends, families, and communities?" and are able to connect each lesson to one another through the use of connected texts. For example, students |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			read "Ball Hawk," a short story by Joseph Bruchac, and "It's Not Just a Game!" by Lori Calabrese. Both texts use sports to describe how sports shape the lives of individuals and have both advantages and disadvantages. This point of view is further stressed during texts included for independent reading. Those texts include, "Batting After Sophie," "Bridging the Generational Divide Between a Football Father and Soccer Son," and "Arc of Triumph." Students express their understanding of unit activities by writing a short story explaining how sports "bring together friends, families, and communities."
	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. Throughout each unit, there are numerous opportunities for students to engage in a variety of activities in these areas. Each unit includes culminating tasks that require students to integrate the skills, concepts, and content from the unit. Students write argumentative and informative essays, debate key aspects of a topic or theme, and participate in collaborative discussions and research. Resources to prepare students for interactive speaking and listening activities are included.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			For example, in Unit 1, Taking Action, students develop a strong understanding for topics and ideas that support the unit theme and the essential question "What helps people rise up to face difficulties?" For example, students read "The Flight of Icarus" to analyze elements of a myth, determine its multiple themes, better understand characters' traits and behaviors, and acquire academic and Greek vocabulary. Students also read "Icarus's Flight" to analyze and identify tone in poetry and conduct research on poems about a myth. By the end of the unit, students apply knowledge gained throughout the unit to write an informational essay about overcoming obstacles and write a film critique. As a final assessment, students are tasked with presenting their critiques to their classmates who, in turn, listen and respond to the presentations. In Unit 2, Reality Check, students develop an understanding for how different people distinguish between what is real and what is fiction. Students revisit the essential question, "What can blur the lines between what's real and what's not?" to gather ideas to support their own claims about the topic. For example, students read the short story, "Heartbeat," to analyze character and conflict, conduct research about how to improve self-esteem, and write an infographic about the benefits of rejecting

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			negative thinking. Students also read, "Two Legs or One," a folktale by Josepha Sherman. As they read, students identify key elements of a folktale, analyze the uses of humor such as exaggeration and irony, and write a friendly letter that expresses opinions and ideas about the uses of humor in folktales. The Mentor Text, "The Camera Does Lie," helps students plan for the Unit 2 Task in which they are asked to create a multimodal presentation. Students develop an understanding for author's purpose while conducting research about a photographic or video hoax. Students then write an opinion essay about fake images in videos. By the end of the unit, students are prepared to create their multimodal presentations to demonstrate how things are not always what they seem. In Unit 5, More Than a Game, students learn how sports can bring together friends, families, and communities. Throughout the unit, students explore how people participate in and respond to games. Students gather ideas about the unit theme as they read unit texts and prepare for writing a short story related to sports and games. For example, students independently read "Bridging the Generation Divide Between a Football Father and Soccer Son" to better understand the strong feelings and reasons the author and his son have for their respective favorite sports and the ideas that

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			help them bridge their differences and find common ground. Students read, "Arc of Triumph" to gain knowledge of scientific terms and definitions used in sports such as: parabola, kinetic energy, potential energy, stored energy, and trajectory. By the end of the unit, students write a short story about sports in which they are then tasked with turning it into a class presentation.
	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. Vocabulary and language practice are embedded within lessons throughout the units. Students have regular opportunities to work with language in direct application to their study of author's craft, and students apply the skills they are learning directly to the texts they are reading and analyzing. In addition to the embedded lessons, the Vocabulary Studio provides students additional opportunities for extended vocabulary and language practice. The Vocabulary Studios for Grade 7 are used as tool kits of vocabulary strategies to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			help students become independent readers. Vocabulary Studios provide learning and practicing of strategies that are used to determine the meaning of unfamiliar words while reading complex grade level texts. For example, in the Vocabulary Studio Opener, students complete lessons in using context clues, analyzing word structure, prefixes and suffixes, word origins, synonyms and antonyms, denotation and connotation, as well as a list of other vocabulary lessons that advance the depth of word knowledge. Strategies are linked to lessons they correspond with within the unit lessons. Each lesson includes an overview of the strategy, anchor charts or graphic organizers with key aspects of the strategy, and self-checking questions that provide students the opportunity to practice applying the strategy with the appropriate context. Students may also take notes and highlight within the strategy overviews. For example, the Analyzing Word Structure strategy begins with background information on base words and roots. Sections on prefixes and suffixes include definitions, tables of common affixes, self-checking practice, and "Strategies for Understanding Unfamiliar Words." The next lesson builds upon this lesson by going into more depth with common roots and affixes.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Furthermore, in Unit 3, Inspired By Nature, students read "Never Retreat," by Paul Fleischman. Text analysis shows that the language used in this text is mostly explicit and includes Tier II and Tier III words. The Text X-Ray, which allows for scaffolding and supports, outlines words and phrases that may be unfamiliar to students due to cultural references, such as "standard of living," and "breadwinners." Students are also introduced to the Critical Vocabulary needed to fully comprehend the text. Students then read the text and apply their understanding of the terms by completing the Respond: Vocabulary activity in which students determine the meaning of words and then give a written description to show their level of understanding. For example, "Which of the following involves combustion?" Students choose the correct answer choice. Then, students explain their answer to the question by typing a written explanation. Similarly, in Unit 6, Change Agents, Lessons 2-6, students read and analyze Craig Kielburger's personal essay "Craig Kielburger Reflects on Working Toward Peace." Qualitative measures describe the language of the text as having, "sophisticated vocabulary." Students prepare for reading by completing the Critical Vocabulary activity, to see how many Critical Vocabulary words the students already know. Students then use

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the Critical Vocabulary to complete sentences. Students use this in preparation for reading. This activity allows students the opportunity to self-assess their prior vocabulary knowledge. After, students read the given text, and respond to the essential question "What inspires you to make a difference?" Students are then instructed to "write about and discuss what you learned from the personal essay, be sure to use the Academic Vocabulary words."

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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, RL.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.

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[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 the grade-level ELA standards. Materials do provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade level

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	Yes	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build, apply, and integrate 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

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[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.

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: **8**

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	

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[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.

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[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. According to quantitative measures, the majority of texts are placed at or above the appropriate Lexile band (860L-1010L) for Grades 6-8. These texts were chosen either for their heightened language, support of the unit theme, or complex ideas. Lexile measures appear in two places within the Teacher's Edition. The Instructional Overview and Resources pages at the beginning of each unit show the Lexile measure for each selection. The Lexile measure is also provided on the selection Plan pages, along with other complexity information about the texts to help teachers prepare to teach from the texts. Across the materials students read a collection of works such as the science fiction short story "The Brave Little Toaster," by Cory Doctorow (990L), in Unit 1; the literary criticism "What Is the Horror Genre?" by Sharon A. Russell (1030L), in Unit 2; the Mentor Text "The Book of Unknown Americans," by Cristina Henriquez (870L), in Unit 3; the historical fiction "The Drummer Boy of Shiloh," by Ray Bradbury (990L), in Unit 4; the informational text "The Debt We Owe to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the Adolescent Brain," by Jeanne Miller (1010L), in Unit 5; and the Mentor Text "The Diary of a Young Girl," by Anne Frank (550L).

In Unit 2, the short story by Edgar Allan Poe, "The Tell-Tale Heart,'' offers opportunities for students to analyze how differences in the points of view of the characters and the audience create such effects as suspense or humor, and how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. The quantitative measure is 850L which is just below the Lexile band for Grades 6-8. The qualitative features, however, increase the complexity by featuring heightened language. This text includes figurative or allusive language and some dialect and other unconventional language that students may not be familiar with.

In Unit 5, Finding Your Path, students read the informational text "The Debt We Owe to the Adolescent Brain," by Jeanne Miller (1010L); excerpts from the novel "Bronx Masquerade," by Nikki Grime (710L); and the poems "Hanging Fire," by Audre Lorde, and "Summer of His Fourteenth Year," by Gloria Amescua. Students also read an excerpt from "It's Complicated: The Social Lives of Networked Teens," by Danah Boyd (1080L), and the argument "Outsmart Your Smartphone," by Catherine Steiner-Adair |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			(1110L). The quantitative measures of these informational and argumentative texts are on the high end of the grade level band while the qualitative measures include language that has "most familiar, non-technical words, with a few exceptions" and a familiar "compare/contrast" structure with main ideas and supporting details. It is also noted that "some knowledge of the brain and the animal kingdom" is required for understanding.
	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. Texts provide an enriching yet rigorous representation of the quality of content, language, and writing that is produced by experts in various disciplines. Authentic texts have been selected to illustrate, support, and supplement the themes and learning objectives of each unit. Each unit incorporates multiple genres of writing as well as a diverse collection of authors to create the foundation of texts being studied. For example, in Unit 2, The Thrill of Horror, students read the classic short stories "The Tell-Tale Heart," by Edgar Allan Poe, and "The Monkey's Paw," by W.W. Jacobs. "The Monkey's Paw" was published in the 1902

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			short-story collection, "The Lady of the Barge" (1902). The story has been included in over seventy collections, converted into a play, made into movies, and incorporated into a popular television series. In addition, students read the more contemporary work "The Hollow," by international poet Kelly Deschler. These texts are all published works by respected authors. They are grouped together intentionally to illustrate various literary aspects with a specific focus on the author's craft in the horror genre and addressing the essential question, "Why do we sometimes like to feel frightened?" In Unit 4, "The Fight for Freedom," students analyze the structure of an autobiography by using an excerpt from "The Narrative of the Life of Frederick Douglass, An American Slave," by Frederick Douglass. This text is a memoir published in 1845. In Unit 5, Finding Your Path, students analyze an excerpt from "Bronx Masquerade," a novel by Nikki Grimes written in the form of a poetry slam. This novel was published in 2002 and won the Coretta Scott King Award YALSA's Best Books for Young Adults in 2002.
	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	**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,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.		listening, speaking, and language. Students read and analyze fiction and nonfiction texts in each unit, along with poems, historical texts, memoirs, and various media, such as videos, images, and podcasts. These texts work together to assist students in addressing the essential questions that shape each of the units. Exposure to these texts and other media builds vocabulary and content knowledge about themes among the connected topics and ideas. Students express their understanding and consider the thoughts of others through activities that include research tasks, collegial discussions, and evidence-based writing. These tasks connect the ideas and topics within the theme and are built upon the consideration of multiple perspectives. Opportunities for students to focus on vocabulary in context, as well as vocabulary connected with culture, slang, dialect, and formal and informal language are presented throughout the units. In Unit 2, The Thrill of Horror, students study a collection of texts focused on addressing the essential question "Why do we sometimes like to feel frightened?" Students begin the unit by closely reading the literary criticism "What Is the Horror Genre?" by Sharon A. Russell. Students then read and analyze the classic horror stories "The Tell-Tale Heart," by Edgar Allan Poe and "The Monkey's Paw," by W.W. Jacobs.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			These texts are intentionally grouped to illustrate various literary aspects with a specific focus on the author's craft in the horror genre. As students read, they use Notice & Note strategies to better understand the texts and their structures. Lesson 1 offers students opportunities to learn Critical Vocabulary that are embedded within the lesson in addition to a lesson on how authors use commas effectively in their writing. To demonstrate understanding, students write a literary analysis explaining "how the story fits into the horror genre." Students may choose from the texts studied as a class or one of the independent texts. They consider common elements of horror stories learned throughout the unit, including suspense, plot, setting, theme, and source of threats, and analyze how the chosen story fits into the horror genre. In order to write this analysis with clear and efficient structure, thought, language, and text evidence, students use the skills they practiced during the unit. Students use the literary criticism as a Mentor Text for their literary analysis. This assignment provides students with insightful writing practice and helps them effectively complete future summative evaluations. In Unit 4, The Fight for Freedom, students study a collection of texts focused on addressing the essential question "What will people risk to be free?" Students read

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and analyze excerpts from the autobiography "Narrative of the Life of Frederick Douglass, an American Slave," by Frederick Douglass. As students read, they use Notice & Note strategies to better understand the text and its structure. Opportunities to learn Critical Vocabulary are embedded within the lesson in addition to a lesson on pronoun-antecedent agreement. To demonstrate understanding, students write a literary analysis explaining "how the tone of Douglass's autobiography helps him achieve his purpose and communicate his message." Students also discuss the quote "I would at times feel that learning to read had been a curse rather than a blessing," by Frederick Douglass. During the discussion, students are directed to "examine whether people today might share his attitude" and to support their ideas with evidence from the text. Students also read numerous other texts focused on "people who sacrificed for freedom." The culminating unit task requires students "to write a research report on a topic related to the abolition movement in the United States" and to participate in a collaborative discussion focused on selecting topics and materials for a new hypothetical unit focused on the essential question, "What will people risk to be free?"
	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. Each unit consists of

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.		multiple high quality texts that are connected to the exploration and development of the essential question that creates the foundation of the unit. As students closely read each of the texts, they employ the Notice & Note strategies to deepen their analysis and build understanding. Embedded questions, graphic organizers, and discussion starters direct students back to the text to further develop their comprehension and its application to their writing. Students study and reflect on Mentor Texts as they structure their responses to culminating writing prompts. As well, students support their writing with evidence from the texts they have studied through the unit. For example, in Unit 1, Gadgets and Glitches, Lesson 3, students read "Interflora," a poem by Susan Hamlyn. On the first read, students are encouraged to pay attention to details that are surprising or unexpected and think about how these details create humor. Students reread and annotate, first studying the text's structure and use of irony. They then revisit the text to analyze it and cite evidence to support their inferences. The culminating writing assignment of this unit requires students to synthesize what they have learned from the texts read in the unit to write an essay explaining how a new technology helped them. They also are encouraged to use the text "Are Bionic Superhumans on the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Horizon?" as a Mentor Text, revisiting this text and its structure once more.

In Unit 3, Places We Call Home, students explore how places can shape the way people are. As they read various texts, they revisit the essential question and gather ideas about it in a Reading Response Log. Students begin this unit by reading "My Favorite Chaperone," by Jean Davies Okimoto, while looking for Notice and Note Signposts that signal different important elements (plot, characters, and themes) of the text. These signposts help students focus their reading and annotation on Tough Questions, Memory Moments, and Again and Again, repeated words or phrases to help give students clues to the main ideas and themes of the text. After reading, students zoom in and reread portions of the text for different specific purposes, such as critical vocabulary, characterization, and analyzing dialogue to make inferences. Students then review plot, characterization, critical vocabulary, and subject-verb agreements through embedded questions. |
| **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 with student ideas expressed through both written and spoken responses. Students respond to text-dependent and text-specific questions throughout the lessons in each of the units. Students document the textual evidence supporting their answers to these questions. Most tasks, including those that |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
meeting other grade-specific standards. ☒ Yes ☐ No			are speaking and listening based, require students to refer directly back to the text to support their responses. They require students to specifically interact with the text, relying on textual evidence to justify inferences from the text. For example, in Unit 1, Gadgets and Glitches, Lesson 2, students read "Are Bionic Superhumans on the Horizon?" and analyze the structure the author uses to organize specific paragraphs in a text, as well as determine a central idea of a text and analyze its development over the course of the text. Students then take a brief assessment to test their comprehension of the text. An example of one of these questions is "The author included the section 'The Superhuman Frontier' to _____." The students choose an answer from multiple choices. Additionally, in Unit 1, students analyze the text and use evidence in the following prompt: "Evaluate and Examine the article's subheadings. In your own words, state the concept or aspect of the main topic that each introduces. Are the subheadings effective? Why or why not?" Within the unit, students continue to be assessed by applying critical vocabulary that they learned throughout the text. Students also discuss the unit's essential question, "Does technology improve or control our lives?" with their peers and log their ideas onto their Response Log.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			In Unit 4, Fight for Freedom, Lesson 1, students read the text "Narrative of the Life of Frederick Douglass, an American Slave," by Frederick Douglass. As they read, they answer a series of text-dependent questions. For example, "Highlight details in paragraph 2 that describe Douglass's mistress. Infer: What might Douglass's purpose be in devoting so much space to describing his mistress?" and "In paragraph 4, highlight words and phrases that describe the boys' attitude toward Douglass. Underline text that tells how Douglass feels about them. Infer: What message about people does Douglass convey by describing his interactions with these boys?" Other examples include "Which sentence from the excerpt best demonstrates Douglass's feelings about reading after he learned about slavery?" and "Reread paragraphs 2 and 3. Did the mistress's initial kindness or her eventual cruelty have a greater effect on Frederick Douglass? Explain. Support your responses with evidence from the text."
			Materials and questions throughout the units are text dependent in that they require students to conduct close readings of the texts to provide text evidence to support their reasoning and responses.

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. Assessments and culminating tasks demand higher-order thinking that is constructed over the course of the unit. Activities within each unit are structured to build on and connect to one another. In Unit 2, The Thrill of Horror, students read stories from the horror genre and discuss what makes it enjoyable for many people. At the end of the unit, they write a literary analysis in response to the prompt "Why do we sometimes like to feel frightened?" Students then develop a literary analysis of one of the stories in this unit and are prompted to refer to the examples given in the Mentor Text, "What Is the Horror Genre?" to explain how the story fits into the horror genre. Students revisit their learning from earlier in the unit and consider the essential question, "Why do we sometimes like to feel frightened?" to write and support their responses (W8.2). In Unit 3, Places We Call Home, the questions use either the exact or similar language to the standards. For example, in Critical Vocabulary, students practice and apply their understanding. The question asks students to explain how they

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			understand the boldfaced word and to complete the sentence in a way that makes sense. "When Maya becomes a U.S. Citizen, she may want to sponsor ...." This language can be found in the language standards focused on using context as a clue to the meaning of a word or phrase (RL.8.4).
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 2, The Thrill of Horror, Lesson 10, students write a literary analysis in which they analyze and interpret one of the stories in the unit. Over the course of the unit, students read four short stories. Before choosing the story to write about, students compare all four stories in the categories: suspense, plot, characters, setting, supernatural events, source of threat, and theme. They are also provided with the literary criticism "What is the Horror Genre?" by Sharon A. Russell, as a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Mentor Text. Students use this text as a model for their own literary analysis essays. In Unit 4, The Fight for Freedom, students reflect on the essential question, "What will people risk to be free?" as they analyze excerpts from the nonfiction texts, "Narrative of the Life of Frederick Douglass, An American Slave," "Harriet Tubman: Conductor on the Underground Railroad," the historical fiction short story "The Drummer Boy of Shiloh," and the poem "O Captain! My Captain!" Within the reading and study of each text, students answer both comprehension and analysis questions. In Lesson 11, students use the informational text from "from Fortune's Bones" by Pamela Espeland as a Mentor Text for writing their own research reports addressing the essential question and the abolition movement in the United States. Students develop and refine their research questions using documented primary and secondary sources, to draft, revise and finalize their research report using the Mentor Text as a model. In Unit 5, Finding Your Path, Lesson 2, students read "from Bronx Masquerade," by Nikki Grimes. Students analyze the structure of the text and how the author develops the characters. Students are asked to use Notice & Note strategies in their observations about characters, events, and settings. Students highlight words and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			phrases in the first two paragraphs that suggest the character's view of another character and then make an inference of what their opinion of that character is. They continue highlighting details throughout the passage that help them better understand the characters. Students also highlight repeated phrases and words in the poem to analyze its structure. Students then analyze the text in order to evaluate how the settings influence the characters. Students then write their own poems.
	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. Throughout each unit, there are numerous opportunities for students to engage in a variety of activities in these areas. Each unit includes culminating tasks that require students to integrate the skills, concepts, and content from the unit. Students write argumentative and informative essays, debate key aspects of a topic or theme, and participate in collaborative discussions and research. Resources to prepare students for interactive speaking and listening activities are included. For example, in Unit 1, Gadgets and Glitches, Lesson 2, students read and analyze an article, conduct research on the topic, and engage in a structured group discussion. Directions for the group

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			discussion are as follows: "Have a discussion about the best ways to distribute bionics fairly. Should people who can pay a lot of money get the best bionics first? Should people with disabilities be first in line? If so, who should pay for those bionics if they are expensive? As a group, set an agenda and establish clear goals for your discussion. Review the text and decide which information is relevant to the discussion topic. Use the headings to help you locate the information. Have group members add relevant research findings. Review the ideas together, listening closely and respectfully to all ideas. Then take a vote on the fairest ways to distribute bionics." Students use the information from this activity, as well as texts and other unit activities, to prepare for end of unit tasks. Students use unit knowledge to write an informational essay explaining how a new technology has helped them. As students plan for writing they are prompted to apply what they have learned about in the unit and apply it to their own writing. In Unit 5, Finding Your Path, Lesson 4, students read and analyze multiple texts. After conducting research on social media use, students write an opinion piece in which they take a position regarding social media use at school, using evidence from "It's Complicated" and their own research to support their points. Students then advocate a position by delivering a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			multimodal presentation of their argument to the class by adding an illustration, a poster, a software demonstration, or sound effects to more effectively convey their message. They are encouraged to use appropriate eye contact, speaking rate, volume, enunciation, and gestures to communicate their argument effectively.

In Unit 6, The Legacy of Anne Frank, Lesson 11, students create a theme song for a hypothetical television adaptation of "The Diary of Anne Frank." Students choose scenes from the text that they find interesting and brainstorm "compelling" lyrics as they identify the mood created by the playwrights. Students explore the theme by asking themselves reflective questions. For example, "What message does her story provide for people today? What can people learn from Anne?" and "What aspects of the play's setting would help bring the songs to life?" This process requires students to revisit and reflect on their learning throughout the unit as they determine not only the focus but the specific content of their theme songs. Students then write their lyrics with a focus on the hook described as "a memorable, catchy phrase listeners remember." Students may create their own music or coordinate their lyrics to an existing tune. Students then share and reflect on their theme songs with one another. As students share feedback, they are "prepared to |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			explain how each section of your song works to achieve your goals."
	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. Vocabulary and language practice are embedded within lessons throughout the units. Students have regular opportunities to work with language in direct application to their study of author's craft, and students apply the skills they are learning directly to the texts they are reading and analyzing. In addition to the embedded lessons, the Vocabulary Studio provides students additional opportunities for extended vocabulary and language practice. The Grade 8 Vocabulary Studio provides students with additional practice with the vocabulary strategies that are the "key to becoming an independent reader." These strategies are designed to help students decode and define unfamiliar words as they read and to help them "refine the words" they use as they write. Strategies are linked to lessons they correspond to within the unit lessons. Each lesson includes an

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			overview of the strategy, anchor charts or graphic organizers with key aspects of the strategy, and self-checking questions that provide students practice applying the strategy with the appropriate context. Students may also take notes and highlight within the strategy overviews. For example, the Analyzing Word Structure strategy begins with background information on base words and roots. Sections on prefixes and suffixes include definitions, tables of common affixes, self-checking practice, and "Strategies for Understanding Unfamiliar Words." The next lesson builds upon this lesson by going into more depth with common roots and affixes. In Unit 2, The Thrill of Horror, Lesson 2, students read Edgar Allan Poe's classic gothic short story, "The Tell-Tale Heart." The text complexity analysis in the lesson planning resource notes the author's use of "archaic" language and "unexpected" word order. It also includes vocabulary terms identified as Cultural References that may be unfamiliar to students. These terms include "Hearken?" and "lantern." The Analyzing Language section provides teacher guidance for reviewing phrases and clauses within paragraphs 8 -10 of the text. As students prepare for reading the text, they are provided an overview of point of view and suspense. Additionally, students preview Critical Vocabulary by completing the self-checking, fill-in-the-blank

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			vocabulary activity with eight terms from the text. Poe's use of phrases and clauses is also noted in the Language Conventions section. An example from the text is provided for annotation. As students read and annotate the story, they use the Notice & Note strategies to clarify and strengthen their understanding. The Critical Vocabulary terms are bolded in blue and linked to a glossary. Footnotes provide definitions to other words students may need clarification on within the text. After reading the story, students answer comprehension and analysis questions. They also answer questions about the Critical Vocabulary terms. These short answer questions require students to demonstrate understanding of the terms in context. For example, "Would it vex you if someone were hypocritical? Why?" and "What method can you conceive to get something out of a crevice?" The Vocabulary Strategy: Use a Dictionary section provides students with an overview of dictionary entries and the opportunity to Practice and Apply this strategy with the Academic Vocabulary words for this unit. Students answer questions about word meaning, etymology, part of speech, and syllabication. For example, students answer "What definition of psychology fits in the sentence Our track team has a very successful psychology?" These resources can be found throughout the lessons within each of the six units.

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.

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

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[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
	3. Coherence of Tasks	**Yes**	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)[8]	4. Foundational Skills	**N/A**	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.

[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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

*As applicable

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 5-12.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.