DEPARTMENT of EDUCATION
Louisiana Believes

Instructional Materials Evaluation Tool - Act 517 Review for Alignment in ELA Grades K-5 (IMET)

FULL CURRICULUM
Instructional Materials

On June 21, 2022, Louisiana lawmakers signed Act 517 into law to ensure that all textbooks and instructional materials used to teach students to read are high-quality, fully aligned to state content standards, and based on literacy strategies that are scientifically researched with proven results in teaching phonological awareness, letter formation, phonics, decoding, fluency, vocabulary, and comprehension. As part of the Louisiana Department of Education's support for a seamless transition to textbooks and instructional materials that are based on scientifically-researched literacy strategies, the LDOE identified the criterion and indicators used to review instructional materials that were impacted as a result of this legislation.

Title: **Into Reading**   Grade: **3-5**

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

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

TECH READY

This English Language Arts review has been examined for the following changes in alignment resulting from Act 517:

- Instructional materials and embedded assessments do not require or encourage the three-cueing system model of reading (students gaining meaning from print through Semantic, Syntactic, or Grapho-phonic cues) in reading instruction;
- Instructional materials and embedded assessments do not require or encourage visual memory as the primary basis for word recognition; and/or
- Instructional materials and embedded assessments do not require or encourage MSV (Meaning, Structure, and Visual) cues in reading instruction.

This review **remains a Tier 1 rating.** As a result of these changes, the following chart identifies the potential impact of Act 517 on specific elements of the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when selecting and using instructional materials.

Non--Negotiable
CRITERION 4. FOUNDATIONAL SKILLS:
Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

INDICATOR	What does the current review say?	Do the materials align with expectations of Act 517?	What is the impact on this review?
Required ***Indicator for grades K-5 only**	Materials provide systematic and explicit phonics instruction. Each module includes multiple phonics activities that	✓Does not use three-cueing	Materials meet the requirements of Act 517 and remain a Tier 1 rating.

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).	are structured in a logical manner. The phonics component includes spelling patterns and word analysis skills that provide multiple opportunities for students to work with the covered skill. For example, in Module 2, Week 1, Lesson 1 focuses on the letter patterns that create the long o sound: o, oe, oa, and ow. Students study word lists and connect the sound pattern to spelling. In Module 2, Week 1, Lesson 3, students continue the study of long o words, this time focusing on longer words. In addition to the long o sound, in Lesson 3, students break the longer words into syllables to analyze how the patterns of long o sounds work in more complex words. In Module 3, students work with words with three-letter blends including sounds that are easy to read independently. This progresses to words with the sounds /j/ and /s/ which include six different spellings for /j/ and eight different spellings for /s/. In Module 7 students complete six lessons that include foundational skills. Lessons 1 and 3 practice compound words and abbreviations, Lessons 6 and 8 work with irregular plurals, and Lessons 11 and 13 work with words that include long and short /oo/. Each activity with decoding includes directions to support struggling	✅Does not use visual memory

✅Does not use MSV | |

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	readers at various levels, which allows for success for all students.		
Required ***Indicator for grades K-5 only** 4e) Materials provide multiple opportunities and practice for students to master grade appropriate **high-frequency words using** multisensory techniques.	Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Work with high-frequency words is common and frequent, and instruction relies on recognition which increases accuracy, speed, and fluency when reading. Each week, students are provided with a set of high-frequency words along with the critical vocabulary. Once a week, students review these high-frequency words. In addition to the review during the weekly fluency lesson, students are given word cards that provide further information about the words as well as an opportunity to use the words in various ways, including writing each word in a sentence, reading the word in sentences, and reading the word aloud to a partner. The word cards are printed in a flashcard format that allows the student to practice the high-frequency words throughout the week. For example, in Module 2, Week 2, Lesson 6, students work on a fluency passage. Students listen to the teacher read the passage and provide direct instruction on which words are specifically high-frequency words. The	✓Does not use three-cueing ✓Does not use visual memory ✓Does not use MSV	Materials meet the requirements of Act 517 and remain a Tier 1 rating.

teacher then explains that high-frequency words are words that students should know without the need to stop and decode the word. For each week's high-frequency words, students get printed vocabulary cards. The vocabulary cards provide the meaning of each word, breaks the word into syllables, and provides instruction on how to pronounce the word. The students then write a sentence for the word and share their sentences with a partner. In this way, they practice with vocabulary cards, hear the word spoken by the teacher and other students, and see the word in multiple ways. In Module 3, students engage with words identified as high-frequency words including region, Europe, moon, village, time, months, century, raised, held, and picked. They read the words and write sentences with the words. They then read these words within a fluency passage. In Module 10, Week 2, Lesson 6, students are introduced to the weekly high-frequency words summer, winter, and west during the fluency lesson. Once the fluency lesson is complete, students are given word cards for the high-frequency words and critical vocabulary. Each card provides the students with the word on one side, and a series of items

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	that relate to the word on the other, including the word used in a sentence, information on the spelling pattern, rhyming words, and instructions for students to write their own sentence and share their sentence orally with a classmate.		
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. Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.	Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Modules include multiple phonics activities that are structured in a logical manner. Practice is connected to foundational skills through work with specific sounds and is aligned with subsequent fluency pages. Each week, two days are spent on foundational skills, including fluency, phonics, and word analysis. Each module includes specific language instruction, including phonics sounds, suffixes, prefixes, and roots. Students begin working with the phonics skill during the vocabulary lesson. They are introduced to sample words that follow the phonemic pattern. The same phonemic pattern is discussed during the decoding and fluency lessons throughout each week. Materials contain all decodable	✅Does not use three-cueing ✅Does not use visual memory ✅Does not use MSV	Materials meet the requirements of Act 517 and remain a Tier 1 rating.

readers called Blend-It Books for grades 1 and 2. These books identify sight words that are needed to read the books and the specific phonics skill the book is focused on. Blend-It Books provide students with additional practice with decoding skills that are taught within the materials. For example, in Module 4, Week 1, students use consonant digraphs to help decode words and understand their meanings. This lesson supports the decoding of words with consonant digraphs for the week. In Lesson 1, students read the passage, Choosing a Career, aloud as the teacher monitors how accurately and fluently the grade-level passage is read. In Lesson 3, Step 1, students transition to longer words and learn how to divide the words into syllables. Students then read the Blend and Read card as a Guided Practice activity in which students read words with consonant digraphs while the teacher provides feedback. Finally, in Step 3, students complete the Know It, Show It Independent Practice activity in which students read sentences with a partner to identify words with consonant digraphs. In Module 7, Week 1, students practice compound words. During Lesson 3, students continue to practice

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	the skill that was introduced to them in Lesson 1. They reinforce their understanding of the skill by applying their multisyllabic decoding skills to compound words like grasshopper. Students break apart the word into syllables and identify the two words that are used to create the compound.		
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**.	Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included that allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Fluency lessons are built into each week's instructional plan and the fluency lessons vary based on which fluency skill is being emphasized. The fluency lessons focus on one of the components of fluency: rate, expressiveness, and accuracy. Assessments in the form of fluency passages are added into each lesson to allow for monitoring of the fluency skills. These fluency reads also include terminology that follows the decoding pattern or topic for the week to further ensure that students are on track with all phonics skills. For example, in Module 2, Lesson 1, the fluency skill of phrasing is taught and practiced. During	✅Does not use three-cueing ✅Does not use visual memory ✅Does not use MSV	Materials meet the requirements of Act 517 and remain a Tier 1 rating.

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	the lesson, the teacher models phrasing and connects phrasing to student comprehension. Students then choral read and partner read with texts practicing phrasing. The lesson provides the opportunity for the teacher to monitor students reading and to record and provide feedback to individual students. In Module 2, Lesson 6, fluency is taught and practiced with a focus on reading rate. The teacher models an appropriate reading rate for comprehension and students then read with partners while the teacher monitors students' reading rates. In Module 9, Lessons 1 and 6, students read a fluency passage and practice accuracy and self reflection and reading rate in Lesson 11. They first listen to their teacher reading the passage fluently and then use choral reading and partner reading to practice the passage several times. The teacher is instructed to use this time to monitor student progress.		
Required ***Indicator for grades K-2 only** **4i)** Materials provide opportunities for teachers to **assess** students' mastery of foundational skills and	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. Students	N/A	Not applicable to this grade band.

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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.	are provided with important words to remember for each module. They are also provided direct instruction in word study such as prefixes, suffixes, and roots. Throughout each module, students study morphology, decoding, and spelling patterns. For example, in Module 9, students are taught stalk, curds, dairy, tingly, scarlet, and grove which they will encounter in the books that will be read and are relevant to the topic that they are learning about. In Lesson 1, they review words with the suffixes -ful, -y, -ly, -er, -or. In Lesson 10, they review words with suffixes -ness and -able. In Module 10, Week 3, students learn -le, -al, -el, and -er word endings. The teacher introduces the topic by providing the students with the meaning for each suffix. As a class, the teacher goes through a list of words with the suffixes and together they sort the words into their respective columns on a chart. During guided practice, students compare and contrast each ending to help them differentiate between similar spellings. Students apply the skill by completing the Know it and Show it page for the lesson which instructs them to match each word to the clue that signals the meaning of the word.		

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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 Reading**   Grade: **3-5**

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:

Grade 3 (Tier 1)   Grade 4 (Tier 1)   Grade 5 (Tier 1)

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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-reading-2020.
[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.

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.
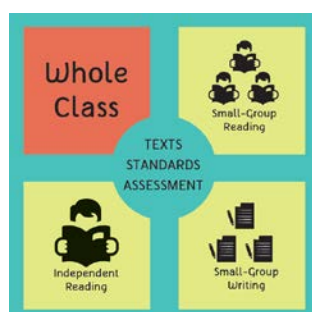
Title: **Into Reading**   Grade: **3**

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-reading-2020.

[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. The teacher guide provides a Lexile reading level for each text, a rationale for text complexity, and an explanation for why the text was chosen for the unit and tasks. Texts fall within the stretch Lexile band of 420-820. In Module 1, Week 2, students read "Judy Moody. Mood Martian" by Megan McDonald, which has a Lexile of 610. In addition to its quantitative rating, its qualitative features make the text moderately complex with the inclusion of figurative language and flashbacks, along with complex expressions. In Module 3, Week 2, students read "The Flag Maker" by Susan Campbell Bartoletti, which has a Lexile of 620. Qualitative features such as language, which is mostly familiar, and some discipline-specific knowledge, make it moderately complex. In Module 5, Week 2, students read "Soccer Shootout" by Jake Maddox which has a Lexile of 670. The text is moderately complex because there is an implicit problem and solution text structure. In Module 7, Week 3, students read "The Storyteller's Candle" by Lucia Gonzalez,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			which has a Lexile of 810. Due to the incorporation of cultural elements, this text qualifies as a moderately complex text. Each module includes a weekly preview of the lesson texts. The preview builds understanding of the week's texts so that the teacher can best support students in making connections and understanding key ideas. Information is provided about key details, language connections, text complexity, and an overview of why the text was selected.
	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. Published texts are used in a majority of the 12 total modules. In the modules where there are no published texts, the texts that are used are of publishable quality, offer opportunities for students to explore big module questions, and are written by authors that have other published materials. Texts in each module include academic language and vivid images and help build understanding toward a topic. For example, in Module 4, Week 3, students work with "Crossing Bok Chitto: A Choctaw Tale of Friendship & Freedom" by Tim Tingle.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			This story of Native and African American friendship has been named an ALA Notable Children's Book and a Jane Addams Honor Book. This historical fiction story provides students with insight into the lives of children during slavery. In Module 5, Week 3, students read "Brothers at the Bat" by Audrey Vernick, a book published independently of the materials. In Module 8, Week 2, students read "Rosie Revere Engineer" by Andrea Beaty, a book published independently of the curriculum. In Module 9, Week 1, students read "How Did That Get in My Lunchbox?" by Christine Butterworth, which is also a published book. In Module 10, Week 1, students read "When the Giant Stirred: Legend of a Volcanic Island" by Celia Godkin, an award winning author and illustrator of children's books.
	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. The modules have a topic stated in their titles. Throughout the module, a text is supplemented with other texts relating to the module theme or big question. Each module consists of texts and lessons that span a three-week period. During this time, students read through a set of texts that are aligned with a topic and used to respond to an essential question. In addition to reading these texts, students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			develop a written response using the information learned and discussed in each text within the module.

For example, in Module 4, students work with texts that assist them in answering the essential question "Why might some stories be better told as plays?" while focusing on the features of dramas. This focus provides students with opportunities to identify elements of drama. Students also work with fables and videos that will build their knowledge across genres. Texts within this module include: "That's Entertainment, The Saga of Pecos Bill" by Anthony D. Fredricks, "Gigi and the Wishing Ring" adapted from an Italian fairy tale, "Two Bear Cubs" retold by Robert D. San Souci, and "Crossing Bok Chitto: A Choctaw Tale of Friendship & Freedom" by Tim Tingle.

In Module 6, Animal Behaviors, students learn about animal behaviors. Texts within this module include "The Nose Awards" and "TJ The Siberian Tiger Cat" by Ann Whitehead Nagda and Cindy Bickel. These texts provide students with knowledge about the topic. In Module 8, Imagine! Invent!, Week 1, students read "Timeless Thomas: How Thomas Edison Changed Our Lives" by Gene Baretta. In Module 8, Week 2, students read "A Bumpy Ride" by Sharon Katz Cooper and "Rosie Revere, Engineer" by Andrea Beaty. Both of these texts build on ideas established in Week 1 about inventing. |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			In Module 9, From Farm to Table, students read texts which build their knowledge about food. These texts include "How Did That Get in my Lunchbox?" by Chris Butterworth and "Carrots From Farm to Fork," which build on this topic.
	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. Students are required to read texts within a module multiple times for various reasons. Each reading focuses on a different concept or idea that is linked to an ELA Standard. After the initial read of texts students are asked to read again and apply knowledge and skills to the text. For example, Module 2 is titled "Use Your Words." Students analyze the words that authors use and use the words to build meaning. In Week 2, Lessons 8 and 9 students read the text "The Upside Down Boy" first for comprehension and then to analyze the figurative language the author uses to make meaning. On Day 5, students analyze the author's use of Spanish words in the text and then they respond in writing to text they have read for three days. Module 2, Week 3 uses the text "Dear Dragon." Students read the text on days 1-5. They revisit the text all week moving from concrete skills to abstract thinking to writing about what they know. In Module 9, Week 2, Lesson 8, students read the text "How Do You Raise a Raisin?" They return to the text

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			in Lessons 9 and 10 by engaging in a collaborative discussion and answering a prompt. For example, students are asked to "Review pages 314 - 315. What parts of growing raisins take hard work? What parts take a lot of waiting?" Then they review the text to gather words and phrases which help create a vivid image in their mind and use it to write an opinion essay. In Module 10, Week 3, students work with the text, "Compay Mono and Comay Jicotea" by Joe Hayes. The week begins with Lesson 11, where students learn and apply retelling. Lesson 12 focuses on author's purpose, Lesson 13 focuses on literary elements, and Lesson 14 focuses on theme. With each lesson, students and teachers reread the text either in entirety or in sections, and apply each skill as it is learned.
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 these questions both in written format and orally throughout the lessons, drawing on the knowledge gained by reading each text in depth. These questions are found in the Read for Understanding section, the Respond to What You Have Read section, and the Targeted Close Read section. Student discussion takes place in both whole and small groups. "Writing Workshop" offers lessons in the 4 types of writing and occurs in the majority of lessons.

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			For example, in Module 3, students reread pages 237 - 238 and use text evidence to answer the question "What makes the balance of power a good idea for the U.S. government?" They are also asked to explain which evidence in the story explains what "balance of power" means. In Module 2, Week 1, Lesson 2, students listen to the teacher read the article "Wordy Birds" aloud. Throughout the text the teacher stops to ask students text dependent and text specific questions. Some of the questions are vocabulary in context questions, some ask students for evidence to support a character trait claim, and others are author's purpose questions. Module 2, Week 3, Lesson 13 has a Targeted Close Read section where the teacher asks text dependent and text specific questions. Following the class discussion, the students are asked to choose a passage from the text and write about the rhyme scheme found in the poem. In Module 4, Week 2, students read "Gigi and the Wishing Ring," adapted from an Italian fairy tale. During various lessons, students are asked questions about text organization, character analysis, and theme, that require them to have direct knowledge of the text. Students are also asked questions such as "How is this moment similar to the moment in the Saga of Pecos Bill when Pecos Bill meets Cowboy?" which requires them to connect texts. By the end of the week, students must write a newspaper report that

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			includes details from the play to answer questions of who, what, when, where, why, and how.
	Required **2b)** Questions and tasks include the **language of the standards and require students to engage in thinking at the depth and complexity** required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)	**Yes**	Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. The modules are structured so that the anchor text for each week involves multiple readings. Each reading is for a specific purpose that advances student learning. The texts within each module also connect and build so that student learning is sequenced to build from text to text. Throughout each module, students are asked to respond to multiple questions and complete various tasks that are aligned with Louisiana Student Standards. The language used in the instructions, as well as the questions and graphic organizers, guide students to understanding concepts reflected in the standards. For example, in Module 2, Week 3, Lessons 11-15, students read "Dear Dragon." Each reading examines a different part of the text and builds in complexity throughout the week. In Module 2, Week 3, Lesson 14, students examine the words used that help readers identify point of view. In Lesson 15 students write about the author's point of view using evidence from multiple module

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			texts. In Module 3, Week 3, in the student printables, students are asked "How does the author use comparison to organize the text?" "How is a cause and effect structure used?" and "What details in paragraph 22 support the idea that T.J. was having a wonderful time?" These questions refer to Grade 3 Louisiana State Standards for ELA, such as RI.3.1 and RI.3.3. During the Writing Workshop in Module 4, students write a story about someone who moved west during Westward Expansion and what they did to help someone else. Students must introduce characters and include dialogue, which are both outlined in Grade 3 Louisiana Student Standards for ELA, W.3.3a and W.3.3b. Students spend 2 weeks developing their narrative with the use of graphic organizers, rough drafts, and peer reviews which addresses Grade 3 Louisiana Student Standards for ELA 4-6 for Writing.
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	**Required** **3a)** Coherent **sequences of questions and tasks** focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.	**Yes**	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Each module is built in a spiral format, providing students with the framework needed to not only gain knowledge of skills but to also apply those skills to creative tasks by the end of the unit. They are provided with questions, graphic organizers, and activities that allow them to connect texts,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text. ☒ Yes　　☐ No			illustrations and their own knowledge. All of these components work together to enhance their understanding of the texts they read within the module. At the beginning of each module, students are exposed to background information on the genre of the text the module contains. They are asked to build a knowledge map that connects important words or phrases to the genre or topic of the module. As the module progresses, students are asked various questions that connect the information learned to the topic as well as to other texts within the module. For example, in Module 1, Week 2, students read "Judy Moody Mood Martian" by Megan McDonald. Before reading, students are prompted to respond to a thought question regarding Judy Moody and what type of girl they think she may be based on the title of the text. This aligns with the module topic that focuses on bold, interesting characters. During the Reading Workshop, students are asked to "Look at the illustrations on page 41. What do all the pictures have in common?" which requires them to analyze the images within the text. As the story progresses, students are asked to compare the decisions that Judy makes to those of Marisol McDonald, the main character from "Marisol McDonald Doesn't Match" by Monica Brown. At the end of the module students are asked to complete a personal narrative about a time when a character

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			from a story gave you an idea about how to solve a problem. Use evidence from the texts for examples and support. To complete this task, they are given the same graphic organizers that were used during the skills practice in each lesson, providing them with an outline of the components of narrative writing. They are given a thought question that asks them to reflect on the characters they read and discussed throughout the module and use that knowledge to develop their writing. In Module 3, students read texts and view media related to documents and symbols that represent the core values of the United States. In Week 1, students read "The US Constitution" by Norman Pearl. They are asked to write an encyclopedia entry that summarizes the three main parts of the Constitution. Students then listen to a teacher read-aloud of the text "Patriotic Tunes". The students review the essential question for the unit, "How do historic places, documents, and symbols represent our nations?" In Week 2, students watch the video, "Why We Celebrate the 4th of July." They then write a summary of the video to tell viewers what they will learn about the Fourth of July and are reminded to use the unit critical vocabulary in their writing. At the end of the module, students give a short presentation about a personal experience they have had with a historical place, event, or symbol of our nation using the information that they have gained from the unit. Students also discuss and respond in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			writing to questions such as "What did you learn about American places, documents, and symbols in this module?" and "How did the selections in this unit give you a new understanding about our country?"
	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. Students read multiple texts throughout a module of both informational and literary genre. They also have opportunities to watch and listen to videos related to the topic. Students continue to build knowledge and skills through writing about the texts. Each module is built to include all five components--reading, writing, speaking, listening, and language--each week. These components are structured in a way that builds knowledge over time. Each lesson includes four components that are connected together and aligned around the focus of the module. For example, in Module 2, Week 1, students read the text "Dear Primo: A Letter to My Cousin" by Duncan Tonatiuh over the course of four lessons. In Lesson 2, students read the beginning of the text and engage in collaborative discussion which focuses on speaking and listening. In Lesson 3, students write about the text, considering point of view. Later, in Lesson 3, students analyze the language of the text in regards to vocabulary focusing on antonyms and synonyms.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Module 5, Lesson 15 contains a writing prompt that requires students to synthesize what they have learned throughout the module about inventors and inventions. The students write about the module texts and publish their writing. Part of the publishing process in this lesson has students reading and recording their writing. Then students listen to each other's essays and give feedback. In Module 6, Week 2, students independently listen to the text at a digital station, answer questions in writing when they respond to the text, and discuss their answers with a partner and then a group. During wrap-up, students share what they have learned through a "solo chair" routine and use the think-pair-share strategy. In Module 6, Lesson 10, students synthesize the information that they have learned and give a presentation by answering the question "What behaviors help animals survive?" They review skills necessary for a presentation and also skills on how to actively listen. Throughout the unit, students are encouraged to use essential vocabulary words when reading, writing, or speaking.
	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	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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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).		vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.

Each Module includes a set of Critical/Academic Vocabulary Words, High Frequency Words, Instructional Vocabulary, and Big Idea Words which are taught alongside phonics and spelling patterns to strengthen students' understanding of words within the English Language. Lessons focus on one or more of these sets of words or patterns and apply the knowledge to words within the text. Over time, students develop an understanding of the words and their meaning and are assessed on this knowledge each week. Each unit addresses academic vocabulary, generative vocabulary with the study of roots, prefixes, and suffixes, and vocabulary strategies for defining words within a text.

For example, during Module 1, Week 3, students learn a set of Academic Vocabulary words that are found within the text "Scaredy Squirrel" by Mélanie Watt. The list of words is introduced, practiced, and applied in Lesson 11. In Lesson 12, students review the words before learning about Context Clues. Students practice and apply the skill of Context Clues to determine the meaning of the word "routine." During Lesson 13, students are introduced to the suffixes -ful and -less. This is done to help students to generate words that use those |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			suffixes. In Lesson 14, students make word connections using bubble maps. They must find synonyms to some of the Critical Vocabulary words.
			Module 5, Lesson 1 begins with building knowledge and language by introducing students to big idea vocabulary words. These are words that students will see throughout the module in the texts that they read. Students define these words, find them in the context of unit texts, and then use these words in the writing assessment at the end of the module. Module 5, Lesson 4 begins with the study of the suffixes -er, -or and -er, -est. Students examine how the suffix -er/-or can mean 'one who' or can be used to show comparisons.
			In Module 6, Animal Behaviors, students are introduced to the critical vocabulary: molt, universal, larvae, unsuspecting, deposited, patch, and cumbersome. Students read carefully selected, content-rich text sets to help build topic knowledge and language acquisition. For example, in Unit 6, Week 1, students read, "Animal Behaviors," to activate prior knowledge. In Lesson2, of Week 1, students are introduced to the Critical Vocabulary and listen to the Teacher Read-Aloud, "Living Glass." In Week 2, students apply word knowledge by reading, "The Nose Awards" and "Octopus Escapes Again." Students review and apply the Critical Vocabulary by using the words in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			sentences and completing a group activity in which the word is described and group members have to identify the word. Students apply word knowledge by completing the Know It, Show It. In Week 3, students read, "T.J. The Siberian Tiger Cub" and continue to synthesize what they have learned in the unit about animal behaviors. In Lesson 15, students apply module knowledge and language to complete a Performance Task in which students respond to the prompt "What behaviors help animals survive?"
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts	**Required *Indicator for grades K-5 only** **4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	Yes	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills. Each module has three weeks of lessons and foundational skills are highlighted in two to three lessons a week. These skills focus on fluency, phonics, and vocabulary. There is teacher modeling and student practice in small groups and individually. Materials strengthen foundational skills acquisition through explicit instruction, practice, and assessments.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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)			For example, students begin working with short vowel sounds in Module 1. They complete six lessons that include foundational skills that are focused on phonics and word recognition. Lessons 1 and 3 practice short a, e, i, o, and u vowel sounds, Lessons 6 and 8 work with long a, e, i, o, and u vowel sounds, and Lessons 11 and 13 work with spelling patterns for long a and e. As the materials progress, students begin to move from phonics practice to spelling patterns such as digraphs and diphthongs, and word relationships such as homophones, and compound words. In Module 3, Week 1, students work on decoding and spelling three-letter blends spl, scr, spr, str, and squ. They also practice reading fluently with specific emphasis on reading rate. In Module 6, Lesson 6, students learn how to decode and spell words with er, ir, ur, and or. Module 5, Lesson 1 contains a section to work on fluency focusing on accuracy and self-correction. The teacher reads the passage, modeling disfluent reading, and then specifically teaches students strategies to improve fluency with comprehension. Following the teacher-led part of the lesson, students read the passage to partners. The teacher

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			monitors students reading throughout the class. Module 5, Lesson 11 contains a lesson on contractions. Students study contractions: 've, 'd, n't. The focus of the lesson is on understanding what words these specific contractions are derived from to increase reading comprehension.
	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).	**Yes**	Materials provide systematic and explicit phonics instruction. Each module includes multiple phonics activities that are structured in a logical manner. The phonics component includes spelling patterns and word analysis skills that provide multiple opportunities for students to work with the covered skill. For example, in Module 2, Week 1, Lesson 1 focuses on the letter patterns that create the long o sound: o, oe, oa, and ow. Students study word lists and connect the sound pattern to spelling. In

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			Module 2, Week 1, Lesson 3 students continue the study of long o words, this time focusing on longer words. In addition to the long o sound, in Lesson 3, students break the longer words into syllables to analyze how the patterns of long o sounds work in more complex words. In Module 3, students work with words with three-letter blends including sounds that are easy to read independently. This progresses to words with the sounds /j/ and /s/ which include 6 different spellings for /j/ and 8 different spellings for /s/. In Module 7 students complete 6 lessons that include foundational skills. Lessons 1 and 3 practice compound words and abbreviations, Lessons 6 and 8 work with irregular plurals, and Lessons 11 and 13 work with words that include long and short /oo/. Each activity with decoding includes directions to support struggling readers at various levels, which allows for success for all students.
	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.	Yes	Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Work with high-frequency words is common and frequent, and instruction relies on recognition which

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			increases accuracy, speed, and fluency when reading. Each week, students are provided with a set of high- frequency words along with the critical vocabulary. Once a week, students review these high-frequency words. In addition to the review during the weekly fluency lesson, students are given word cards that provide further information about the words as well as an opportunity to use the words in various ways, including writing each word in a sentence, reading the word in sentences, and reading the word aloud to a partner. The word cards are printed in a flashcard format that allows the student to practice the high-frequency words throughout the week. For example, in Module 2, Week 2, Lesson 6, students work on a fluency passage. Students listen to the teacher read the passage and provide direct instruction on which words are specifically high frequency words. The teacher then explains that high frequency words are words that students should know without the need to stop and decode the word. For each week's high frequency words, students get printed vocabulary cards. The vocabulary cards provide the meaning of each word, breaks the word into syllables and

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			provides instruction on how to pronounce the word, and then has the student write a sentence for the word. The students then share their sentences with a partner. In this way they practice with vocabulary cards, hear the word spoken by the teacher and other students, and see the word in multiple ways. In Module 3, students engage with words identified as high frequency words including region, Europe, moon, village, time, months, century, raised, held, and picked. They read the words and write sentences with the words. They then read these words within a fluency passage. In Module 10, Week 2, Lesson 6, students are introduced to the weekly high-frequency words summer, winter, and west during the fluency lesson. Once the fluency lesson is complete, students are given word cards for the high-frequency and critical vocabulary. Each card provides the students with the word on one side, and a series of items that relate to the word on the other, including: the word used in a sentence, information on the spelling pattern, rhyming words, and instructions for students to write their own sentence and share their sentence orally with a classmate.

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	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.	Yes	Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Modules include multiple phonics activities that are structured in a logical manner. Practice is connected to foundational skills through work with specific sounds and is aligned with subsequent fluency pages. Each week 2 days are spent on foundational skills including fluency, phonics, and word analysis. Each module includes specific language instruction including phonics sounds, suffixes, prefixes, and roots. Students begin working with the phonics skill during the vocabulary lesson. They are introduced to sample words that follow the phonemic pattern. The same phonemic pattern is discussed during the decoding and fluency lessons throughout each week. Materials contain all decodable readers called Blend-It Books for grades 1 and 2. These books identify sight words that are needed to read the books and the specific phonics skill the book is focused on. Blend-It Books provide students with additional practice with decoding skills that are taught within the materials.

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			For example, in Module 4, Week 1, students use consonant digraphs to help decode words and understand their meanings. This lesson supports the decoding of words with consonant digraphs for the week. In Lesson 1, students read the passage, Choosing a Career, aloud as the teacher monitors how accurately and fluently the grade-level passage is read. In Lesson 3, Step 1, students transition to longer words and learn how to divide the words into syllables. Students then read the Blend and Read card as a Guided Practice activity in which students read words with consonant digraphs while the teacher provides feedback. Finally, in Step 3, students complete the Know It, Show It Independent Practice activity in which students read sentences with a partner to identify words with consonant digraphs. In Module 7, Week 1, students practice compound words. During Lesson 3, students continue to practice the skill that was introduced to them in Lesson 1. They reinforce their understanding of the skill by applying their multisyllabic decoding skills to compound words like grasshopper. Students break apart the

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			word into syllables and identify the two words that are used to create the compound.
	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**.	Yes	Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included that allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Fluency lessons are built into each week's instructional plan and the fluency lessons vary based on which fluency skill is being emphasized. The fluency lessons focus on one of the components of fluency: rate, expressiveness, and accuracy. Assessments in the form of fluency passages are added into each lesson to allow for monitoring of the fluency skills. These fluency reads also include terminology that follows the decoding pattern or topic for the week to further ensure that students are on track with all phonics skills.

For example, in Module 2, Lesson 1, the fluency skill of phrasing is taught and practiced. During the lesson, the teacher models phrasing and connects phrasing to student comprehension. Students then choral read and partner read with |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			texts practicing phrasing. The lesson provides the opportunity for the teacher to monitor students reading and to record and provide feedback to individual students. In Module 2, Lesson 6, fluency is taught and practiced with a focus on reading rate. The teacher models an appropriate reading rate for comprehension and students then read with partners while the teacher monitors students' reading rates. In Module 9, Lesson 1 and 6, students read a fluency passage and practice accuracy and self reflection and reading rate in Lesson 11. They first listen to their teacher reading the passage fluently and then use choral reading and partner reading to practice the passage several times. The teacher is instructed to use this time to monitor student progress.
	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.	Yes	Materials provide opportunities for students to self-monitor to confirm or self-correct word errors, directing students to reread purposefully to acquire accurate meaning. Monitoring is included that allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Students practice fluency on a weekly basis. Each week a new fluency skill is practiced. The passage that is used

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			is designed to include words that follow the decoding pattern or topic for the week. Fluency instruction scaffolds to build from accuracy and self-correction, to reading rate, and finally to expression.

Tips are provided to remind the student about ways to adjust their accuracy and to self-correct. The materials prompt teachers to remind students that "good readers try to read aloud each word accurately, or correctly. If they read a word incorrectly, they pause briefly to correct themselves and reread the sentence." This is repeated during the fluency tasks embedded into the modules.

In Module 2, Lessons 1, 6, and 11 have fluency components. The fluency skills taught and practiced throughout the module include phrasing, reading rate, and expression. Throughout these lessons, students are explicitly taught the skills and are then provided time to choral read as a class and then read to partners. Embedded in these lessons is time for the teacher to monitor individual students and provide feedback as needed. Module 4 includes the fluency topics of expression, intonation, and rate. Each week, students practice |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			reading fluently while focusing on the identified component of fluency. Week 1 of Module 4 addresses expression. The topic is introduced in Lesson 1 and students practice reading their passage during a choral reading and a partner read. This pattern continues with Week 2 of Module 4 when the fluency topic is intonation in Lesson 6. After the topic is introduced and reviewed with the teacher, students practice reading with an echo read followed by a partner read. During Week 3 Lesson 11, the materials address rate which is practiced in both a choral read and partner read. With each fluency lesson, the teacher is also instructed to utilize the fluency passage as an assessment tool for both fluency and decoding.
	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	Yes	Materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. Students are provided with important words to remember for each module. They are also provided direct instruction in word study such as prefixes, suffixes, and roots. Throughout each module students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.		study morphology, decoding, and spelling patterns. For example, in Module 9, students are taught stalk, curds, dairy, tingly, scarlet, and grove which they will encounter in the books that will be read and are relevant to the topic that they are learning about. In Lesson 1, they review words with the suffixes -ful, -y, -ly, -er, -or. In Lesson 10, they review words with suffixes -ness and -able. In Module 10 Week 3, students learn -le, -al, -el, and -er word endings. The teacher introduces the topic by providing the students with the meaning for each suffix. As a class, the teacher goes through a list of words with the suffixes and together they sort the words into their respective columns on a chart. During guided practice, students compare and contrast each ending to help them differentiate between similar spellings. Students apply the skill by completing the Know it and Show it page for the lesson which instructs them to match each word to the clue that signals the meaning of the word.
	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	n/a	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.		
	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.	Yes	Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports. Each module within the curriculum includes foundational skills lessons in decoding, spelling and fluency. Each module is organized into 3 weeks of 5 lessons. Each module within the curriculum includes foundational skills lessons in decoding, spelling and fluency. In each week, foundational skills are taught on day 1 and day 3 of that week. The foundational skills included each week are reinforced throughout the week. When students are identified that need more work, teachers can meet with these students in skills and strategy groups. Teachers can use Tabletop Minilessons to reteach or reinforce foundational skills taught in the whole class setting. Teachers can access Printables for students to use with their independent reading books. These printables provide support for students in specific foundational skills and can be individualized for students that are

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			struggling. The curriculum includes support for setting up reading workshops and small groups where teachers can pull resources included in the curriculum to provide direct support to students.

Each lesson in foundational skills includes guidance for supporting English Learners and reinforcement during small group instruction. Each module includes a knowledge and skills overview that identifies the foundational skills that are included in the module. In addition, each week begins with an overview that outlines the skills and activities that are completed in each daily lesson.

For example, for Module 3, intervention material includes practice in answering questions about a text using skills that have been reviewed. "The Life of a Hickory Tree" is an intervention text in Module 3 which reviews text structure and summarization. The curriculum also includes small group resources on foundational skills and word study. The Bridge and Grow resources show teachers where they can locate tools to reinforce specific skills.

The Developing Knowledge and Skills document in Module 4 lists the following |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			foundational skills that will be addressed during the three week period: Consonant Digraphs ch, tch, sh, wh, th, ph, and ng; Vowel Diphthongs ou; and ou; Vowel Sounds au, aw, al, and o in Decoding]; Spelling the /ch/ sound; and Vowel Sounds in town and talk during Spelling; and Expression, Intonation and Reading Rate in Fluency. These lessons are spread over the three-week-long module. Each week includes one Decoding, one Spelling and one Fluency lesson. Each lesson includes three activities, introduction, guided practice, and application.
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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	5c) Additional materials provide direction and practice for regular, **accountable independent reading** of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		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. • 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.

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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
	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.
	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	**Required** **8a)** As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. ☐ Yes ☐ No	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.		
	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.
	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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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. The texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both

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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
			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	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)[8]	4. Foundational Skills	Yes	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the

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

| CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			foundational skills. Materials provide systematic and explicit phonics instruction. Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Materials provide opportunities for students to self-monitor to confirm or self-correct word errors, directing students to reread purposefully to acquire accurate meaning. 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. Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.
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.

[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
	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

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.
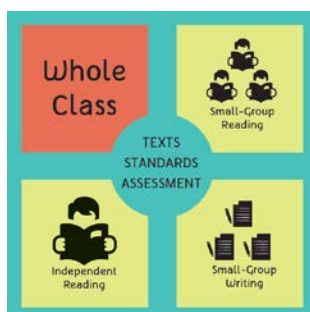
Title: **Into Reading**   Grade: **4**

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-reading-2020.

[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. The teacher guide provides a Lexile reading level for each text, a rationale for text complexity, and an explanation for why the text was chosen for the unit and tasks. Most texts meet quantitative measures. The texts that do not meet the quantitative measures are moderately complex when assessed using the qualitative complexity rubric. Within Module 1, Week 1, students read "Kitoto the Mighty" by Tololwa M. Mollel, which has a Lexile of 610. Although this is not within the quantitative range for Grade 4, the text qualifies as a very complex text due to its qualitative measures that include the use of figurative language and a mixture of recognizable ideas and challenging abstract concepts that are used to describe the folktale. In Module 2, Week 3, students read the text "The Game of Silence" by Louise Erdrich, which has a Lexile measure of 770. In Module 3, Week 1, students read "Rent Party Jazz" by William Miller, which has a Lexile of 730 and is considered slightly complex. Qualitative features of this text include a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			clear, chronological, and easy to predict story structure; a theme that is obvious and has one level of meaning; explicit and straightforward language that is easy to understand; and slightly complex knowledge demands. Each module includes a weekly preview of the lesson texts. The preview builds understanding of the week's texts so that the teacher can best support students in making connections and understanding key ideas. Information is provided about key details, language connections, text complexity, and an overview of why the text was selected.
	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. Published texts are used in a majority of the 12 total modules. In the modules where there are no published texts, the texts that are used are of publishable quality, offer opportunities for students to explore big module questions, and are written by authors that have other published materials. Texts in each module include academic language and vivid images and help build understanding toward a topic.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			For example, in Module 4, students read "The Battle of the Alamo" by Amie Jane Leavitt. In Module 5, Week 3, students read a selection of poems including "Bal on" by Bob Raczka, "Eating Alphabet Soup" and "The Big-Word Girl" by J. Partick Lewis, and "Quiet Water" by Francisco X. Alarcón. These are all published poems by published authors. In Module 6, students read "Grand Canyon: A Trail Through Time" by Linda Vieria. In addition to these published texts, students also read other texts that are of publishable quality due to their use of vocabulary and content within the texts.
	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. Each Module contains 3 weeks of lessons. Each week contains 5 lessons. A topic or big idea is introduced in the beginning of the module. The ideas, text structures, and language are evaluated and connected to texts in the other 2 weeks of the module. The last day of each module contains a writing assignment where students are asked a big question that requires them to use evidence and reasoning from multiple unit texts to answer. The big question is referenced and discussed throughout the entire module. Each week students are asked to show understanding through reading, writing, speaking, and listening.

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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			For example, Module 5 examines the role of art in society. The text selection covers dance, music, and poetry as 3 different types of art. Week 3, Lesson 5 provides an argumentative writing prompt examining the importance of art. In Module 9, students read texts which build their knowledge about protecting the planet using the essential question, "What can people do to care for our planet?" These texts include "Luz Sees the Light" by Claudia Dávila and "Seeds of Change" by Jen Cullerton Johnson, which build on this topic. In Module 10, students read about communication and use the information learned to respond to the essential question "What forms can communication take?" The texts within Module 10 include "A New Language -- Invented by Kids!" by Charnan Simon and "The History of Communication" by World Book.
	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. Students are required to read texts within a module multiple times for various reasons. Each reading focuses on a different concept or idea that is linked to an ELA Standard. After the initial read of texts students are asked to read again and apply knowledge and skills to the text. For example, in Module 7, Week 1, students read "Thunder Rose" by Jerdine Nolen.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			During Reading Workshop each day, students read the text, then apply skills from the grade-level standards. In Week 1, Lesson 2, students apply retelling. In Week 1, Lesson 3, students apply figurative language. In Week 2, Day 4, students apply character analysis. Week 1 Day 5, students apply Adages and Proverbs. Each of these concepts can be tied back to the topic of the module, Tricksters and Tall Tales. Module 8, Week 2, Lessons 3-5 use the text "Bug Bites" with focused rereads. The lessons move from general understanding to analysis of the central idea and how it is developed. In Module 9, students read the text "Luz See the Light" in Lesson 2 and return to the text in Lessons 4, 5, and 6. The materials include questions that ask students to refer back to a particular page or to use details from the text. For example, question 1 says "Reread pages 216 - 217. What does Luz want to do with the empty log in her neighborhood?"
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 these questions both in written format and orally throughout the lessons, drawing on the knowledge gained by reading each text in depth. These questions are found in the Read for Understanding section, the Respond to What You Have Read section, and the Targeted Close Read section. Student discussion takes place in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No			both whole and small groups. "Writing Workshop" offers lessons in the 4 types of writing and occurs in the majority of lessons. For example, in Module 3, students are asked to "Cite evidence from the text that helps you determine the theme," "Is paragraph 15 a firsthand account or a secondhand account? How do you know?" and "How do the moves from one house to another impact Amada?" In Module 5, Lesson 13, the teacher's guide provides text-specific questions in the Targeted Close Read section. The questions refer to an allusion used by the poet and ask for student understanding of the impact of an allusion on the reader's understanding. During the collaborative discussion following "A New Language -- Invented by Kids!" by Charnan Simon in Module 10, Week 2, students are asked to reread page 332 of the text and determine what the author meant when she stated that Nicaraguan children who were dead were "without language." When it is time to discuss their response to this question, they are instructed to use notes from the text to support their ideas.
	Required **2b)** Questions and tasks include the **language of the standards and require students to engage in thinking at the depth and complexity** required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)	**Yes**	Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. The modules are

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			structured so that the anchor text for each week involves multiple readings. Each reading is for a specific purpose that advances student learning. The texts within each module also connect and build so that student learning is sequenced to build from text to text. Throughout each module, students are asked to respond to multiple questions and complete various tasks that are aligned with Louisiana Student Standards. The language used in the instructions, as well as the questions and graphic organizers, guide students to understanding concepts reflected in the standards. For example, in Module 2, Lesson 14, students are asked in a Target Close Read how an author describes an event and how that affects the reader's understanding. This uses the language of standard RL.4.4 where students determine the connotation of an author's words. For example, in Module 3, students are asked "What problem do Sonny and Mama have?" "How do they think they might solve it?" and "How are Sonny and Smilin' Jack alike? How are they different?" These questions refer to Grade 4 Louisiana State Standards for ELA RL.4.1 and RL.4.3. On the Selection Quiz for "Thunder Rose" by Jerdine Nolen in Module 7, students determine the theme of the text. This line of questioning aligns with the wording of standard RL.4.2 which focuses on determining the theme of a text.

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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			During Lesson 2 of Module 7, students identify similarities and differences in the information presented in a video, the text "A Tale of Traditional Tales" and the read aloud text, "Anaya" by Ruth Tenzer Feldman. Students determine that all three formats present information about the topic of traditional tales. This is in alignment with standards RL.4.7 and RL.4.9.
Non-negotiable (only reviewed if Criterion 1 is met) **3. COHERENCE OF TASKS:** Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text. ☒ Yes ☐ No	**Required** **3a)** Coherent **sequences of questions and tasks** focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.	Yes	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Each module is built in a spiral format, providing students with the framework needed to not only gain knowledge of skills but to also apply those skills to creative tasks by the end of the unit. They are provided with questions, graphic organizers, and activities that allow them to connect texts, illustrations and their own knowledge. All of these components work together to enhance their understanding of the texts they read within the module. At the beginning of each module, students are exposed to background information on the genre of the text the module contains. They are asked to build a knowledge map that connects important words or phrases to the genre or topic of the module. As the module progresses, students are asked various questions that connect the information

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			learned to the topic as well as to other texts within the module. For example, in Module 6, students complete the module by writing a scientific article. The materials state, "Think about what you learned about natural wonders in this module. Imagine that you are writing an article for a science magazine for kids about Earth's natural wonders. Choose two natural wonders you read about in this module. Explain how these unique places were formed." In Module 8, students learn how to make healthy choices about the food they eat, then read a collection of texts including "Bug Bites," "Eco Friendly Foods," and "Now You're Cooking!" At the end of the unit, students write an editorial explaining why their cafeteria should include more healthful foods. Students then present their editorial to the class. This unit assessment requires students to use information gathered throughout the unit and addresses speaking and listening standards. Module 10 focuses on communication. The Essential Question asks students "What forms can communication take?" After watching a video and reviewing vocabulary terms in Lesson 1, students develop a knowledge map based on the information they have learned about the topic of communication. While reading the text "The History of Communication," students are asked questions such as "How did the Gutenberg

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			press change people's lives?" and asked to cite evidence from the text. Students are also asked "How do the photograph and caption on page 319 connect to the text in paragraph 24?" which requires them to interpret the meaning of the images within the text. The module concludes with a performance task in Lesson 15 that requires students to include what they learned about communication from the texts and video to develop an article about an unusual or unexpected form of communication for the exhibit.
	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. Students read multiple texts throughout a module of both informational and literary genres. They also have opportunities to watch and listen to videos related to the topic. Students continue to build knowledge and skills through writing about the texts. Each module is built to include all five components--reading, writing, speaking, listening, and language--each week. These components are structured in a way that builds knowledge over time. Each lesson includes four components that are connected together and aligned around the focus of the module. For example, in Module 1, the essential question states, "How do your experiences

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			help shape your identity?" Lessons 6 and 7 utilize the text, "Yes! We Are Latinos" to provide students with information on the Latino experience in the United States. Through the stories of 13 young Latinos students are able to build their understanding of individuality while working on grade-level Standards such as author's purpose and types of sentences. Lessons 8-10 utilize the text, "The Year of the Rat" to provide students with insight on the experiences of immigrants to America. Skills such as point of view, characters, and prefixes are covered within the three lessons. In the weekly assessment, students are assessed on these same skills that were covered in each lesson. They are also given an assessment on the texts for the week to ensure comprehension. Students apply the skill to the text and conclude the workshop by engaging in a collaborative discussion that synthesizes their learning. In Lessons 6 and 8, students complete a foundational or language skills lesson that focuses on short and long *i*. During small group instruction, students participate in literacy centers. These literacy centers include reading, vocabulary, writing, projects, and digital stations. This allows teachers and students to further incorporate each of the five components within the lesson. Module 5, Lesson 15 contains a writing prompt that requires students to synthesize what they have

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			learned throughout the module about art. The learning objectives for the prompt are broken down into the structure of argumentative writing, using evidence from module texts to support an argument, and a language objective on composing an argument demonstrating the use of reasons and facts to support an idea. In Module 9, after reading "How Can We Reduce Household Waste?" students are asked to take notes and share their understanding of the story with their group. This requires listening and speaking, but also includes writing. Each unit also includes an inquiry task which lasts the duration of the module and requires students to engage in reading, writing, speaking, listening, and appropriate use of language at different points.
	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. Each module includes a set of Critical/Academic Vocabulary Words, High Frequency Words, Instructional Vocabulary, and Big Idea Words which are taught alongside phonics and spelling patterns to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			strengthen students' understanding of words within the English language. Lessons focus on one or more of these sets of words or patterns and apply the knowledge to words within the text. Over time, students develop an understanding of the words and their meaning and are assessed on this knowledge each week. Each unit addresses academic vocabulary, generative vocabulary with the study of roots, prefixes, and suffixes, and vocabulary strategies for defining words within a text.

For example, in Module 3, students engage in learning words based on word families, suffixes, and prefixes. Additionally, students review language that is used within the text to determine the meaning. For example, students are asked "What does the word mah mean as it is used in this sentence? Is this an example of formal or informal language?"

Module 5, Lesson 1 begins by introducing students to big idea vocabulary words. These are words that students will see throughout the module in the texts that they read. Students define these words, find them in context, and then use these words in the writing assessment at the end of the module. Module 5, Lesson 4 begins with the study of the suffixes -ty and -ity. Students examine words as these suffixes are added and advance their word knowledge when they identify a change in |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the part of speech when the suffix is used. Within Module 10 Week 3, students are given critical vocabulary words and their meanings. The vocabulary words that are provided connect with the topic of the module, Communication. These words are introduced in Lesson 12, where students respond to guided practice questions to help them apply the meaning of the words to their daily lives. Once a class discussion is complete, students must work independently to develop sentences and brainstorm other words that connect to the vocabulary term. During a partner discussion, students are asked to discuss questions such as "When someone has stammered, what may have caused him or her to speak in this way? What support can listeners give someone who has stammered?" (where "stammered" is the vocabulary term). Stammered implies verbal communication and builds on the discussion of communication. In Lesson 14, students apply what they learned about each vocabulary term by acting out the meaning of each word.

In Module 9, Global Guardians, students read, view, and interact with texts and media to build "...a deep topic knowledge about conservation," to better understand the things that can be done for our planet and how the information in this unit connects with their own lives. Using the Module 9 Text Sets students build topic and |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			vocabulary knowledge as well as strengthen reading skills. To prepare for reading students are introduced to Big Idea Words: ecology, recycle, conservation, and sanctuary. Language acquisition is strengthened as students read, "The Eco Guardians" and "Luz Sees the Light" in Lesson 1. In Lesson 3, students listen to the Teacher Read-Aloud, "The Lifecycle of Trash," to gain a better understanding of the Critical Vocabulary for the unit. Students review, participate in guided practice, and apply vocabulary knowledge as a primary reading focus for the lesson. In Week 2, students read "On Sea Turtle Patrol" and "How Can We Reduce Household Waste?" As students read they continue to build and apply background and vocabulary knowledge. In Week 3, Lesson 15, students use language and vocabulary knowledge to complete the Unit Performance Task in which students respond to the prompt "What can people do to care for our planet?"

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	**Required *Indicator for grades K-5 only** **4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	Yes	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills. Each module has three weeks of lessons and foundational skills are highlighted in two to three lessons a week. These skills focus on fluency, phonics, and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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)			vocabulary. There is teacher modeling and student practice in small groups and individually. Materials strengthen foundational skills acquisition through explicit instruction, practice, and assessments. For example, in Module 3, Lesson 1, students review the /oo/ sound. In Module 3, Lesson 3 students review multisyllabic words with vowel sounds. In Module 4, students complete 6 lessons that include foundational skills. Lessons 1 and 3 practice identifying vowel + /r/ sound words, Lessons 6 and 8 work with regular and irregular plurals, and Lessons 11 and 13 work with root words. Module 5, Lesson 1 has a specific time to work on Reading Rate. The teacher reads a passage titled "A Solo Duet." The passage aligns with the module's overall topic and supports the building of knowledge. The first time the teacher reads, they model the application of a phonics skill. Then the teacher rereads the passage explicitly teaching what makes reading fluent. Students then practice reading the passage using a choral reading strategy. Finally students read the passage independently to a partner while the teacher monitors. Students that are struggling with fluency are identified and can then revisit the skill in small group instruction.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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).	Yes	Materials provide systematic and explicit phonics instruction. Each module includes multiple phonics activities that are structured in a logical manner. The phonics component includes spelling patterns and word analysis skills that provide multiple opportunities for students to work with the covered skill. For example, the materials begin with short and long vowel sounds in Modules 1 and 2, vowel sound blends in Module 3, r-controlled vowel sounds in Modules 4 and 5, suffixes in Module 7, and VCCV patterns in Module 8. Once students make it to Module 10, they work on unusual spelling patterns. Instruction is provided through three components each week: decoding, spelling and fluency. Each component focuses on the same phonics skill and allows the student to practice the skill in various ways. In Module 3, Lesson 6, students review sounds such as /ou/ and /ô/. In Module 4

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Week 1, students practice vowel + /r/ sounds: /ûr/ and /ôr/. During Lesson 1, students work on decoding words with this pattern and identify the pattern within a list of provided words. The teacher begins by reading the words aloud and modeling the pronunciation of the words to students, then allows them to practice the words with a partner. Students then locate the spelling pattern within their spelling words, and sort them based on their pattern. During fluency practice, students continue to practice the vowel + /r/ skill by reading a fluency passage that includes words with the patterns discussed earlier in the lesson. Moreover, in Module 9, Lesson 6, students work with more difficult concepts such as the final syllable r-controlled vowels and the final schwa + /r/ sound. Teachers first introduce the skill and words. Then, students read aloud several words and decoding lines, then students work with a partner on independent work. They engage with the sound through fill-in-the-blank sentences and multiple choice questions. In Module 8, Week 1 students study VCV and VCCV division patterns including *words* and *moments*. In Week 2, students continue the study with a focus on VCCV division patterns and the different types of divisions including words *declared* and *timber*. In Week 3, they build on that study and add VCCCV words including *orchard* and *explain*.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.		Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Work with high-frequency words is common and frequent and instruction relies on recognition which increases accuracy, speed, and fluency when reading. Each week, students are provided with a set of high-frequency words along with the critical vocabulary. Once a week, students review these high-frequency words. In addition to the review during the weekly fluency lesson, students are given word cards that provide further information about the words as well as an opportunity to use the words in various ways, including writing each word in a sentence, reading the word in sentences, and reading the word aloud to a partner. The word cards are printed in a flashcard format that allows the student to practice the high-frequency words throughout the week. For example, in Module 1, Week 3, Lesson 11, students are introduced to the weekly high-frequency words hair, foot, wear, and already during the fluency lesson. Once the fluency lesson is complete, students are given word cards for the high-frequency and critical vocabulary. Each card provides the students with the word on one side, and a series of items that relate to the word on the other, including: the word used in a sentence, information on the spelling

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			pattern, rhyming words, and instructions for students to write their own sentence and share their sentence orally with a classmate. In Module 2, Week 2, Lesson 6 students work on a fluency passage. Students listen to the teacher read the passage and provide direct instruction on which words are specifically high frequency words. The teacher then explains that high frequency words are words that students should know without the need to stop and decode the word. For each week's high frequency words students get printed vocabulary cards. The vocabulary cards provide the meaning of each word, break the word into syllables, and provide instruction on how to pronounce the word, and then have the student write a sentence for the word. The students then share their sentences with a partner. In this way they practice with vocabulary cards, hear the word spoken by the teacher and other students, and see the word in multiple ways. In Module 9, Lesson 1, students work with high-frequency and words *soil, grass, trouble, and broken*. They repeat the practice of reading words in isolation, then in a fluency passage, and then working with the words by writing sentences.
	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.	Yes	Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Modules

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			include multiple phonics activities that are structured in a logical manner. Practice is connected to foundational skills through work with specific sounds and is aligned with subsequent fluency pages. Each week 2 days are spent on foundational skills including fluency, phonics, and word analysis. Each module includes specific language instruction including phonics sounds, suffixes, prefixes, and roots. Students begin working with the phonics skill during the vocabulary lesson. They are introduced to sample words that follow the phonemic pattern. The same phonemic pattern is discussed during the decoding and fluency lessons throughout each week. Materials contain all decodable readers called Blend-It Books for grades 1 and 2. These books identify sight words that are needed to read the books and the specific phonics skill the book is focused on. Blend-It Books provide students with additional practice with decoding skills that are taught within the materials. For example, Module 2, Lesson 1 includes a foundational skill section focused on long o and short o. There is a lesson on decoding, spelling, and fluency that is connected to the long and short o skills. The fluency passage entitled "A Cool Eyeful" builds knowledge about the module topic. Module 2, Lesson 3 revisits the foundational skill for long and short o sounds. This foundational lesson works in three parts: reinforce the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			skill, guided practice, and apply. In Module 4, Week 1, students practice vowel + /r/ sounds: /ûr/ and /ôr/. During Lesson 1, students work on decoding words with this pattern and identifying the pattern within a list of provided words. The teacher begins by reading the words aloud and modeling the pronunciation of the words to students, then allows them to practice the words with a partner. Students then locate the spelling pattern within their spelling words, and sort them based on their pattern. During fluency practice, students continue to practice the vowel + /r/ skill by reading a fluency passage that includes words with the patterns discussed earlier in the lesson. In Module 6, Week 2, students practice with final /j/ and final /s/. They then practice the words independently and through a fluency paragraph that is aligned with the same skill.
	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**.	Yes	Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included that allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Fluency lessons are built into each week's instructional plan and the fluency lessons vary based on which fluency skill is being emphasized. The fluency lessons focus on one of the components of fluency: rate, expressiveness, and accuracy. Assessments in the form of fluency

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			passages are added into each lesson to allow for monitoring of the fluency skills. These fluency reads also include terminology that follows the decoding pattern or topic for the week to further ensure that students are on track with all phonics skills. For example, in Module 5, Lesson 11, fluency is taught with an emphasis on expression. Students read the text "Dr. Seuss." The teacher first reads with a monotone voice and then teaches about expression. When students practice reading with expression, the teacher monitors for the use of punctuation and intonation with phrases. During Week 2, Lesson 6 of Module 7, students practice expression. Using a fluency passage, the teacher demonstrates how to read with expression. Once the read aloud is complete, students reread the passage with the teacher, using an echo reading routine. Then students work with a partner to read through the text again. Each reread focuses on expression. The fluency focus for Week 3 is rate. After the teacher introduces the topic, students follow along as the teacher reads aloud, ensuring that they read at a reasonable pace. Students are then instructed to read aloud using choral reading and reread the passage again with a partner. In Module 9, Lesson 6, students are provided with a fluency passage to read.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Teachers are told to focus on student rate, expressiveness, and accuracy when working with the students.
	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.	**Yes**	Materials provide opportunities for students to self-monitor to confirm or self-correct word errors, directing students to reread purposefully to acquire accurate meaning. Monitoring is included that allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Students practice fluency on a weekly basis. Each week a new fluency skill is practiced. The passage that is used is designed to include words that follow the decoding pattern or topic for the week. Fluency instruction scaffolds to build from accuracy and self-correction, to reading rate, and finally to expression. Students use the passage on the first day of the week to introduce the topic, then they are asked to practice with the passage again on day three of the week. Teachers are also encouraged to use the passage to assess student knowledge of both the fluency and decoding skill for the week. In each module, students read their fluency passage with a partner and engage in choral reading and echo reading such as in Module 9, Lesson 1. Tips are provided to remind the student about ways to adjust their accuracy and to self-correct. For example, in Module 6 Lesson 2, teachers are told to "remind

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students that good readers try to read aloud each word accurately, or correctly. If they read a word incorrectly, they pause briefly to correct themselves and reread the sentence." This is repeated during the fluency tasks embedded into the modules.
	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.	Yes	Materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. Students are provided with important words to remember for each module. They are also provided direct instruction in word study such as prefixes, suffixes, and roots. Throughout each module students study morphology, decoding, and spelling patterns. For example, in Module 3, Lesson 13, students learn about the prefixes over- and under-. Teachers use a spiral review to reteach the Latin roots *vis* (to see), *aud* (to hear), and *spec* (to look). In Module 10, Week 1, students learn about multisyllabic words in Lesson 1. They are introduced to the topic during decoding practice where they learn the difference between VCV, VCCV and VV sound blends. The spelling words for the week reinforce this topic by including three syllable words. In Lesson 4, during their vocabulary component, students review roots and suffixes, focusing on the roots tele, graph, and port. As a class

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the teacher goes through a list of words with the roots and together, they identify the meanings of the words. Students apply the skill by completing the Know it and Show it page for the lesson which instructs them to identify other words with the same suffix and use at least two of them in a sentence. The teacher closes out the lesson by spiraling back to previous suffixes that were covered, -en and -ic. Students must take a list of words and divide the word into its parts: base word, suffix, and complete word. Module 11, Lesson 1 contains a list of words with irregular spelling patterns. The list includes words like *magazine* and *flood*. Students work to sort the words with irregular spelling patterns and identify which parts of the words are irregular.
	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.	Yes	Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports. Each module within the curriculum includes foundational skills lessons in decoding, spelling and fluency. Each module is organized into 3 weeks of 5 lessons. Each module within the curriculum includes foundational skills lessons in decoding, spelling and fluency.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			In each week, foundational skills are taught on day 1 and day 3 of that week. The foundational skills included each week are reinforced throughout the week. When students are identified that need more work, teachers can meet with these students in skills and strategy groups. Teachers can use Tabletop Minilessons to reteach or reinforce foundational skills taught in the whole class setting. Teachers can access Printables for students to use with their independent reading books. These printables provide support for students in specific foundational skills and can be individualized for students that are struggling. The curriculum includes support for setting up reading workshops and small groups where teachers can pull resources included in the curriculum to provide direct support to students.

Each lesson in foundational skills includes guidance for supporting English Learners and reinforcement during small group instruction. Each module includes a knowledge and skills overview that identifies the foundational skills that are included in the module. In addition, each week begins with an overview that outlines the skills and activities that are completed in each daily lesson.

The Developing Knowledge and Skills document in Module 1 lists the following |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			foundational skills that will be addressed during the three week period: short and long a, short and long e, and short and long i in Decoding and Spelling, and Accuracy and Self Correction, Expression, and Reading Rate in Fluency. These lessons are spread over the three week long module. Each week includes one Decoding, one Spelling and one Fluency lesson. Each lesson includes three activities, introduction, guided practice, and application. Module 2, Week 1, Lesson 1 introduces a decoding lesson about long and short o. That lesson is followed by a spelling lesson with long and short o. Week 1, Lesson 3 continues the study of decoding words with long and short o. The lessons include printable sheets and cards for the students to practice with and suggestions on how to reteach English Learners and other struggling students. Module 8, Week 1, Lesson 1 introduces VCCV and VCV words in a decoding lesson. The spelling lesson that day also includes VCCV and VCV words. This skill is reinforced and built upon in Lesson 3 later that week.
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,	**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.)		See EdReports for more information.

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

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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
	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.
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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **7d)** Measurement of progress via assessments include **gradual release of supporting scaffolds** for students to measure their independent abilities.		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.
	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.		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	The reading selections are centrally located within the materials and the center of focus.		
	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. The texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.

[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
			Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	Yes	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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	Yes	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills. Materials provide systematic and explicit phonics instruction. Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Materials provide opportunities for students to self-monitor to confirm or self-correct word errors, directing students to reread purposefully to acquire accurate meaning. Materials provide instruction and practice in word study including systematic examination of grade-level morphology,

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.
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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[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.
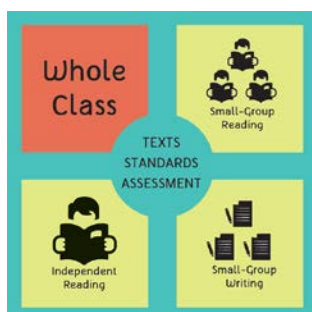
Title: **Into Reading**   Grade: **5**

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-reading-2020.

[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. The teacher guide provides a Lexile reading level for each text, a rationale for text complexity, and an explanation for why the text was chosen for the unit and tasks. Texts fall within the stretch Lexile band of 740-1010. In Module 1, Week 1, students read "Government Must Fund Inventions," an opinion essay, which has a Lexile of 870. In addition to this quantitative complexity measure, its qualitative features make the text slightly complex with the inclusion of compound words and a chronological organizational structure. By Week 2 of Module 1, the Lexile of the texts increases. "Wheelchair Sports: Hang Glider to Wheeler-Dealer" by Simon Shapiro is an informational text with a Lexile of 930 that is slightly complex because of the inclusion of graphic features and simple, straightforward language on the topic. "Winds of Hope" by Katy Duffield is a nonfiction magazine article with a Lexile of 1020 that is moderately complex. This complexity rating is due to the incorporation of scientific vocabulary and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			changing text structures throughout the article. Module 2 uses the texts "The Secret Garden" with a Lexile measure of 800, "Airborn," with a Lexile measure of 820, and "The Poem That Will Not End" with a Lexile measure of 700. All three of these texts vary in genre with the last being a poem. Their complexity falls into the Lexile band for Grade 5. In Module 3, Week 1, students read "Christo and Jeanne-Claude" which has a Lexile level of 1010. This text is considered moderately complex because it uses more than one text structure but contains clearly organized main ideas. In Module 6, Week 2, students read "Play, Louis, Play" which has a Lexile level of 860. This text is considered moderately complex because it uses an unusual point of view and contains implied meaning.
	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. Published texts are used in a majority of the 12 total modules. In the modules where there are no published texts, the texts that are used are of publishable quality, offer opportunities for students to explore big module questions, and are written by authors that have other published materials. Texts in each module include

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			academic language and vivid images and help build understanding toward a topic. For example, in Module 3, students read "Hurricanes: The Science Behind Killer Storms'' written by Alvin Silverstein and published by Enslow Publishers. Module 7 contains 3 published texts: "The Mighty Mars Rover: The Incredible Adventures of Spirit and Opportunity" by Elizabeth Rusch, "The Day-Glo Brothers: The True Story of Bob and Joe Switzer's Bright Ideas and Brand New Colors" by Chris Barton, and "Great Discoveries and Amazing Adventures: The Stories of Hidden Marvels and Lost Treasures" by Claire Llwellyn.
	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. Each module contains 3 weeks of lessons. Each week contains 5 lessons. A topic or big idea is introduced in the beginning of the module. The ideas, text structures, and language are evaluated and connected to texts in the other 2 weeks of the module. The last day of each module contains a writing assignment where students are asked a big question that requires them to use evidence and reasoning from multiple unit texts to answer. The big question has been referenced and discussed throughout the entire module. Each week students are

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			asked to show understanding through reading, writing, speaking, and listening.

For example, Module 4 is set around the topic of the Wild West, focusing on the essential question "What character traits were needed in people who settled the West?" Throughout the module, students are presented with various texts that allow them to gather information about the people who settled in the West. The informational texts included in the module provide students with opportunities to determine the central idea, author's craft, and the text structure. Vocabulary allows students to learn about the settlers' experiences. In Week 1 of the module, the materials address text structure with 2 separate texts, "Reasons for Western Expansion," and "Explore the Wild West" by Anita Yasuda, both of which are informational texts that feature different text structures. By Week 3 of Module 4, students synthesize what they learned throughout the three week module by creating an informational article for a history magazine that caters to young people. They use the knowledge they gained about Western pioneers in the module to help them develop their article.

In Module 5, Week 3, Lessons 1-4, students read the text "Parrots Over Puerto Rico." In Lesson 1, students read to understand a complex text. The sequence of these |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			lessons builds throughout the week with "Targeted Close Reads" to deepen student understanding of the text. In Module 6, students learn about art and its impacts on society. Texts within this module include "Portraits of Hispanic American Heroes" by Juan Felipe Herrera and "Phillis's Big Fest" by Catherine Clinton. At the end of the module, after reading about several artists and their contributions, students write a bibliographical sketch about one of the artists that they read about while also answering the overall question of "How do different art forms impact people in different ways?"
	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. Students are required to read texts within a module multiple times for various reasons. Each reading focuses on a different concept or idea that is linked to a ELA Standard. After the initial read of texts students are asked to read again and apply knowledge and skills to the text. For example, in Module 3, students read "Eruptions! Volcanoes and the Science of Saving Lives" for understanding by first making predictions. In Lesson 3, they are asked to turn to pages 184 - 185 and identify the text structure. In Lesson 4, students are asked to reread pages 188 and 189 to identify sensory words that the author uses. In Module 8, Week 2, Lessons

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			3-5, students read the text "Elisa's Diary." In Lesson 3, students read the text for comprehension and make inferences. In Lesson 4, students go back for "Targeted Close Reads" to examine literary elements to understand how the author has written the story. In Lesson 5, students reread parts of the text to analyze story elements. Module 10, Week 2 requires multiple views of a video and multiple readings of a text. Lessons 6 and 7 focus on the video, National Geographic: Dolphin Parenting. During Lesson 6, students watch the video for understanding. They learn to monitor and clarify their understanding of the video. Students rewatch the video in Lesson 7 while learning about media techniques. Lessons 8-10 focus on the text, "Can We Be Friends" by Ellen R. Braaf. During these lessons, students practice analysis of text structure and central ideas. Each lesson requires students to reread the text and apply the skill that is being taught at that time.
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 these questions both in written format and orally throughout the lessons, drawing on the knowledge gained by reading each text in depth. These questions are found in the Read for Understanding section, the Respond to What You Have Read section, and the Targeted Close Read

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No			section. Student discussion takes place in both whole and small groups. "Writing Workshop" offers lessons in the 4 types of writing and occurs in the majority of lessons. For example, on the student printables Know it Show It in Module 3, students are asked, "What comparison does the author use to help readers understand that the lithosphere is very thin?" "What does this map show (on page 223)?" and "How does this map help you understand details in the section above?" In Module 5, Week 2, Lesson 6, students read "Living Green." While they are reading, they use the strategy Notice and Note to annotate the text. Following the reading students engage in a collaborative discussion. Students are asked to use annotated evidence from the text to respond to the questions in the discussion. On the student printable in Module 6, students are asked to review paragraphs 9 and 10 of page 60 and determine "what these paragraphs are mainly about?" and "What do these paragraphs tell you about what Phillis thinks is important?" In Module 10, Week 2, students connect across texts when reading "Why the Sky is Far Away, A Nigerian Folk Tale" retold by Marci Stillerman. After reading pages 382-383, students are asked, "How is the sky's warning similar to the warning that the village people heard in 'When the Giant Stirred'?" During the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			collaborative discussion, students are asked to reread pages 384-385 of the text and determine why the people forget the sky's warning during Oba's festival. When it is time to discuss their response to this question they are instructed to use notes from the text to support their ideas.
	Required **2b)** Questions and tasks include the **language of the standards and require students to engage in thinking at the depth and complexity** required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)	Yes	Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. The modules are structured so that the anchor text for each week involves multiple readings. Each reading is for a specific purpose that advances student learning. The texts within each module also connect and build so that student learning is sequenced to build from text to text. Throughout each module, students are asked to respond to multiple questions and complete various tasks that are aligned with Louisiana Student Standards. The language used in the instructions, as well as the questions and graphic organizers, guide students to understanding concepts reflected in the standards. For example, during Lesson 14 of Module 4, students focus their analysis of theme which aligns with standard RL.5.2. This lesson comes once students have read and discussed the text "Two Bear Cubs," retold by Robert D. San Souci. Students are asked

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			"What theme or lesson about life does the play give to readers?" This question is followed by "How is this different from the topic of the play?" The lesson concludes with the students working in pairs to draft or outline a new version of the story. Their new story should have the same characters but a different theme or lesson.

In this same module, students are also tasked with narrative writing. They work with dialogue (W.5.3b), edit their work and the work of their peers (W.5.5), and publish and share their story (W.5.6). In Module 5, Week 2, Lesson 7, students are asked how the dialogue between two characters in "Living Green" presents a conflict. This uses the language of the standard RL.2 and RL.3 where students need to determine how characters in a drama respond to challenges and compare and contrast how characters interact. In Module 6, students are asked "What is the central, or main, idea?" and "What details does the illustration on page 58 show about the selection's setting?" Both questions align to and reflect the Grade 5 standards. |
| **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 | **Required**
3a) Coherent **sequences of questions and tasks** focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. | Yes | Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Each module is built in a spiral format, providing students with the |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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			framework needed to not only gain knowledge of skills but to also apply those skills to creative tasks by the end of the unit. They are provided with questions, graphic organizers, and activities that allow them to connect texts, illustrations and their own knowledge. All of these components work together to enhance their understanding of the texts they read within the module. At the beginning of each module, students are exposed to background information on the genre of the text the module contains. They are asked to build a knowledge map that connects important words or phrases to the genre or topic of the module. As the module progresses, students are asked various questions that connect the information learned to the topic as well as to other texts within the module. For example, in Module 1, Week 2, students read "Wheelchair Sports: Hang Glider to Wheeler Dealer" by Simon Shapiro. During Lesson 8, they read the text and are asked various text-based questions to ensure their understanding of the text and illustrations. They must analyze the diagram on pages 50-51 and explain what the diagram tells them about balancing on a wheelchair. This diagram illustrates the science behind balancing a wheelchair on one wheel. While reading "Captain Arsenio: Inventions and (Mis) Adventures in Flight" by Pablo Bernasconi in Week 3, students must

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			analyze the image on page 60 which features plans for the main character's invention. They are also asked to infer the author's purpose for adding more diary images. At the end of the module, students must connect the texts by using what they learned about each inventor to create a personal narrative describing how they solved a problem in a creative way. In the beginning of Module 3, students are directed to add information to their knowledge map to help them gather and synthesize information learned throughout the unit. First, they read the text "Eruption!" and learn about people who study natural disasters. They are assigned to write a news article detailing the series of events during the eruption. Students also read "Quaking Earth, Racing Waves" and learn about scientists who warned residents about the dangers of an impending earthquake and tsunami based on their observations. They then write a presentation explaining why earthquakes and tsunamis happen based on the information that they learned in the text. In Week 3, Lesson 15, students complete the module by writing an editorial to answer the question "How can learning about natural disasters help make us safer?" This sequence of questions and tasks is repeated in Module 6, Art for Everyone. Students write a speech about the challenges that Rita Morenao faced, write a review of a performance, and imagine an event in an

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			artist's life and write a scene about it. Students use this information to then write a biographical sketch about one of the artists that they learned about throughout the lesson. In Module 5, students read a series of texts to learn how caring for living things can improve life now and in the future. Students read a series of texts across three weeks including "Potatoes on Rooftops," "Living Green," "The Good Garden," "Parrots Over Puerto Rico," and "The Elephant Keeper." After 3 weeks of study, the students use knowledge built throughout the study of these texts to write an essay about using evidence from multiple texts read in the unit. In Module 5, Week 2, students read the text "The Good Garden." In Lesson 8 students read to understand the story. In Lesson 10, students go back into the text and find evidence to support the tone and mood that the author creates within the text.
	Required **3b**) Questions and tasks are designed so that students **build, apply, and integrate knowledge and skills** in reading, writing, speaking, listening, and language through quality, grade-level complex texts.	Yes	Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Students read multiple texts throughout a module of both informational and literary genre. They also have opportunities to watch and listen to videos related to the topic. Students continue to build knowledge and skills through writing about the texts. Each Module is built to include all five components; reading, writing, speaking, listening, and language,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			each week. These components are structured in a way that builds knowledge over time. Each lesson includes four components that are connected together and aligned around the focus of the Module. For example, in Module 2, Lesson 4, students read the text "Airborn" and discuss figurative language used by the author. Students first read the text for examples of imagery used by the author. Then students engage in a class discussion about the effect the imagery has on their understanding of the text. In Module 2, Lesson 5 after rereading the text "Airborn," students work through a part of the lesson title Engage and Respond. Here, students are guided to use the Think-Pair-Share strategy to engage in conversations about the text. In this part of the lesson, students are both listening and speaking about the text. In Module 3, students have a collaborative discussion where they first write responses and then share their responses after reading pages 188 - 194. Then they engage in a targeted close read of the text "Eruption!" to identify the text structure, identify new vocabulary, analyze the figurative language, and respond to questions orally. On page T55 of the teacher book, the teacher is prompted to have students write about their reading by writing a news report on pages 196 - 197 in their student book. Students then write and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			publish their editorial on page T187. In Lesson 15, students present a pamphlet and listen to their peers present their pamphlet. Throughout Week 2 of Module 4, students complete multiple activities in each of the five areas. While reading "The Celestials' Railroad" by Bruce Watson, students work with vocabulary words and foundational skills with the VCCCV spelling pattern. During the Reading Workshop, the focus is placed on central idea and speaking and listening skills. In Lesson 7, students continue working on their writing project where they must write a television pitch. In addition to these lesson components, students participate in class, group, and partner discussions to further their understanding of these concepts.
	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. Each module includes a set of Critical/Academic Vocabulary Words, High Frequency Words, Instructional Vocabulary, and Big Idea Words which are taught alongside phonics and spelling patterns to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			strengthen students' understanding of words within the English language. Lessons focus on one or more of these sets of words or patterns and apply the knowledge to words within the text. Over time, students develop an understanding of the words and their meaning and are assessed on this knowledge each week. Each unit addresses academic vocabulary, generative vocabulary with the study of roots, prefixes, and suffixes, and vocabulary strategies for defining words within a text. For example, in Module 1, students build content vocabulary about the unit topic of inventions. In Week 1, students are introduced to their first set of words. Students use the vocabulary routine and the Vocabulary Cards to introduce these Big Idea Words: transcend, excel, illustrious, and revere. Lessons 2-3 focus on the Critical Vocabulary words: locomotives, phonograph, sputtered, flop, incandescent, cylinder, patents, gadgets, and chugged. With these words, students must identify real-life connections between words and their use, practice using the newly-acquired vocabulary expressively and answer questions and discuss meanings to develop vocabulary. Students are shown vocabulary cards that include the critical vocabulary word, definition, image, and 5 tasks to complete with the word. The tasks include creating a sentence with the word, identifying antonyms and synonyms, and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			discussing and answering questions about the word. By Lesson 4, the focus shifts to spelling patterns: prefixes ex-/e-, the Greek root phon, and the Greek root meter. Each of the skills covered throughout the week are reviewed through spiraling on the last lesson of the week. Content vocabulary is also built through the reading of Module Text Sets. Students acquire content vocabulary through reading, "Government Must Fund Inventors," "Inventor's Secret," "Winds of Hope," "Wheelchair Sports: Hang Glider to Wheeler-Dealer," "Captain Arenio," and the writing focal text, "Girls Think of Everything." In Week 3, Lesson 15, students use content and vocabulary acquired in the unit to complete the unit Performance Task which requires them to discuss and write a narrative explaining, "What kinds of circumstances push people to create new inventions?" In Module 3, students are introduced to academic vocabulary that is important to their ability to read and understand the text (magnitude, prior, maintenance). They are asked to use the words in their discussions and in their writing. In Lesson 8, students are introduced to additional words that are critical to their understanding of the text (parallel, lateral, destruction). They are introduced to the word engage in guided practice and then use the words independently. In Lesson 9, they engage with the same words by locating them in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the text and identifying multiple meanings for the words. They use context clues and a dictionary to complete this task.

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.	**Yes**	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills. Each module has three weeks of lessons and foundational skills are highlighted in two to three lessons a week. These skills focus on fluency, phonics, and vocabulary. There is teacher modeling and student practice in small groups and individually. Materials strengthen foundational skills acquisition through explicit instruction, practice, and assessments. For example, students begin with short syllables, long a and e, long i and o, in Module 1. By Module 4, Week 2, the Foundational Skills lesson focuses on unstressed final syllables and words with final /ĭj/, /ĭv/, and /ĭs/. During the decoding lesson on unstressed final syllables, identify a few spelling patterns that are connected to the sound pattern: –age, –ice, or –ive. In the spelling activity, they practice with the list of spelling words that have the same patterns, both phonetically and spelling. Students sort the words into lists, and practice reading words with the same

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			patterns in a Fluency passage titled "A Ship's Captain." In Module 6, Lesson 1, students review spelling and decoding root words with spelling changes. In Module 6, Lesson 6, students practice spelling, decoding, and using words with the suffixes -ful, -ly, -ness, -less, and -ment (T287). In Module 8, Week 2, Lesson 6, students work on the foundational skill of fluency. Students first listen to the teacher read a passage fluently with an emphasis on phrasing. Students then choral read the passage, working on phrasing, and then next work with partners. Students reread the passage, building their fluency and phrasing as they work through the lesson. In Module 8, Week 3, Lesson 11, students study words ending with the suffix -tion/-sion. Students examine how the root word spelling and sounds are changed when the suffix is added.
	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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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).	**Yes**	Materials provide systematic and explicit phonics instruction. Each module includes multiple phonics activities that are structured in a logical manner. The phonics component includes spelling patterns and word analysis skills that provide multiple opportunities for students to work with the covered skill. For example, in Module 2, Week 1, Lesson 3, students revisit the /oo/ and /yoo/ sounds as they appear in the middle of words. The lessons are structured so that the teacher introduces the skill and then students practice in groups and partners for the rest of the lesson. In Module 3 Lesson 6, students review r-controlled vowels. They practice saying words, spelling words, and applying the words in sentences. In Module 6, students progress to more difficult concepts such as reading and using words with Greek and Latin suffixes and prefixes. In Module 4, lessons include practice with decoding VCV, VCCCV, and VV Syllable Division Pattern, as well as spelling words with VCV, VCCCV, and VV Syllable Division Patterns. Students are asked to decode words with each of these spelling and syllable patterns. This allows them to learn how to use phonemic awareness to read words. They must then practice identifying and writing words with the same patterns. These words make up the spelling words for the week.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.	**Yes**	Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Work with high-frequency words is common and frequent and instruction relies on recognition which increases accuracy, speed, and fluency when reading. Each week, students are provided with a set of high- frequency words along with the critical vocabulary. Once a week, students review these high-frequency words. In addition to the review during the weekly fluency lesson, students are given word cards that provide further information about the words as well as an opportunity to use the words in various ways, including writing each word in a sentence, reading the word in sentences, and reading the word aloud to a partner. The word cards are printed in a flashcard format that allows the student to practice the high-frequency words throughout the week. For example, in Module 3, Lesson 11, students work with high-frequency words row, lead, sail, and continued. Students read the words in isolation, read the words within a fluency passage, and then work with the words by writing sentences. In Module 9, Lesson 1, students work with high-frequency and words soil, grass, trouble, and broken. They repeat the practice of reading words in isolation, then in a fluency passage, and then working with

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the words by writing sentences. In Module 5, Lesson 11, there is a fluency lesson. In this lesson the resources contain two sections for teacher instruction. One is Decoding - Fluency connection and the other is High Frequency Words. The fluency lessons highlight decoding and high frequency words for the teacher to teach the lesson focused on what their students most need. In Module 10, Week 3, Lesson 11, students are introduced to the weekly high-frequency words: bit, allow, safe and clean during the fluency lesson. Once the fluency lesson is complete, students are given word cards for the high-frequency and critical vocabulary. Each card provides the students with the word on one side, and a series of items that relate to the word on the other including: the word used in a sentence, information on the spelling pattern, rhyming words, and instructions for students to write their own sentence and share their sentence orally with a classmate.
	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.	Yes	Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Modules include multiple phonics activities that are structured in a logical manner. Practice is connected to foundational skills through work with specific sounds and is aligned with subsequent fluency pages. Each week

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			2 days are spent on foundational skills including fluency, phonics, and word analysis. Each module includes specific language instruction including phonics sounds, suffixes, prefixes, and roots. Students begin working with the phonics skill during the vocabulary lesson. They are introduced to sample words that follow the phonemic pattern. The same phonemic pattern is discussed during the decoding and fluency lessons throughout each week. Materials contain all decodable readers called Blend-It Books for grades 1 and 2. These books identify sight words that are needed to read the books and the specific phonics skill the book is focused on. Blend-It Books provide students with additional practice with decoding skills that are taught within the materials. For example, Module 2, Lesson 1 includes a foundation skill section on decoding final stable syllables -al, -el, -le, -il. The Lesson begins with explicit instruction on this phonics skill and then extends to independent practice with students working with partners. In Module 4, Week 3, students practice with unstressed syllables. During Lesson 11, students are introduced to the list of critical vocabulary words. These words include the unstressed syllables that are later taught in the decoding activity for the lesson. Students work on decoding words with this pattern and identifying the pattern within a list of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			provided words. The teacher begins by reading the words aloud and modeling the pronunciation of the words to students, then allows them to practice the words with a partner. Students then identify the syllables and which ones are stressed and unstressed in each word. The Know It and Show It activity requires students to complete sentences with words that have unstressed syllables but they must ensure to use the words that follow the pattern that matches each section. In the spelling lesson, students will spell multisyllabic words with unstressed syllables and spell words with unstressed syllables and understand their meanings. They complete their practice with these words during the fluency lesson where they are instructed to read through a fluency passage titled, "Dreams of NASA in the Desert." In Module 6, Week 2, students practice with final /j/ and final /s/. They then practice the words independently and through a fluency paragraph that is aligned with the same skill.
	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**.	Yes	Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Fluency lessons are built into each week's instructional plan and the fluency lessons vary based on which fluency skill is

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			being emphasized. The fluency lessons focus on one of the components of fluency: rate, expressiveness, and accuracy. Assessments in the form of fluency passages are added into each lesson to allow for monitoring of the fluency skills. These fluency reads also include terminology that follows the decoding pattern or topic for the week to further ensure that students are on track with all phonics skills.

For example, in Module 1, students complete a fluency component in Lesson 1. The fluency topic is reading rate. The topic is introduced then practiced. During whole class instruction, the teacher demonstrates how to read the passage at an appropriate reading rate. They discuss techniques that they might use to increase their reading rate, such as mastering difficult words by applying what they've learned about short vowel sounds. Students are then prompted to work in pairs to partner-read the passage aloud. During Week 3, Lesson 11, students practice phrasing. Before practicing they are informed of what phrasing is: "That means they group words together into phrases and use punctuation to know when to pause." Using a fluency passage, the teacher demonstrates how to read with phrasing. Once the read aloud is complete, students must reread the passage with the teacher, using a choral reading routine. Then students work with a partner to read |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			through the text again. Each reread focuses on phrasing. Module 8, Lesson 1 contains a fluency lesson with an emphasis on expression. Students read the passage "Seeing the Sea" which connects to the big idea for the module. The teacher models fluent reading with expression and then students practice expression in small groups. During the small group time, the teacher can assess individual students for rate and accuracy. In Module 8, Lesson 6, fluency is taught with an emphasis on phrasing. Students have the opportunity to hear the teacher read the passage while modeling good phrasing. They practice phrasing in small groups. During the student practice time, the teacher can monitor student progress and assess individual students.
	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.	**Yes**	Materials provide opportunities for students to self-monitor to confirm or self-correct word errors, directing students to reread purposefully to acquire accurate meaning. Monitoring is included that allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Students practice fluency on a weekly basis. Each week a new fluency skill is practiced. The passage that is used is designed to include words that follow the decoding pattern or topic for the week. Fluency instruction scaffolds to build from accuracy and self-correction, to reading rate, and finally to expression.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			On the first day of the week, students use the passage to introduce the topic, then they are asked to practice with the passage again on day three of the week. For example, in Module 2, Lesson 6, the fluency lesson focuses on reading accuracy and self-correction. During this lesson the teacher explains the importance of understanding what is read and provides strategies for how to stop reading and go back to make sure what you have read makes sense. Students practice this in small groups. The materials include weekly oral reading fluency passages teachers can use to monitor student progress and growth. These assessments can track student progression and provide frequent opportunities for teachers to give students feedback on fluency. Module 4 includes the fluency topics of reading rate, accuracy and self-correction, and intonation. Each week students focus on a particular area of fluency. Week 1 covers reading rate. The topic is introduced in Lesson 1 and students practice reading their passage during a choral reading and a partner read. Within Module 6, Lesson 2, teachers are told to "remind students that good readers try to read aloud each word accurately, or correctly. If they read a word incorrectly, they pause briefly to correct themselves and reread the sentence." This is repeated during the fluency tasks embedded into the modules.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.	Yes	Materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. Students are provided with important words to remember for each module. They are also provided direct instruction in word study such as prefixes, suffixes, and roots. Throughout each module students study morphology, decoding, and spelling patterns. For example, in Module 5, Lesson 1, students study the decoding of words with the final stable syllables -al, -el,-le, -il. Students study the pronunciation of words ending with the final stable syllables and how they are not stressed when used. Module 5, Lesson 4 goes on to further study the same final stable syllables. Students look at longer words with the letters and then break the words down based on syllabication. In Module 6, Lesson 10, the teacher uses a spiral review to review the Greek roots auto, bio, photo, and graph. In Module 6, Lesson 1, on page T342, students learn about the prefixes re-, un-, and dis-. In Module 7, Week 2, students learn about unstressed final syllables in Lesson 6. They are introduced to the topic during decoding practice where they identify the root and unstressed final syllable in each word. The spelling words for the week reinforce this

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			topic by including unstressed final syllables. In Lesson 8, during their spelling component, students review words with the final /ĭj/, /ĭv/, and /ĭs/ sounds. Students apply the skill by sorting the words.
	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.	**Yes**	Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports. Each module within the curriculum includes foundational skills lessons in decoding, spelling and fluency. Each module is organized into 3 weeks of 5 lessons. Each module within the curriculum includes foundational skills lessons in decoding, spelling and fluency.

In each week, foundational skills are taught on day 1 and day 3 of that week. The foundational skills included each week are reinforced throughout the week. When students are identified that need more work, teachers can meet with these students in skills and strategy groups. Teachers can use Tabletop Minilessons to reteach or reinforce foundational skills taught in the whole class setting. Teachers can access Printables for students to use with their independent reading books. |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			These printables provide support for students in specific foundational skills and can be individualized for students that are struggling. The curriculum includes support for setting up reading workshops and small groups where teachers can pull resources included in the curriculum to provide direct support to students. Each lesson in foundational skills includes guidance for supporting English Learners and reinforcement during small group instruction. Each module includes a knowledge and skills overview that identifies the foundational skills that are included in the module. In addition, each week begins with an overview that outlines the skills and activities that are completed in each daily lesson. The Developing Knowledge and Skills document in Module 4 lists the following foundational skills that will be covered during the three week period: VCV Syllable Division Pattern; VCCCV Syllable Division Pattern; VV Syllable Division Pattern in Decoding; Words with VCV, VCCCV, and VV Syllable Division Patterns in Spelling; and Intonation, Accuracy and Self-Correction, and Expression in Fluency. These lessons are spread over the three- week-long module. Each week includes one Decoding, one Spelling and one Fluency lesson. Each lesson includes three activities, introduction, guided practice, and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			application. In Module 5, Lesson 1 students are introduced to final stable syllables -al, -el, -le, -il. The lesson is followed by a spelling lesson that supports reading and writing with words that use the final stable syllables.
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, 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 **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	**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		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☐ Yes ☐ No	discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.[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. The texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	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		Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)[8]	4. Foundational Skills	Yes	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills. Materials provide systematic and explicit phonics instruction. Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Resources and/or texts provide ample practice of

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Materials provide opportunities for students to self-monitor to confirm or self-correct word errors, directing students to reread purposefully to acquire accurate meaning. 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. Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.
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.

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[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 K-8.

Appendix I.

Publisher Response

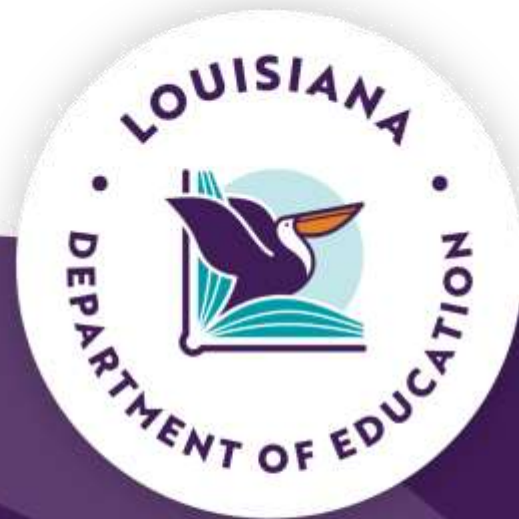The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.

Appendix III.

Tech Ready Endorsement

Academic Content

Tech Readiness Endorsement
HMH Platform

- Houghton Mifflin Harcourt-Into Reading Grades 3-5

Section I: Non-Negotiable Criteria

Materials must meet all Non-Negotiable Criteria in Section I for the review to continue to Section II.

Criteria	Indicator of Quality	Determination
Required Browser	The curriculum platform **does/does not** need a specific browser (Internet Explorer, Safari, etc.) to launch.	Meets Required Indicator
Operating System	Operates on Google, Microsoft, and Apple OS	Meets Required Indicator
SSO (Single Sign On)	The product is SSO utilizing Google, Clever, Microsoft, or another SSO method thus no external account should be created and no personal information should be collected and/or shared.	Meets Required Indicator
Cyber Security	Has either SOC II or GDPR certification	Meets Required Indicator

Section II: Additional Criteria of Tech Readiness

Functionality	
Criteria	**Score/Evidence**
LMS Integration	Works Well (3) HMH provides integration between its Ed platform and Google Classroom, Canvas, or Schoology Learning Management System (LMS). School Systems can set up the HMH Ed Linking Tool to facilitate LTI integration. When LMS integration is complete, teachers are able share and assign content within their LMS.. Students can then access these assignments directly through the LMS, and

	graded assessment results are automatically shared back to the LMS gradebook.
Scale	**Works Well (3)** The HMH Ed Teacher Dashboard's "My Classes" tab empowers teachers to create and manage class groups. This includes adding descriptions for context, renaming groups for clarity, creating new groups as needed, and deleting those no longer required. Additionally, the platform offers data review at both the class and individual student levels. This data can be organized by skill or by domain/standard, allowing teachers to analyze overall class performance, identify areas for improvement, and personalize instruction for each student based on their specific needs and progress.
Ease of Use	**Minor Concerns (2)** The platform offers user-friendly functionality, accessible at school, home, or remotely with an internet connection. It includes instructional content, assessments, reports, videoconferencing, professional learning, and family support. Materials are visually appealing, readable, and age-appropriate, with manageable text. Student resources include digital eBooks, interactive lessons, videos, and assessments. The program provides differentiated supports, leveled activities, and questions to connect all learners to appropriate rigor. Teachers can search by standards or use resource recommendations on HMH Ed for all learning levels. The sheer volume of resources poses a challenge for teachers to navigate.
Teacher and Staff Support	
Criteria	**Score/Evidence**
Data	**Works Well (3)** The HMH Ed Teacher and Administrator Dashboards contain a Reports tab where educators can access pre-built reports that offer essential data and support instructional planning. When assessments are administered online, the data is automatically gathered and integrated into these reports, streamlining the data collection process for teachers and administrators.
Training Resources	**Works Well (3)** HMH provides comprehensive support for educators and leaders, including coaching, courses, and implementation assistance. On-demand teacher success pathways and a dedicated Leader's Corner are also available.
Professional Learning	**Works Well (3)** The platform offers a range of professional learning opportunities to support educators, including complimentary implementation planning, program training, a guided learning pathway, and on-demand resources. Additionally, educators can

engage in optional professional learning course modules, job-embedded coaching, and leadership advisory services. These professional learning opportunities are available in both in-person and interactive online formats.

Accessibility	
Criteria	**Score/Evidence**
Mobile Functionality	Works Well (3) The platform works on mobile devices through the HMH Go app.
Offline Functionality	Works Well (3) The HMH Into AGA digital Student Editions can be accessed offline through the free HMH Go app, available for download on the Apple App Store, Google Play, Mac App Store, and Microsoft Store. This app provides continuous access to HMH digital content, without an internet connection, by allowing users to download materials for offline use.
Additional Required Download	Works Well (3) No additional downloads required

Administration	
Criteria	Score/Evidence
Onboarding	Works Well (3) Educators receive concise onboarding explanations with tutorial videos and step-by-step instructions, along with information on how to get started with HMH Ed reports. Similarly, IT administrators are provided with onboarding support for rostering, licenses, class assignments, and adjusting preferences, as well as guidance on using available reports.
Communication	Works Well (3) HMH Ed software does not include a teacher-student chat or messaging system. With the platform's Virtual Classroom tool, teachers can schedule remote learning sessions and meet with small groups, individual students, or the whole class on Microsoft Teams or Google Meet. The Virtual Classroom option is only available to teachers and students if enabled by an administrator.
Tech Support	Works Well (3)

		Support is available to technical, district, and school administrators. Available support channels include phone, email, webform, and chat, with 24/7 technical support also offered. HMH Technical Support uses a tiered support model. Phone-based support aims to answer 85% of calls within 30 seconds. Issues submitted via email or the support site web portal typically receive responses within four hours, and within one business day at most.
	Reports	**Works Well (3)** From the Reports tab on the HMH Ed Administrator login page, administrators can access the reporting dashboard, which features Usage Reports. These reports offer various metrics for evaluating platform and program usage, including Platform Usage, Program Usage, and Learning Profile. Specific reports available: ● **Growth Measure Results:** Displays student growth data from assessments. ● **Usage Reporting:** Tracks platform usage by user roles (e.g., teachers, students) and assignments. ● **Assignments for All Schools:** Shows assignment data broken down by resource type, school, and teacher. ● **Administrator Program Activity Report (PAR):** Provides detailed usage data for Math 180 and Read 180, including performance on specific lessons and segments. ● **Teacher Success Pathways Report:** Available to school and district administrators, this report shows teacher progress within professional development pathways. Additional Information: ● Administrators can export reports as CSV files for further analysis. ● Reports can be filtered by various criteria, such as school, grade, and role.

Final Determination

Section I: Non-Negotiable Criteria of Tech Readiness: All Criteria Met
The Imagine Learning Platform satisfies Section I: Non-Negotiable Criteria of Tech Readiness by meeting all four of the required indicators of quality:
● Required Browser: The curriculum does not need a specific browser to launch. It works on Safari, Chrome, Edge, and Firefox.
● Operating System Capability: The platform operates on Google, Microsoft, and Apple operating systems. It works on Apple, Google, Microsoft, and Firefox.

- Single Sign-On (SSO): The platform utilizes SSO and does not require the creation of external accounts.
- Cybersecurity: The platform has ISO 27001:2013 certification.

Section II: Additional Criteria of Tech Readiness score:

38 out of 39 within the 13 criteria fields required for Tech Readiness Endorsement.

The Imagine Learning platform satisfies Section II: Additional Criteria of Tech Readiness by scoring **38** out of **39** points within the 13 criteria fields. The Imagine Learning Platform received a score of 3, or "Works Well", in 12 of the 13 criteria. The platform received a score of 2, or "Minor Concerns", for the following criteria:

- Ease of Use

The HMH Platform was awarded the Tech Readiness Endorsement because it met all of the requirements in Section I and received a score above 80% in Section II.

Tech Readiness Endorsement: Tech Readiness Endorsement Granted