DEPARTMENT of EDUCATION
Louisiana Believes

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

FULL CURRICULUM
Instructional Materials

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.[1] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[2] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **Journeys**   Grade: **K-5**

Publisher: **Houghton Mifflin Harcourt**   Copyright: **2017**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
5. Text-Dependent Questions (Non-Negotiable)	1. Quality of Texts (Non-Negotiable)
	3. Foundational Skills (Non-Negotiable*)
	4. Coherence of Tasks (Non-Negotiable)

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:

---

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

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.[3] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[4] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **Journeys**   Grade: **K**

Publisher: **Houghton Mifflin Harcourt**   Copyright: **2017**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
5. Text-Dependent Questions (Non-Negotiable)	1. Quality of Texts (Non-Negotiable)
	3. Foundational Skills (Non-Negotiable*)
	4. Coherence of Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

---

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
Tier 1 and 2 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+.)*	**REQUIRED** **1a)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[5] 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.	No	Emphasis is on reading texts aloud as students develop foundational skills. Materials provide texts that are appropriately complex using quantitative measures. The Lexile of texts in this curriculum range from 190L to 700L. The majority of texts lack qualitative complexity. For example, "Jonathan and His Mommy" (Unit 2 Lesson 8) and "Curious George Makes Pancakes" (Unit 6, Lesson 26), two texts from the curriculum, both lack complex language and vocabulary. The sentence structure in these texts is also simple. The texts in this curriculum gradually increase in complexity from Unit 1 to Unit 5 in the areas of text structure, language features, meaning and purpose, and knowledge demands but decrease in Unit 6. Only 6 of 90 texts rated as "Very Complex," representing 7% of read aloud, big book, or paired texts.
	REQUIRED **1b)** At least 90% of texts are authentic[6] 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	The kindergarten curriculum includes 90 read aloud, big books, and paired texts. 22 out of the 90 (24%) do not contain an author. The majority of texts in the teacher read aloud book are authentic. The texts in the student books are based on foundational skills and are not authentic. Texts that are authentic and offer opportunities to meet grade level ELA standards include: "Amelia's Show and Tell Fiesta" (Read Aloud Text-Unit 2 Lesson 8), "Atlantic" (Big Book Text-Unit 4 Lesson 18), and "Zin! Zin! Zin! A Violin" (Big Book Text-Unit 5, Lesson 25).

---

[5] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5. More information may be found in the Louisiana Believes Documents: "Guide for Determining Text Complexity" and "Creating Text Sets for Whole-Class Instruction"
[6] Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☒ No	**REQUIRED** **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, 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. 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 topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.	**No**	Materials do not provide a coherent sequence or collection of connected texts. Each unit includes 5 lessons. The read aloud, big book, and paired texts are connected within a lesson but they do not connect from lesson to lesson. For example, in Unit 5, Lesson 21, the topic is Social Relationships. Text selections include "Simon and Molly plus Hester", "Zin! Zin! Zin! a Violin", and "Poems About Music". In Unit 5, Lesson 22, the topic is Life Science. Text selections include "A Tiger Grows Up", "Leo the Late Bloomer", and "What Can A Baby Animal Do?" Within Unit 5 students explore music and social relationships, as well as life science. There are rereads of the anchor text over the course of two days, but the rereads are focused on basic understanding of the text, not building knowledge around a connected topic or theme. A writing task is included at the end of each lesson, such as writing an informative organized list in Lesson 21. However, the writing is skill-based and does not build knowledge or integrate knowledge learned from texts. Although the students have the opportunity to discuss the text, there is not a connection to other texts read in the unit. The texts do not connect within a unit, only within a lesson.
	1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	**Yes**	Although some materials represented in this curriculum increase gradually in quantitative complexity throughout the grade level, the anchor and paired texts do not show an increase and hover below or in the lower Lexile of the grade-level. An overwhelming majority of the texts do not meet qualitative complexity measures or show an increase qualitatively. Materials do increase across grade bands. Examples include: Kindergarten: Everybody Walks (AD 400L), Mouse Shapes (AD 480L), and Red Eyes or Blue Feathers (AD 700L); 1st (190L-530L): What is Pal? (190L), A Tree is A Plant (360L), and What Can You Do? (450L); 2nd (420-650L): Click Clack Moo Cows

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			That Type (450L), Officer Buckle and Gloria (560L), and Yeh-Shen (630L); 3rd (520-820L): Pop's Bridges (610L), The Extra Good Sunday (790L), and Life on the Ice (890L); 4th (740-940L): Coming Distractions (740L), Hurricanes (890L), and Antarctic Journal (910L); and 5th (830-1010L): Cave of the Crystals (890L), and The Black Stallion (960L), and Lewis and Clark (1020L). The student leveled readers increase in complexity and are specialized to each sub-group according to struggling readers, on-level readers, advanced readers, and ELL readers.
2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☐ Yes ☐ No	**REQUIRED** **2a)** In grades K-12, ELA 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.)	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **2b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
Section II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non-Negotiable* **3. FOUNDATIONAL SKILLS:**	**REQUIRED *Indicator for grades K-2 only** **3a)** Materials follow a sequence of appropriate foundational	Yes	The materials follow a sequence of appropriate foundational skills instruction as indicated by the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ☐ Yes ☒ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.		standards and provide abundant opportunities for every student to become proficient in each of the foundational skills. Evidence can be found in Unit 2 Lesson 7, where students are being instructed in Phonological Awareness (Blend Onset/Rime and Segment Onset/Rime on pages T 118, T 126, T 142), Phonics (Letter /t/ and short a/long a sound on pages T 118-119, T 126-127, T 142-144), and Fluency (reading with expression on pages T 109, T 131, T 154, T 164-165). Each lesson includes a Daily Phonemic Awareness section. This section includes tasks for blending phonemes, beginning, middle, and ending sounds, and high frequency words. For example, in Lesson 16 the materials provide teacher modeling of first and last sound in previous lessons, this lesson now focuses on identifying middle sounds. Students practice with words like "dip, bib, mat, map, sit, and cat". Students also practice blending sounds using The Flip Chart (45). In Lesson 21 students identify sounds for the letters "o, i, b". Students use picture cards with pictures that begin with those three letter sounds including "igloo, bell, ink, and bike". Additionally, high frequency words are taught using instructional routines. For example, in Lesson 16 Instruction Routine 9 has students practice repeating high frequency words, use in a sentence, point out familiar sounds and spelling patterns, and then blending words. These components ensure practice with foundational skills standards. Similar opportunities are present throughout the grade level curriculum to teach and practice these skills in an appropriate order.
	REQUIRED **3b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.	Yes	The materials include engaging and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. This was evidenced in criteria 3A. There are two read aloud texts included for each lesson, one being a big book. Both of these texts are

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.		content-rich, focusing on the topic of the lesson. Leveled readers are included for each lesson, focusing on the foundational skills taught. These readers also relate to the topic for the week. For example, in Unit 3, Lesson 15 the student edition texts include, "Mac and Pam cat" and "Come With Me" allowing students to practice short vowel a, n, f, and b: also including high-frequency words come, me, to, and with.
	REQUIRED **3c)** 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, including high-frequency 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	The materials provide instruction and practice in word study. The Literacy and Language Guide provides a chart for each weekly lesson specifically stating Word Study components for the week. There is also ample evidence in the Weekly Planner provided before each lesson that includes daily practice for pronunciation, spelling/sound patterns, decoding, and high-frequency words. The Reader's Notebook is a resource providing practice pages to target phonics and high-frequency words. The materials provide instruction and practice in spelling and sound patterns and high frequency words by using sound-symbol knowledge. For example, in Lesson 21 materials provide an opportunity for blending phonemes like "not and yay". Students also learn and practice high frequency words including "play, new, make, and give." The high frequency words appear in the text Zin! Zin! Zin! A Violin and are highlighted in yellow for students to identify.
	REQUIRED **3d)** Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	Yes	The materials do encourage students to self-monitor and to use context to confirm or self- correct word recognition and understanding to reread purposefully to acquire accurate meaning. Evidence can be found in the Response to Read Aloud section in each lesson dealing with the Oral Vocabulary Words, such as in Unit 4 Lesson 18 T 210, where students are to define each highlighted Oral Vocabulary word and to discuss the meaning of each word as it is used in the Read Aloud Book. This requires students to recognize the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			words and to, if necessary, return to the text to gain accurate meaning from the text.
	REQUIRED **3e)** 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 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.	**No**	The materials represented in this curriculum have ample opportunities that allow students to achieve reading fluency in oral and silent reading (Oral Language instruction, Language Readers, Independent Reading, Direct Fluency instruction.) even though students' fluency may be limited due to becoming emerging readers. For example, in Unit 2 Lesson 6, students receive daily fluency instruction Days 1-4. On Day 1, students listen and observe the teacher modeling fluency (pausing at periods while listening to the story "Listen Listen"). The students also engage in oral vocabulary discussions and phonics work with the letter "Aa". On Days 2-4, students continue to observe the teacher modeling of pausing at punctuation. Students have opportunities throughout lessons to practice silent reading using the Leveled Readers with four levels for readers to select from and these texts correlate to the big book, read aloud, and paired text. Students have daily phonological awareness such as in Unit 2 Lesson 6 T15 where students are listening and orally practicing how to blend onset and rime. Students are presented with various genres such as informational, literary, and poetry texts. Opportunities for monitoring include, as evidenced in the Program Assessment area, Summary Recording Forms that include screening assessments for letter-naming fluency and phoneme segmentation, diagnostic assessments for print concepts and letter sound fluency, and progress monitoring assessments that track progress in accuracy on various phonics, phonological awareness, and fluency skills however, there is no evidence of tracking a student's expressiveness or rate.
	REQUIRED **3f)** Materials guide students to read grade-level text with	**Yes**	The materials guide students to read grade level text with purpose and understanding. The foundational

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.		skills that students practice in isolation are reinforced in the student readers.
	3g) *Indicator for grades K-2 only 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 should include attention to invented spelling as appropriate for its diagnostic value.	**Yes**	The materials do provide opportunities for students to assess students' mastery of foundational skills and respond to the needs of individual students at regular intervals. Opportunities for assessment include, as evidenced in the Program Assessment area, Summary Recording Forms that include screening assessments for letter-naming fluency and phoneme segmentation, diagnostic assessments for print concepts and letter sound fluency, and progress monitoring assessments that track progress in accuracy on various phonics, phonological awareness, and fluency skills. There also intervention assessments, weekly assessments, benchmark and unit assessments, and language assessments to gauge mastery and respond to individual needs of students.
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**Yes**	The materials represented in this curriculum provide abundant and easily implemented materials so teachers can readily provide more time, attention, and practice for those students who need it including materials that are both physical and online. Materials include individual disposable editions, student and teacher texts, leveled reader library, and through the HMH App. The teachers also have the use of visual organizers and map-outs to guide use of the curriculum. Online resources for teachers and students can be found on the dashboard and include "Teacher Resources", "Student Resources", "myWriteSmart", "Program Assessments", and all materials that are included in the physical materials as well as interactive features, such as writing in "myWriteSmart".
Section III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable **4. COHERENCE OF TASKS:**	**REQUIRED** **4a)** Coherent sequences of questions and tasks focus	**No**	Coherent sequences of questions and tasks focus students on understanding the texts and illustrations,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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	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/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.		but not in making connections among the texts in the collection or expressing understanding of the topics. For example, in Lesson 8 Ways to Move, the topic is people and animals can move in many ways. Students listen to a read aloud of Jonathan and His Mommy and answer questions to help understand what Jonathan and his mom do. On Day 2 students listen to a read aloud of the Big Book Move! and understand how different animals move like the jumping spider, polar bear, snake, and roadrunner. The materials allow students to respond to each book with a Think, Draw, Pair, Share about each specific book. For example, "Think of an action word from Move!" and "Why do you think Jonathan is tired at the end of the book" These responses are specific to each text. On Day 4 students listen to read aloud of The Tortoise and the Hare and comprehend what happens between them. Then students compare the texts through text to text, text to self, and text to world comparison activities. The text to text activity is to compare the similarities and differences in the Arctic Hare in Move to Hare in the Tortoise and the Hare. This does not allow students to make connections among texts and use these connections to build knowledge about topics and themes. In Unit 4 Lesson 19, the students target skills are cause and effect and sequencing using questioning as the primary strategy. The students are exploring the domain/idea of Recreation and Travel with a topic of Outdoor Travels. While the students are guided through many tasks and asked several text-dependent questions, there is a lack of fluidity in connecting understanding of the topics and ideas which focus around the essential question (T 283), "What kinds of things could happen on a hike?" The questions asked do not expand upon this idea or lead students to explore elements of structure, literary effects, or making meaning accomplished through carefully

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			crafted and purposeful questioning, a culminating task, or project. The questions are also not tied to the writing portion of the lesson which has students writing opinion sentences with evidence of what they liked to do outside and why. The students did not have to refer back to any text to formulate these sentences. There were very few questions or tasks that connected the anchor and paired text with the exception of the Text to Text portion (T 347).
	REQUIRED **4b)** 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. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	No	Questions are designed so that students build and apply knowledge and skills in reading, speaking, listening, and language through complex text but lacks an authentic, culminating writing task that connects themes, ideas, texts.
	REQUIRED **4c)** 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.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	No	Questions and tasks do not support students in examining language to make meaning. The materials offer opportunities for vocabulary work (Unit 5 Lesson 24) through Oral Vocabulary (T 305), words to know (T 308-309, 317, 342), differentiated vocabulary work using vocabulary network for diverse learners, such as ELL, in small groups, vocabulary in context cards (T 344) and vocabulary strategies with classifying and categorizing (T 343). However, students are not asked to analyze vocabulary or sentences during reading to make meaning of text.
Tier 1 and 2 Non-Negotiable **5. TEXT-DEPENDENT QUESTIONS:** Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of	**REQUIRED** **5a)** A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.	Yes	The majority of questions are text dependent, but not text specific. Questions include: Lesson 4 "What kinds of work to people do?" ' Lesson 7 "How do animals communicate? How do people communicate?"; Lesson 27 What is it like to be the youngest in a family?"; Lesson 28 What steps can someone follow to plant and grow flowers?" Student ideas are expressed through both written and spoken responses; however, there

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
textual evidence in support of meeting other grade-specific standards. ☒ Yes ☐ No			are questions posed in the teaching guide without direction of whether the response should be discussed or written.
	REQUIRED **5b)** 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. In Unit 3, Lesson 11 the text "Jump into January" has students compare and contrast, asking the following questions: How is the weather in January the same as the weather in February? How is the weather in April different from the weather in May? What is the same about what people do in June and July? Standard RL.K.9 requires students to compare and contrast with prompting and support. The students are also asked to retell parts of the story, using language from standard RL.K.2: with prompting and support retell familiar stories.
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED *Indicator for grades 3-12 only **6b)** A vast majority of oral and written tasks at all grade levels 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED *Indicator for grades K-2 only **6c)** Materials address grade-level foundation standards that require students in the early grades to know their letters,	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	phonetic conventions, sentence structures, and spelling.		
	REQUIRED **6d)** 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. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. 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 and writing after texts as a way to develop more complex sentence structure and usage.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
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	**REQUIRED** **7a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
with appropriately complex text(s). ☐ Yes ☐ No	**REQUIRED** **7c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Section IV. Scaffolding and Support			
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)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8d)** The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	8e) 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	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.
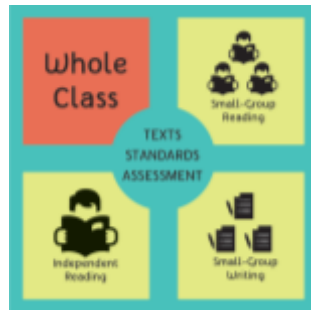
Compile the results for Sections I-VII to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts **(Non-Negotiable)**	**No**	Materials do not provide a coherent sequence of connected texts that build knowledge around topics, themes, or ideas through tasks.
	2. Range and Volume of Texts	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills **(Non-Negotiable*)**	**No**	The materials provide instruction and diagnostic support in appropriate foundational skill areas for the grade level that lends to developing proficient readers with the capacity to comprehend texts across a range of types and disciplines. There was a lack of materials and support for progress monitoring for expressiveness and rate.
III: Questions and Tasks	4. Coherence of Tasks **(Non-Negotiable)**	**No**	The materials do not contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking, listening, and writing.
	5. Text-Dependent Questions **(Non-Negotiable)**	**Yes**	The materials provide text-dependent, but not text-specific questions. Questions include the language of the standards.
	6. Writing to Sources, Speaking and Listening, and Language	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7. Assessments	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
IV: Scaffolding and Support	8. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

*As applicable

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.[7] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[8] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **Journeys**   Grade: **1**

Publisher: **Houghton Mifflin Harcourt**   Copyright: **2017**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
5. Text-Dependent Questions (Non-Negotiable)	1. Quality of Texts (Non-Negotiable)
	3. Foundational Skills (Non-Negotiable*)
	4. Coherence of Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

---

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
Tier 1 and 2 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.	**REQUIRED** **1a)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[9] 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.	**No**	The Lexile of texts in this curriculum range from 10L to 740L. The majority of texts do not meet the criteria for qualitative text complexity. 54 of 63 read aloud and paired texts did not meet the criteria for complexity using a qualitative rubric. For example, "A Cupcake Party" (Unit 2 Lesson 10) and "Animal Groups" (Unit 3, Lesson 15) lack complex language and a complex sentence structure. Many of the texts in this curriculum require limited prior knowledge and do not require higher order thinking. 9 of 63 texts qualified as "Very Complex" in at least 3 of 4 areas, representing 14% of read aloud and paired texts according to either the text complexity rubric provided by the publisher at the beginning of each lesson or a qualitative text complexity rubric.
	REQUIRED **1b)** At least 90% of texts are authentic[10] 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**	The majority of texts are authentic, but many do not offer rich opportunities for students to meet the grade-level ELA standards. Texts that are authentic and offer opportunities to meet grade level ELA standards include: "Hi! Fly Guy" (Read Aloud Text-Unit 6 Lesson 28) and "Winners Never Quit" (Read Aloud Text-Unit 6 Lesson 30).

[9] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5. More information may be found in the Louisiana Believes Documents: "Guide for Determining Text Complexity" and "Creating Text Sets for Whole-Class Instruction"
[10] Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
*(**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** **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, 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. 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 topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.	No	Materials do not provide a coherent sequence or collection of connected texts. Each unit includes 5 lessons. The read aloud and paired texts are connected within a lesson but they do not connect from lesson to lesson. There are rereads of the anchor text over the course of two days, but the rereads are focused on basic understanding of the text, not building knowledge around a connected topic or theme. A writing task is included at the end of each lesson, such as writing an informative organized list in Lesson 21. However, the writing is skill-based and does not build knowledge or integrate knowledge learned from texts. Although the students have the opportunity to discuss the text, there is not a connection to other texts read in the unit. The texts do not connect within a unit, only within a lesson. For example, in Unit 4 Lesson 19: Cultures, text selections include "Tomas Rivera Biography", and "Life Then and Now". In Unit 4 Lesson 20: Social Relationships, text selections include "Little Rabbit's Tale Folktale" and "Silly Poems Poetry." The texts do not connect within a unit (just within lessons) and in a majority of units, the texts do not represent quality in text complexity demanded of the grade-level.
	1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	Yes	The materials represented in this curriculum increase gradually in quantitative complexity throughout the grade level with the anchor and paired texts. The texts do progress across grade bands quantitatively, but are stagnant qualitatively with a majority of texts in each grade level not meeting qualitative complexity measures. Examples include (190L-530L): What is Pal? (190L), A Tree is A Plant (360L), and What Can You Do? (450L).The student leveled readers increase in complexity but is specialized to each sub-group according to struggling readers, on-level readers, advanced readers, and ELL readers.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the [standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)](link) ☐ Yes ☐ No	**REQUIRED** **2a)** In grades K-12, ELA 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.)	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **2b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Section II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non-Negotiable* **3. 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	**REQUIRED *Indicator for grades K-2 only** **3a)** Materials follow a 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.	**Yes**	The materials follow a sequence of appropriate foundational skills instruction as indicated by the standards and provide abundant opportunities for every student to become proficient in each of the foundational skills.
	REQUIRED **3b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level	**Yes**	The materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. This was evidenced in criteria 3A. There are two read aloud texts included for each lesson, one being a big book. Both of these texts are content-rich, focusing on the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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)	phonic patterns and word analysis skills.		topic of the lesson. Leveled readers are included for each lesson, focusing on the foundational skills taught. Examples include "Can It Fit" (Unit 1 Lesson 2 T 115) and "I Ran" (Unit 1 Lesson 2 T 133). In Unit 1 Lesson 1, the Student Edition texts are "Dan and Nan" and "Nat Cat" to allow students to practice short a, n, f, and b; and high-frequency words- and, help, you, be, play and with. Also, included in this lesson to practice these words are: Leveled Readers- "Helping", "Sharing", "Friends Who Share", and "Friends"; HMH Decoding Power text- "Nat and the Cat"; Read Aloud Book texts- "What is a Pal" and "Friends Forever"; and My Journey Home Family Connection- includes activities for parents to reinforce skills their child learned in the unit lessons. It also has book links with titles of other books that could help their child practice the skills. Word study materials are included in daily activities for the lessons with instruction and practice in pronunciation, spelling/sound patterns, decoding grade level words, and high frequency words. For instance, Reader's Notebook provides practice with reading and writing of phonics, phonological, and high frequency word usage. The Word Study materials used in small group lessons for literacy centers provides engaging partner and individual practice with identifying and spelling letters and words. The Grab-and-Go resource allows students to practice reading, saying, and writing grade level and high-frequency words.
	REQUIRED **3c)** 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, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.	Yes	The materials provide instruction and practice in word study. For example, lesson 15 practices with suffixes -er and -est. Lesson 28 in the Words to Know section includes high frequency word practice using context cards. These wards include cried, should, second, ball, large, across, head, and heard. The Literacy and Language Guide provides a chart for each weekly lesson specifically stating Word Study components for the week. There is also ample evidence in the Weekly

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	(*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.		Planner provided before each lesson that includes daily practice for pronunciation, spelling/sound patterns, decoding, and high-frequency words. The Reader's Notebook is a resource providing practice pages to target phonics and high-frequency words.
	REQUIRED **3d)** Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	Yes	The materials do encourage students to self-monitor and to use context to confirm or self- correct word recognition and understanding to reread purposefully to acquire accurate meaning. Evidence can be found in the Response to Read Aloud section in each lesson dealing with the Oral Vocabulary Words, such as in Unit 3 Lesson 14 T 316, where students are to define each highlighted Oral Vocabulary word and to discuss the meaning of each word as it is used in the Read Aloud Book. This requires students to recognize the words and to, if necessary, return to the text to gain accurate meaning from the text.
	REQUIRED **3e)** 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 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.	No	The materials represented in this curriculum have ample opportunities that allow students to achieve reading fluency in oral and silent reading (Oral Language instruction, Language Readers, Independent Reading, Direct Fluency instruction). For example, in Unit 1 Lesson 2, students receive daily fluency instruction days 1-5, with emphasis on modeling accuracy with words connected in text. The students also engage in oral vocabulary discussions and phonics work, as evidenced in Criteria 3a. Students have opportunities throughout lessons to practice silent reading using the Leveled Readers with four levels for readers to select from and these texts correlate to the anchor and paired text. Students also practice reading the anchor text independently on day 3 of lessons. Students are presented with various genres such as informational, literary, and poetry texts. Opportunities

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			for monitoring include, as evidenced in the Program Assessment area, Summary Recording Forms that include screening assessments for letter-naming fluency and phoneme segmentation, diagnostic assessments for print concepts and letter sound fluency, and progress monitoring assessments that track progress in accuracy on various phonics, phonological awareness, and fluency skills however, there is no evidence of tracking a student's expressiveness or rate.
	REQUIRED **3f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**Yes**	The materials guide students to read grade level text with purpose and understanding. The foundational skills that students practice in isolation are reinforced in the student readers.
	3g) *Indicator for grades K-2 only 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 should include attention to invented spelling as appropriate for its diagnostic value.	**Yes**	The materials do provide opportunities for students to assess students' mastery of foundational skills and respond to the needs of individual students at regular intervals. Opportunities for assessment include, as evidenced in the Program Assessment area, Summary Recording Forms that include screening assessments for letter-naming fluency and phoneme segmentation, diagnostic assessments for print concepts and letter sound fluency, and progress monitoring assessments that track progress in accuracy on various phonics, phonological awareness, and fluency skills. There also intervention assessments, weekly assessments, benchmark and unit assessments, and language assessments to gauge mastery and respond to individual needs of students.
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**Yes**	The materials represented in this curriculum provide abundant and easily implemented materials so teachers can readily provide more time, attention, and practice for those students who need it including materials that are both physical and online. Materials include individual disposable editions, student and teacher texts, leveled reader library, and through the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			HMH App. The teachers also have the use of visual organizers and map-outs to guide use of the curriculum. Online resources for teachers and students can be found on the dashboard and include "Teacher Resources" ,"Student Resources", "myWriteSmart", "Program Assessments", and all materials that are included in the physical materials as well as interactive features, such as writing in "myWriteSmart" and iRead- an adaptive digital foundational reading program to personalize learning provide materials so teachers can give more time and attention to students who need it.
Section III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable **4. 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** **4a)** 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/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	**No**	Coherent sequences of questions and tasks focus students on understanding the texts and illustrations, but not in making connections among the texts in the collection or expressing understanding of the topics. In Unit 3 Lesson 13, the students target skills are cause and effect and sound words using visualization as the primary strategy. The students are exploring the domain/idea of Life Science with a topic of Seasons. While the students are guided through many tasks and asked several text-dependent questions, the questions do not lead back to understanding of the "essential question" (T 283), "What changes do the different seasons cause?" The questions asked do not expand upon this idea or lead students to make meaning through a culminating task or project. The questions do not build to the writing portion of the lesson which asks students to write an informative poem about seasons with a main idea and connected facts, subject-verb agreement, and proper punctuation. The students do not have to refer back to any text to formulate these sentences. The only writing piece that was connected directly to the text was the predictive writing portion but there was no prompting to use textual evidence.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	REQUIRED **4b)** 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. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	No	Questions and tasks are designed so that students build and apply knowledge and skills in reading, speaking, listening, and language through complex text but lack authentic, culminating writing tasks that connect themes, ideas, texts.
	REQUIRED **4c)** 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.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	No	Questions and tasks do not support students in examining language. The materials offer opportunities for vocabulary work (Unit 2 Lesson 6) through Oral Vocabulary (T 116), words to know (T 308-309, 317, 342), differentiated vocabulary work using vocabulary network for diverse learners, such as ELL, in small groups, vocabulary in context (T 20-21), application of vocabulary knowledge (T 54-55) and vocabulary strategies with shades of meaning (T 64-65). Sentence framing is evidenced throughout the lessons, especially to support ELL such as on page (T 20, 27). However, the materials lack consistent, meaningful work with the words as they are used primarily in isolation to build vocabulary knowledge of words important to the lesson topic.
Tier 1 and 2 Non-Negotiable **5. 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** **5a)** 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 are text dependent and text specific. Examples include: "A Cupcake Party" (Unit 2, Lesson 10-Anchor Text) 1. Where is Fritz at the beginning of the story? What picture clues tell you this? (T 418) 2. On p. 151, Fritz is working hard to make the cupcakes special. What does that tell you about Fritz? (T 421) 3. How do you think Fritz's friends feel when they see their pictures on the cupcakes? What clues in the pictures help you know? (T 422) 4. How do the picture and the sentence on p. 152 go together? (T 422), "Where Does Food Come From" (Unit 4, Lesson 18-Anchor Text) 1. Look at the photographs on pp. 92–93. What are the authors showing us? (T 230) 2. Look

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes　　☐ No			again at the photographs and reread these pages. How are the ways that cocoa beans and apples grow alike? (T 230) 3. How do the two pictures on pages 98–99 help you learn more about wheat? (T 233), and "What Can You Do" (Unit 6, Lesson 27-Anchor Text) 1. What new thing did the girl learn to do because she practiced? (T 127) and 2. Why do the authors show the same boy doing two different things on p. 58? (T 128). There is a lack of clarity surrounding when students should be using written or spoken responses. The numbered bubbles in the teacher's edition next to each question denote a stopping point to answer a question but do not note how it should be answered. Evidence of written responses to texts came only in the portion dedicated to writing.
	REQUIRED **5b)** 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. Examples include: 1. What are the children in the photograph doing? The children in the photograph are playing soccer. What words help you know this? (Unit 1 Lesson 4 T 314-RI 1.7), 2. What do the details on these pages tell you about Ted's life? (Unit 2 Lesson 9 T 425-RI 1.1), 3. What things on pp. 394–395 does Louis do that show how much he cares for Alphonse?? (Unit 4 Lesson 17 T 128-RL 1.9), 4. Performance Task (Unit 3 Lesson 11 T 43-W.1.2, W.1.5), and 5. Performance Task (Unit 5 Lesson 21 T 43-W.1.1).
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	**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	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
standards for the grade. ☐ Yes ☐ No	standards.		
	REQUIRED *Indicator for grades 3-12 only **6b)** A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	N/A	
	REQUIRED *Indicator for grades K-2 only **6c)** Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **6d)** 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. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.		
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☐ Yes ☐ No	**REQUIRED** **7a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Section IV. Scaffolding and Support			
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)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	REQUIRED **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8d)** The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	8e) 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.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts **(Non-Negotiable)**	No	Materials do not provide a coherent sequence of connected texts that build knowledge around topics, themes, or ideas through tasks.
	2. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	Yes	The materials provide instruction and diagnostic support in appropriate foundational skill areas for the grade level that lends to developing proficient readers with the capacity to comprehend texts across a range of types and disciplines. However, the students do not have ample opportunities to use foundational skills in order to read grade level texts as many texts are not qualitatively complex. There was also a lack of progress monitoring for expressiveness and rate.
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	No	The materials do not contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking, listening, and writing.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	The materials provide a majority of text-dependent and text-specific questions and tasks that reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade specific standards. However, the materials do not adequately denote how students will be expected to express these ideas.
	6. Writing to Sources, Speaking and Listening, and Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

*As applicable

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.[11] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[12] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **Journeys**   Grade: **2**

Publisher: **Houghton Mifflin Harcourt**   Copyright: **2017**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
5. Text-Dependent Questions (Non-Negotiable)	1. Quality of Texts (Non-Negotiable)
	3. Foundational Skills (Non-Negotiable*)
	4. Coherence of Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.

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

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

---

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
Tier 1 and 2 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*	**REQUIRED** **1a)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[13] 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.	No	Materials provide texts that are appropriately complex using quantitative measures. The Lexile of texts in this curriculum ranges from 10L to 740L. The majority of texts do not meet the criteria for qualitative text complexity. 32 of 63 read aloud and paired texts, representing 51% of the texts, are below level using qualitative measures. However, this was the highest percentage of texts meeting the qualitative measure of any grade level, K-5. For example, "Animals Building Homes" (Unit 2 Lesson 6) and "Officer Buckle and Gloria" (Unit 3, Lesson 15) lack complex language and vocabulary, and a complex sentence structure. There were 31 of 63 texts that qualified as "Very Complex," representing 49% of the read aloud and paired texts according to either the text complexity rubric provided by the publisher at the beginning of each lesson or a qualitative complexity rubric.
	REQUIRED **1b)** At least 90% of texts are authentic[14] 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	The majority of texts are authentic. Texts that are authentic include: "Helen Keller" (Read Aloud Text-Unit 3 Lesson 14), "Penguin Check" (Unit 5 Lesson 21), and "Yeh-Shen" (Read Aloud Text-Unit 6 Lesson 28).

---

[13] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5. More information may be found in the Louisiana Believes Documents: "Guide for Determining Text Complexity" and "Creating Text Sets for Whole-Class Instruction"
[14] Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
material. Complexity standards for student-read texts are applicable for grades 2+.) ☐ Yes ☒ No	**REQUIRED** **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, 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. 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 topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.	**No**	Materials do not provide a coherent sequence or collection of connected texts. In the units, the lessons (5 per unit) each contain a different domain and topic but lack a defined or implicit theme. Within each lesson, the read aloud and paired texts are connected but they do not connect from lesson to lesson. For example, in Unit 3 Lesson 12, text selections include "Ah, Music", and "There's A Hole at the Bottom of the Sea". In Unit 3 Lesson 13, text selections include "Schools Around the World" and "An American School". The anchor text receives a first read (Day 1), a second read (Day 2), an independent read (Day 3) and the paired text a single read (Day 4). The students have a writing task at the end of each lesson, such as learning how to write an opinion piece through a performance task on T 229, a performance task on T 237 that does ask students to write to the text they read, and an end of lesson persuasive writing task.. However, the writing is skill based and does not build knowledge or integrate knowledge learned from texts.
	1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	**Yes**	The materials represented in this curriculum increase gradually in quantitative complexity throughout the grade level. The texts do progress across grade bands quantitatively, but are stagnant qualitatively with a majority of texts in each grade level not meeting qualitative complexity measures (Grade 2 had the highest that met this criteria at 49%. Examples include 2nd (420-650L): Click Clack Moo Cows That Type (450L), Officer Buckle and Gloria (560L), and Yeh-Shen (630L). The student leveled readers increase in complexity and are specialized to each subgroup according to struggling readers, on-level readers, advanced readers, and ELL readers.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the [standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)](#) ☐ Yes ☐ No	**REQUIRED** **2a)** In grades K-12, ELA 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.)	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **2b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Section II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non-Negotiable* **3. 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	**REQUIRED *Indicator for grades K-2 only** **3a)** Materials follow a 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.	**Yes**	The materials follow a sequence of appropriate foundational skills instruction as indicated by the standards and provide abundant opportunities for every student to become proficient in each of the foundational skills. Evidence can be found in Unit 5 Lesson 22, where students are being instructed in Phonemic Awareness (T 116, T 140, T 150, T 162, T173), Phonics (homophones-T 116-118 and T 140-141; Base Words and Endings -er, -est-T 150-151), and Fluency (Model Accuracy: self-correction-T 114, T 141, T 153, T 163, T 179). Similar opportunities are present throughout the grade level curriculum to teach and practice these skills in an appropriate order. For

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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)			example, Lesson 25 students practice changing short a vowel sounds to aw sound
	REQUIRED **3b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	The materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. This was evidenced in criteria 3A. There are two read aloud texts included for each lesson, one being a big book. Both of these texts are content-rich, focusing on the topic of the lesson. Leveled readers are included for each lesson, focusing on the foundational skills taught. Examples include "What's That" (Unit 5 Lesson 22 T 119) and "Get Smarter" (Unit 5 Lesson 22 T 152). In Unit 1, decodable readers "We Camp", "The Picnic Ants", "Bud, Ben, and Roz", "The Funny Hat Contest", and a "Bed of Roses" allow students to practice short vowels and high-frequency. Also, included in this lesson to practice these words are: Leveled Readers- "Ben and Sooty", "Lucy and Billy","Let's Make Music", and My Journey Home Family Connection- includes activities for parents to reinforce skills their child learned in the unit lessons. It also has book links with titles of other books that could help their child practice the skills. Word study materials are included in daily activities for the lessons with instruction and practice in pronunciation, spelling/sound patterns, decoding grade level words, and high frequency words. For instance, Reader's Notebook provides practice with reading and writing of phonics, phonological, and high frequency word usage. The Word Study materials used in small group lessons for literacy centers provides engaging partner and individual practice with identifying and spelling letters and words. The Grab-and Go resource allows students to practice reading, saying, and writing grade level and high-frequency words.
	REQUIRED	Yes	The materials do provide instruction and practice in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	3c) 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, including high-frequency 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.		word study including spelling and sound patterns and high frequency words by using sound-symbol knowledge. Word study materials are included in daily activities for the lessons with instruction and practice in pronunciation, spelling/sound patterns, decoding grade level words, and high frequency words. For instance, Reader's Notebook provides practice with reading and writing of phonics, phonological, and high frequency word usage. The Word Study materials used in small group lessons for literacy centers provides engaging partner and individual practice with identifying and spelling letters and words. The Grab-and Go resource allows students to practice reading, saying, and writing grade level and high-frequency words.
	REQUIRED **3d)** Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	Yes	The materials do encourage students to self-monitor and use context to confirm or self-correct. For example, in Lesson 11 the teacher teaches self-correction strategies. Students are taught to read sentences in groups of words like conversation. Additionally, in Lesson 26 the fluency lesson is accuracy using self-correction. For example, If a word does not sound right students stop to see if it makes sense. Students are directed through lessons in Strategy Projectables link in Teacher's Edition which gives comprehension strategies (Projectables S1-S8) and in the Additional Resources for Teachers. Evidence of self-correction strategies can be found in Unit 3 Lesson 15 T 444-445.
	REQUIRED **3e)** 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 informational texts with accuracy, rate appropriate to the text, and expression. This	No	The materials represented in this curriculum have ample opportunities that allow students to achieve reading fluency in oral and silent reading (Oral Language instruction, Language Readers, Independent Reading, Direct Fluency instruction). For example, in Unit 3 Lesson 12, students receive daily fluency

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.		instruction days 1-5, with emphasis on rate. The students also engage in oral vocabulary discussions and phonics work, as evidenced in Criteria 3a. Students have opportunities throughout lessons to practice silent reading using the Leveled Readers with four levels for readers to select from and these texts correlate to the anchor and paired text. Students also practice reading the anchor text independently on day 3 of lessons. Students are presented with various genres such as informational, literary, and poetry texts. Opportunities for monitoring include, as evidenced in the Program Assessment area, Summary Recording Forms that include screening assessments for letter-naming fluency and phoneme segmentation, diagnostic assessments for print concepts and letter sound fluency, and progress monitoring assessments that track progress in accuracy on various phonics, phonological awareness, and fluency skills however, there is no evidence of tracking a student's expressiveness or rate.
	REQUIRED **3f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**Yes**	The materials guide students to read grade level text with purpose and understanding. The foundational skills that students practice in isolation are reinforced in the student readers.
	3g) *Indicator for grades K-2 only 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 should include attention to invented spelling as appropriate for its diagnostic value.	**Yes**	The materials do provide opportunities for students to assess students' mastery of foundational skills and respond to the needs of individual students at regular intervals. Opportunities for assessment include, as evidenced in the Program Assessment area, Summary Recording Forms that include screening assessments for letter-naming fluency and phoneme segmentation, diagnostic assessments for print concepts and letter sound fluency, and progress monitoring assessments that track progress in accuracy on various phonics, phonological awareness, and fluency skills. There also intervention assessments, weekly assessments,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			benchmark and unit assessments, and language assessments to gauge mastery and respond to individual needs of students.
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**Yes**	The materials represented in this curriculum provide abundant and easily implemented materials so teachers can readily provide more time, attention, and practice for those students who need it including materials that are both physical and online. Materials include individual disposable editions, student and teacher texts, leveled reader library, and through the HMH App. The teachers also have the use of visual organizers and map-outs to guide use of the curriculum. Online resources for teachers and students can be found on the dashboard and include "Teacher Resources" ,"Student Resources", "myWriteSmart", "Program Assessments", and all materials that are included in the physical materials as well as interactive features, such as writing in "myWriteSmart" and iRead- an adaptive digital foundational reading program to personalize learning provide materials so teachers can give more time and attention to students who need it.
Section III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable 4. 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,	**REQUIRED** **4a)** 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/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	**No**	Coherent sequences of questions and tasks focus students on understanding the texts and its illustrations, but not in making connections among the texts in the collection, and expressing understanding of the topics. In Unit 5 Lesson 23, the target skills are conclusions and sequence of events using summarizing as the primary strategy. The students are exploring the domain/idea of The Arts with a topic of Visual Arts. While the students are guided through many tasks and asked several text-dependent questions, there is a lack of fluidity in connecting understanding of the topics and ideas which focus around the essential question (T 201), "How is art connected to the past?" The questions asked do not expand upon this idea or lead students to a culminating task. The questions are also

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
so that students can gain meaning from text. ☐ Yes ☒ No			not tied to the writing portion of the lesson which has students writing an informational paragraph with attention to sequence (target skill) and select grammar/punctuation skills. There were very few questions or tasks that connected the anchor and paired text with the exception of the Text to Text portion (T 265). The questions and tasks are designed to build knowledge and skill within each lesson but there is a lack of evidence of skills and knowledge building over a unit.
	REQUIRED **4b)** 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. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	**No**	Questions and tasks are designed so that students build and apply knowledge and skills in reading, speaking, listening, and language through complex text but lack authentic, culminating writing tasks that connect themes, ideas, texts, etc.
	REQUIRED **4c)** 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.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**No**	Questions and tasks do not support students in examining language. The materials offer opportunities for vocabulary work (Unit 2 Lesson 9) through Target Vocabulary/Context Cards (T 318-319), differentiated vocabulary work using vocabulary network for diverse learners, such as ELL, in small groups, application of vocabulary knowledge (T 356-357) and vocabulary strategies with synonyms (T 366-367). There are also opportunities for work in analyzing text structures that include comparing and contrasting, cause and effect, and problem/solution throughout the curriculum. Sentence framing is evidenced throughout the lessons, especially to support ELL such as on page (T 324). However, the word work is isolated and does not build vocabulary knowledge of words important to the lesson topic. Vocabulary is not studied to make meaning of texts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Tier 1 and 2 Non-Negotiable **5. 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** **5a)** 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 are text dependent and text specific. Examples include: "Dogs" (Unit 1, Lesson 3-Anchor Text) 1. What clues from the text and the photo tell you this is a dog? (T 220) 2. Which two groups of pets does the author mention? (T 221) 3. What words does the author use to show that the puppy has grown? How do the photographs and words work together to help you understand what you are reading? (T 222) 4. How do the headings on pages 80–83 help the author organize the text? (T223), "Click, Clack, Moo: Cows That Type" (Unit 3, Lesson 11-Anchor) 1. What does Farmer Brown hear all day long? click, clack, moo, the sounds of the cows typing Why do you think that might be a problem? (T 26) 2. How does Farmer Brown feel when the cows ask for the electric blankets? How can you tell? (T 28) 3. What clues in the story help you figure out the meaning of the word strike? (T 28), and "Two of Everything" (Unit 6, Lesson 29-Anchor) 1. What problem do Mr. and Mrs. Haktak have in this part of the story? What should they do with the new Mr. and Mrs. Haktak? How do Mr. and Mrs. Haktak solve their problem? (T 329) and 2. What does Mr. Haktak do when the pot starts causing problems? What does Mrs. Haktak do? (T 327). The curriculum does not identify when students should answer orally or in writing. The numbered bubbles in the teacher's edition next to each question denote a stopping point to answer a question but did not note how it would be answered. Evidence of written responses to texts came only in the portion dedicated to writing.
	REQUIRED **5b)** 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. Examples include: 1. Where and when does this story take place? Who are the characters so far? (Unit 1 Lesson 5 T 420-RL 2.5, 2.7), 2. Look at the pictures on pages 158 and 159. How do the pictures and words work together on these pages? (Unit 1

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Lesson 5 T 425-RL 2.7), 3. What things on pp. 394–395 does Louis do that show how much he cares for Alphonse?? (Unit 6 Lesson 26 T 30-RL 2.3), 4. Performance Task (Unit 3 Lesson 12 T 139-RI.2.7, W.2.1, L.2.1f), and 5. Performance Task (Unit 4 Lesson 17 T 147-RL.2.7, W.2.1, L.2.1f).
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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED *Indicator for grades 3-12 only **6b)** A vast majority of oral and written tasks at all grade levels 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED *Indicator for grades K-2 only **6c)** Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **6d)** 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. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

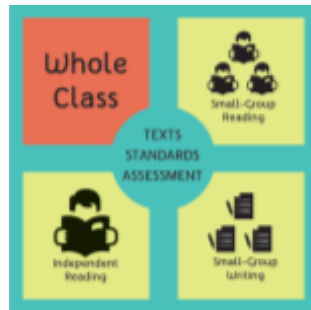| CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.		
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. 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 and writing after texts as a way to develop more complex sentence structure and usage.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
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)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Section IV. Scaffolding and Support			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8d)** The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	8e) 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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION *Tier 1 ratings* receive a "Yes" in Column 1 for Criteria 1 – 8. *Tier 2 ratings* receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria. *Tier 3 ratings* receive a "No" in Column 1 for at least one of the non-negotiable criteria.			
Compile the results for Sections I-VII to make a final decision for the material under review.			

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts **(Non-Negotiable)**	**No**	Materials do not provide a coherent sequence of connected texts that build knowledge around topics, themes, or ideas through tasks.
	2. Range and Volume of Texts	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills **(Non-Negotiable*)**	**No**	The materials provide instruction and diagnostic support in appropriate foundational skill areas for the grade level that lends to developing proficient readers with the capacity to comprehend texts across a range of types and disciplines. However, the students do not have ample opportunities to use foundational skills in order to read grade level texts as many texts are not qualitatively complex. There was also a lack of progress monitoring for expressiveness and rate.
III: Questions and Tasks	4. Coherence of Tasks **(Non-Negotiable)**	**No**	The materials do not contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking, listening, and writing.
	5. Text-Dependent Questions **(Non-Negotiable)**	**Yes**	The materials provide a majority of text-dependent and text-specific questions and tasks that reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade specific standards. However, the materials do not adequately denote how students will be expected to express these ideas.
	6. Writing to Sources, Speaking and Listening, and Language	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7. Assessments	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
IV: Scaffolding and Support	8. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

*As applicable

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.[15] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[16] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **Journeys**

Grade: **3**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2017**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
5. Text-Dependent Questions (Non-Negotiable)	1. Quality of Texts (Non-Negotiable)
	3. Foundational Skills (Non-Negotiable*)
	4. Coherence of Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.

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

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

---

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
Tier 1 and 2 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)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[17] 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.	No	The majority of texts fall within the Lexile band for this grade band. However, the majority of texts do not meet the criteria for qualitative text complexity. For example, "Bat Loves the Night" (Unit 2 Lesson 6) and "A New Team of Heroes" (Unit 6, Lesson 29), two texts from the curriculum, both lack a text structure that includes subplots, time shifts, and more complex characters. They lack complex language and a complex sentence structure. The texts in this curriculum gradually increase in complexity from Unit 1 to Unit 4 but decrease in Unit 5 and Unit 6, with Unit 6 having no texts that are deemed appropriately complex ("Very Complex") according to either the text complexity rubric provided by the publisher at the beginning of each lesson or in the qualitative rubric used at the time of the review.
	REQUIRED **1b)** At least 90% of texts are authentic[18] 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	The majority of texts are authentic. The grade level includes 60 anchor, paired, or extended reading texts. Texts that are authentic and offer opportunities to meet grade level ELA standards include: "The Harvest Birds" (Anchor Text-Unit 2 Lesson 8), "Life on the Ice" (Anchor Text-Unit 4 Lesson 20), and "Mountains: Surviving on Mt. Everest" (Anchor Text-Unit 5, Lesson 25). The extended reading selections were anchor texts in lessons. The Leveled readers and vocabulary readers are published by Houghton Mifflin Harcourt authors. For example, in Lesson 11 "The Olympics", the vocabulary reader "Painting From Caves to Computers" and Lesson 7 leveled reader "Art in Caves" are texts that are not stand alone published texts, therefore, are not authentic. There were no authentic paired texts in this grade level.

[17] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5. More information may be found in the Louisiana Believes Documents: "Guide for Determining Text Complexity" and "Creating Text Sets for Whole-Class Instruction"
[18] Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	REQUIRED **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, 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. 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 topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.	No	Materials do not provide a coherent sequence or collection of connected texts according to domain and topic. In the units, the lessons (5 per unit) each contain a different domain and topic but lack a theme. Within each lesson, the anchor and paired texts are connected but they do not connect from lesson to lesson. For example, in Unit 3 Lesson 11: Inventions, text selections include Technology Wins the Game and Science for Sports Fans. In Unit 3 Lesson 12: Agriculture, texts are around agriculture, but do not connect back to the inventions and technology in the previous lesson. Within each lesson, there is a read aloud to engage students in a story similar to what they will be reading about such as Inventions (T 21). The anchor text receives a first read and second read (Day 1 and 2 of each lesson) and a third read independently from students (Day 3) before moving onto the paired text (Day 4). The students have a writing task at the end of each lesson, such as writing a cause and effect paragraph at the end of Lesson 11. However, the writing does not build knowledge or integrate knowledge learned from texts. The students have the opportunity use speaking and/or writing (depending on lesson) in a few areas, specifically when they are making text to text connections like on page T53 where they are asked to compare and contrast concepts presented about sport science between the two texts. The texts do not connect within a unit and in a majority of units, the texts do not represent quality in text complexity demanded of the grade-level. However, there is a sense of coherence within each individual lesson.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	**Yes**	The materials represented in this curriculum increase gradually in quantitative complexity throughout the grade level. The texts do progress across grade bands quantitatively. Examples include: 2nd (420-650L): Click Clack Moo Cows That Type (450L), Officer Buckle and Gloria (560L), and Yeh-Shen (630L); 3rd (520-820L): Pop's Bridges (610L), The Extra Good Sunday (790L), and Life on the Ice (890L); 4th (740-940L): Coming Distractions (740L), Hurricanes (890L), and Antarctic Journal (910L).
2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☐ Yes ☐ No	**REQUIRED** **2a)** In grades K-12, ELA 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.)	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **2b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Section II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non-Negotiable* **3. FOUNDATIONAL SKILLS:** Materials provide instruction and	**REQUIRED *Indicator for grades K-2 only** **3a)** Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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)	abundant opportunities for every student to become proficient in each of the foundational skills.		
	REQUIRED **3b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	The materials demand knowledge of grade level phonics patterns and word analysis skills as the vocabulary becomes increasingly more complex. To assist in acquiring the vocabulary, students have multiple opportunities to access the vocabulary through word work with the phonics patterns that are consistent through an entire lesson, in every text used. The students also have ample opportunity to learn the vocabulary in context using the various stories and Vocabulary in Context cards. For example, in lesson 9 phonic lesson requires students to decode multisyllabic words including the diphthong "ou" and "ow". Explicit, direct instruction also assists in this criteria.
	REQUIRED **3c)** 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, including high-frequency 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	The materials provide explicit, direct instruction and practice in word study in context and includes systematic examination of grade level morphology, decoding of multisyllabic words though syllabication, and automaticity with grade level regular and irregular spelling patterns. The phonics and words recognition standard RF 3.3 requires practice with reading irregularly spelled words and decoding multisyllable words. This is evidenced in Lesson 11 Inventions, focusing on oy/al/aw spelling patterns including boss, mall, shawl, stalk, lost, and saw. There are also opportunities to decode multisyllabic words in Lesson 18. The think aloud teaches how to decode longer words such as: liquid, market, second, and wicked. The words used in the foundational skills for fluency and phonics that are being learned for syllabication patterns and fluency are also being used in the spelling portion as evidenced on the Weekly Planner and within each lesson.
	REQUIRED **3d)** Materials encourage students to self-monitor and to use	Yes	The materials encourage students to self-monitor or self-correct word recognition and understanding. The

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.		curriculum directs students to re-read purposefully to acquire accurate reading. There is built in direct instruction of self-selection and self-correction strategies that are in turn required to be used in independent reading. There is an opportunity to record these in the Reader's Notebook. The instruction of these strategies can be evidenced in Unit 3 Lesson 16 on page T51. Students also have opportunities in each lesson to do multiple reads using close reading strategies that require these skills. The phonics and fluency sections of the lessons encourage students to self-monitor and self-correct. For example, Lesson 6 phonics section requires the teacher to underline the letters that make the (i) sound. The teacher reads each word and students repeat. Students work with partners to reread the list and refer to the teacher's model and knowledge of letters to self-correct. Additionally, in the fluency portion teacher reads aloud the text then students read in partners. Other strategies include the use of small group activities that are scaffolded in each lesson, writing tasks, and other exercises.
	REQUIRED **3e)** 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 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.	No	Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading Oral Language instruction, Language Readers, Independent Reading, and Direct Fluency instruction. Strategies for monitoring include audio-assisted reading, peer reading and assistance, shared reading, repeated readings (texts being used as anchor texts are read multiple times; many of the other texts are also read multiple times such as those being used for foundational skills instruction), modeling and practice in lessons, and audio book and teacher modeling for read alouds. The opportunity for assessment is found throughout the curriculum and include: fluency test passages, oral reading fluency with qualitative reading inventories, running records,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			cold reads, intervention assessments, and weekly fluency, language, and decoding assessments. However, there is no evidence of tracking a student's expressiveness or rate but rather just tracking general progress with accuracy. Many of these resources are used in most lessons and can be found within the teacher guide or the Grab and Go Resources.
	REQUIRED **3f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**No**	The materials guide students to read grade level text with purpose and understanding. However, there is a lack of evidence of students having to make connections between the acquisition of foundational skills and making meaning from reading. Students are primarily instructed in foundational skills in isolation prior to utilizing in the lessons. The skill is not used to help students make meaning from reading but rather as an opportunity to practice the foundational skill for the purpose of acquiring and developing that isolated skill. Also, the curriculum has majority of texts that don't reach complexity requirements for the grade level, hindering ability to read grade level texts and master grade level standards.
	3g) *Indicator for grades K-2 only 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 should include attention to invented spelling as appropriate for its diagnostic value.	**N/A**	
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**Yes**	The materials represented in this curriculum provide abundant and easily implemented materials so teachers can readily provide more time, attention, and practice for those students who need it including materials that are both physical and online. Materials include individual disposable editions, student and teacher texts, leveled reader library, and through the HMH App. The teachers also have the use of visual organizers and map-outs to guide use of the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			curriculum. Online resources for teachers and students can be found on the dashboard and include "Teacher Resources" ,"Student Resources", "myWriteSmart", "Program Assessments", and all materials that are included in the physical materials as well as interactive features, such as writing in "myWriteSmart".

Section III. Questions and Tasks

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Tier 1 and 2 Non-Negotiable **4. 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** **4a)** 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/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	**No**	Coherent sequences of questions and tasks focus students on understanding the texts and its illustrations, but not in making connections among the texts in the collection, and expressing understanding of the topics. In Unit 1 Lesson 2, the students target skills are drawing conclusions and analyzing author's word choice using inferring and predicting as the primary strategy. The students are exploring the theme of community/civics with a topic of The Court System. While the students are guided through many tasks and asked several text-dependent questions; there is a lack of fluidity in connecting understanding of the topics and ideas which focus around the essential question (T 93), "Why are the courts an important part of our government?" The questions asked do not expand upon this idea or lead students to explore elements of structure, literary effects, or meaning accomplished through carefully crafted and purposeful questioning, a culminating task, or project. The questions are also not tied to the writing task that is provided(end of text task) which is a narrative fiction piece using dialogue to bring the story to life. While it asked the students to refer back to The Trial of Cardigan Jones, there was no referencing required, no connection to the target skill (except for writing), and no connection to the author's choice of words(except a teacher-led question on the second read on page T 121) . There were also no questions or tasks that connected the anchor and paired text with the exception of the Text to Text portion (T 149) which asks to "Have students list

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			details that show what is the same and what is different about the jurors in the two selections. Have students use complete sentences as they discuss the similarities and differences with their partners." This is the only evidenced time the texts (The Trial of Cardigan Jones and You Be The Jury) cross.
	REQUIRED **4b)** 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. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	No	Questions and tasks are designed so that students build and apply knowledge and skills in reading, speaking, listening, and language through complex text but lack authentic, culminating writing tasks that connect themes, ideas, texts, etc.
	REQUIRED **4c)** 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.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	No	Questions and tasks do not support students in examining language. The materials offer opportunities for vocabulary work (Unit 4 Lesson 16) through: Daily Vocabulary Boost with Vocabulary in Context Cards (Day 1-T 13, Day 2-T 39, Day 3-T 47, Day 4-T 57, Day 5-T 67), Vocabulary in Context section (T 18-19), differentiated vocabulary work using context clues for diverse learners, such as ELL, in small groups (T 77-95), vocabulary review and enrichment where students make connections to prior learned vocabulary (T 52-53), and vocabulary strategies (T 62-63) with context clues using figurative language). There are also opportunities for work in analyzing text structures that include character, setting, plot, and theme (T 40-41). Sentence framing is evidenced in the Language Support Card linked on page T 14. However, the materials lack consistent, meaningful work with the words as they are used primarily in isolation to build vocabulary knowledge of words important to the lesson topic. There is a lack of evidence in vocabulary being integrated as a crucial element to drive meaning and understanding of texts. The vocabulary is isolated

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			to the anchor text in the lessons. The questions and tasks do not offer an examination of language so students can analyze sentence structure and advance the depth of these targeted words.
Tier 1 and 2 Non-Negotiable 5. 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** **5a)** 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, 90%, are text dependent and text specific. Examples include: A Fine, Fine School (Unit 1, Lesson 1-Anchor) 1. How does Mr. Keene feel about the students and teachers at his school? How do you know? (T24), 2. Why are Bean's and Tillie's brother sad to see her go to school? What details support your answer? (T25), 3. Why doesn't anyone tell Mr. Keene they don't want to go to school on Sundays? What details support your answer? (T26), and 4. What is the story's message about good ways to solve problems in a school? What details support your answer? (T32); Technology Wins the Game (Unit 3, Lesson 11-Anchor) 1. What did sport's engineers have to do before they could improve tennis balls? What did they do next? (T25), 2. How does the author support his claim that engineers help athletes perform better? (T26), and 3. How does the author explain the idea that man-made tracks are better for runners than grass? (T26); and The Land Volcanoes Built (Unit 5, Lesson 24-Paired) 1. What does the diagram help explain? How do you know? Student ideas are not expressed through both written and spoken responses. There is a lack of clarity surrounding when students should be using written or spoken responses. The numbered bubbles in the teacher's edition next to each question denote a stopping point to answer a question but did not note how it would be answered. Evidence of written responses to texts came only in the portions dedicated to writing, for example, in Unit 6 Lesson 26 on page T 43.
	REQUIRED **5b)** Questions and tasks include the language of the standards and require students to engage in thinking at the	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-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.)*		level standards. Examples include: 1. What is the story's message about good ways to solve problems in school? (Unit 3 Lesson 11 T32-RL 3.1, 3.2), 2. How do the photographs of the athletic shoes help your understanding of the text? (Unit 3 Lesson 11 T27-RI 3.1, 3.7), 3. How do the illustrations add to what you already know about Destiny's community and how members feel about it? (Unit 1 Lesson 3 T 217-RL 3.7), 4. Performance Task (Unit 1 Lesson 1 T 35-W3.3b), and 5. Performance Task (Unit 1 Lesson 4 T323-RL.3.7, W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.10). However, there are questions that do not include the language of the standards and do not address grade level standards throughout the curriculum and would not be useful in guiding students toward deeper understanding of their learning over time. Examples include: 1. Who do you think the man with the camera is? How do you know? (Unit 2 Lesson 9 T 309) and 2. What facts do you know about Erik? (Unit 6 Lesson 28 T 114). While the questions would have a student demonstrate understanding of a text, it does not require the student to use evidence from the text (though they may use it) which isn't guiding the student toward mastery of any grade level standard. Many of the questions and tasks, standards based or not, are not accompanied by texts meeting grade level text complexity.
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	**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	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
standards for the grade. ☐ Yes ☐ No	standards.		
	REQUIRED *Indicator for grades 3-12 only **6b)** A vast majority of oral and written tasks at all grade levels 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED *Indicator for grades K-2 only **6c)** Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **6d)** 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. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.		
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☐ Yes ☐ No	**REQUIRED** **7a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
Section IV. Scaffolding and Support			
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)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	REQUIRED **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8d)** The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	8e) 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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.
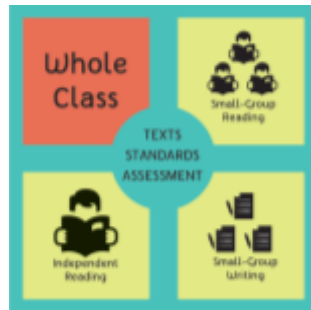
Compile the results for Sections I-VII to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts **(Non-Negotiable)**	No	Due to the organization of the text sets, there are missed opportunities for knowledge building and meaning making.
	2. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II: Foundational Skills (grades K-5 only)	3. Foundational Skills **(Non-Negotiable*)**	**No**	The materials do not provide instruction and diagnostic support in appropriate foundational skill areas for the grade level that lends to developing proficient readers with the capacity to comprehend texts across a range of types and disciplines.
III: Questions and Tasks	4. Coherence of Tasks **(Non-Negotiable)**	**No**	The materials do not contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking, listening, and writing.
	5. Text-Dependent Questions **(Non-Negotiable)**	**Yes**	The materials provide text-dependent and text-specific questions and tasks that reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade specific standards. However, the materials also contain some questions and tasks that do not require the use of textual evidence to meet grade specific standards.
	6. Writing to Sources, Speaking and Listening, and Language	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7. Assessments	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	8. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

*As applicable

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.[19] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[20] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **Journeys**   Grade: **4**

Publisher: **Houghton Mifflin Harcourt**   Copyright: **2017**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
5. Text-Dependent Questions (Non-Negotiable)	1. Quality of Texts (Non-Negotiable)
	3. Foundational Skills (Non-Negotiable*)
	4. Coherence of Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.

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

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

---

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
Tier 1 and 2 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+.)*	**REQUIRED** **1a)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[21] 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.	No	Materials provide texts that are not appropriately complex, quantitatively or quantitatively, for 4th grade. The Lexile of texts in this curriculum range from 450L to 1270L. The majority of texts do not fall within the Lexile band for this grade band with 20% falling below grade level and 52% falling below or on the bottom half of the grade level Lexile. The majority of texts do not meet the criteria for qualitative text complexity (49 of 60 anchor and paired texts). "The Earth's Dragon Awakes" (Unit 3 Lesson 12) includes slightly complex characteristics such as single level of meaning and simple story structure with simple story elements. The paired text is Twisters and is also slightly complex including a single topic, conventional text structure, and some domain specific words. Texts lack multiple levels of meaning producing implied themes and ideas, texts that require no or limited prior knowledge to reach higher levels of thought.
	REQUIRED **1b)** At least 90% of texts are authentic[22] 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	The majority of texts, at least 90%, are authentic. The grade level includes 60 anchor, paired, guided, or extended reading texts with 27 of them containing no author which makes them unauthentic. Texts that are authentic and offer opportunities to meet grade level ELA standards include: "The Life and Times of the Ant" (Anchor Text-Unit 3 Lesson 14), "The Ever-Living Tree: The Life and Times of a Coast Redwood" (Anchor Text-Unit 5 Lesson 23), and "Amphibian Alert" (Anchor Text-Unit 6, Lesson 27). The extended reading selections were anchor texts in lessons.

---

[21] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5. More information may be found in the Louisiana Believes Documents: "Guide for Determining Text Complexity" and "Creating Text Sets for Whole-Class Instruction"
[22] Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☒ No	**REQUIRED** **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, 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. 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 topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.	No	Materials do not provide a coherent sequence or collection of connected texts according to domain and topic. In the units, the lessons (5 per unit) each contain a different domain and topic but lack a defined or implicit theme. Within each lesson, the anchor and paired texts are connected but they do not connect from lesson to lesson. For example, in Unit 2 Lesson 7: Media, the domain is Communication with a topic of Media. Text selections include Coming Distractions: Questioning Movies and How Do They Do That?. In Unit 2 Lesson 8: Visual Arts, the domain is The Arts with a topic of Visual Arts. Text selections include Me and Uncle Romie and Sidewalk Artists . Within each lesson, there is a read aloud to engage students in a story similar to what they will be reading about such as Jazzy Jasmine (Unit 2 Lesson 7 T 160-161). The anchor text receives a first read and second read (Day 1 and 2 of each lesson) and a third read independently from students (Day 3) before moving onto the paired text (Day 4). The students have a writing task at the end of each lesson, such as writing an informational paragraph using evidence at the end of Lesson 7. However, the writing is often skill based and does not build knowledge or integrate knowledge learned from texts (Lesson 7 text is writing using evidence in one story but focusing on a skill). The students have the opportunity use speaking and/or writing (depending on lesson) in a few areas, specifically when they are making text to text connections like on page T 113 where they are asked to compare a radio play and a movie, focusing on the special effects in each. The texts do not connect within a unit (just within lessons) and in a majority of units, the texts do not represent quality in text complexity demanded of the grade-level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	**Yes**	The materials represented in this curriculum increase gradually in quantitative complexity throughout the grade level. The texts do progress across grade bands quantitatively, but are stagnant qualitatively with an overwhelming majority of texts in each grade level not meeting qualitative complexity measures. Examples include: 4th (740-940L): Coming Distractions (740L), Hurricanes (890L), and Antarctic Journal (910L); and 5th (830-1010L): Cave of the Crystals (890L), and The Black Stallion (960L), and Lewis and Clark (1020L). The student leveled readers increase in complexity but is specialized to each sub-group according to struggling readers, on-level readers, advanced readers, and ELL readers.
2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RL.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** **2a)** In grades K-12, ELA 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.)	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **2b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non-Negotiable* 3. 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-2 only 3a)** Materials follow a 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.	N/A	
	REQUIRED 3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	The materials demand knowledge of grade level phonics patterns and word analysis skills as the vocabulary becomes increasingly more complex. To assist in acquiring the vocabulary, students have multiple opportunities to access the vocabulary through word work with the phonics patterns that are consistent through an entire lesson, in every text used. The students also have ample opportunity to learn the vocabulary in context using the various stories and Vocabulary in Context cards. Explicit, direct instruction also assists in this criteria.
	REQUIRED 3c) 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, including high-frequency 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	The materials represented in this curriculum provide explicit, direct instruction in word study in context and includes systematic examination of grade level morphology, decoding of multisyllabic words though syllabication, and automaticity with grade level regular and irregular spelling patterns. The phonics and words recognition standard RF 4.3 requires practice with reading irregularly spelled words and decoding multisyllable words. This is evidenced in Lesson 11 Hurricanes, focusing on compound words including fireplace, toothbrush, homesick, anything, and driveway. The words used in the foundational skills for fluency and phonics that are learned for syllabication patterns and fluency are also being used in the spelling portion as evidenced on the Weekly Planner and in each lesson.
	REQUIRED	Yes	The materials encourage students to self-monitor or

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.		self-correct word recognition and understanding. The curriculum directs students to re-read purposefully to acquire accurate reading. There is built in direct instruction of self-selection and self-correction strategies that are in turn required to be used in independent reading. There is an opportunity to record these in the Reader's Notebook. The instruction of these strategies can be evidenced in Unit 1 Lesson 1 on pages T 27, 44, and 68. Students also have opportunities in each lesson to do multiple reads using close reading strategies that require these skills. The phonics and fluency sections of the lessons encourage students to self-monitor and self-correct. Additionally, in the fluency portion teacher reads aloud the text then students read in partners. Other strategies include the use of small group activities that are scaffolded in each lesson, writing tasks, and other exercises.
	REQUIRED **3e)** 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 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.	No	The materials represented in this curriculum have ample opportunities that allow students to achieve reading fluency in oral and silent reading (Oral Language instruction, Language Readers, Independent Reading, Direct Fluency instruction. The fluency section includes informational and literary texts. The teacher models different fluency strategies such as phrasing in Lesson 1. Phonics section also includes model and students practice with partners and receive feedback from the teacher. Strategies for monitoring include audio-assisted reading, peer reading and assistance, shared reading, repeated readings (texts being used as anchor texts are read multiple times; many of the other texts are also read multiple times such as those being used for foundational skills instruction. Modeling and Practice in every lesson; audio book and teacher modeling for read aloud. The opportunity for assessment are found throughout the curriculum and include fluency test passages, oral

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			reading fluency with qualitative reading inventories, running records, cold reads, intervention assessments, weekly fluency, language, and decoding assessments. However, there is no evidence of tracking a student's expressiveness or rate but rather just tracking general progress with accuracy. Many of these resources are used in every lesson and can be found within the teacher guide or the Grab and Go Resources.
	REQUIRED **3f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**No**	The materials guide students to read grade level text with purpose and understanding. However, there is a lack of evidence of students having to make connections between the acquisition of foundational skills and making meaning from reading. Students are primarily instructed in foundational skills in isolation prior to utilizing in the lessons. The skill is not used to help students make meaning from reading but rather as an opportunity to practice the foundational skill for the purpose of acquiring and developing that isolated skill. Also, the curriculum has majority of texts that don't reach complexity requirements for the grade level, hindering ability to read grade level texts and master grade level standards.
	3g) *Indicator for grades K-2 only 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 should include attention to invented spelling as appropriate for its diagnostic value.	**N/A**	
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**Yes**	The materials represented in this curriculum provide abundant and easily implemented materials so teachers can readily provide more time, attention, and practice for those students who need it including materials that are both physical and online. Materials include individual disposable editions, student and teacher texts, leveled reader library, and through the HMH App. The teachers also have the use of visual

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			organizers and map-outs to guide use of the curriculum. Online resources for teachers and students can be found on the dashboard and include "Teacher Resources" ,"Student Resources", "myWriteSmart", "Program Assessments", and all materials that are included in the physical materials as well as interactive features, such as writing in "myWriteSmart". Each lesson includes materials for phonics, vocabulary, fluency, reading and comprehension, writing, RTI support, small group leveled readers, and English language learners.
Section III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable 4. 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** **4a)** 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/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	**No**	Coherent sequences of questions and tasks focus students on understanding the texts and its illustrations, but not in making connections among the texts in the collection, and expressing understanding of the topics. In Unit 1 Lesson 4, the students target skills are theme, elements of drama, and allusion using analyzing and evaluating as the primary strategy. The students are exploring the theme/idea of community with a topic of Raising Money. While the students are guided through many tasks and asked several text-dependent questions; there is a lack of fluidity in connecting understanding of the topics and ideas which focus around the essential question (T 228), "Why might people raise money for a cause?" The questions asked do not expand upon this idea or lead students to explore elements of structure, literary effects, or meaning accomplished through carefully crafted and purposeful questioning, a culminating task, or project. The questions are also not tied to the writing task that is provided(end of text task) which is a fictional narrative piece using a story map to help structure details to write. The target skills were covered within text on page T 249, T253, and T 257 There were also no questions or tasks that connected the anchor and paired text with the exception of the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Text to Text portion (T 267). However, in this lesson, the text to text only asks the students to look at one text and analyze the main idea while also answering what could be learned or added to the story, skills that are not pertinent to the target skills. The questions and tasks are designed to build knowledge and skill within each lesson but there is a lack of evidence of skills and knowledge building over a unit. In Unit 5 Lesson 22 the lesson topic is civil rights and the essential question is " What causes change in a community". Students listen to a read aloud Jane's Big Ideas discussing women's rights. Students answer questions: "What was Jane expected to do? What did she do?" "Why do you think people appreciated the work Jane Addams did". Students show an understanding of the text by answering the listening comprehension questions. Students engage in multiple reads of the text titled I Can Do That! Students answer questions about why the author included certain stories or structures, questions about summarizing key events, and questions to analyze the main character Emma. During the second read students draw conclusions about Emma, practice fluency, and identify domain specific vocabulary. The tasks completed in the first and second read are not sequenced in a way that allow students to build knowledge about civil rights. Students are answer questions about characters, structure, and summarizing then they reread to draw conclusion, identify vocabulary words, and understand pronouns. The second read does not include a deeper analysis of the text so students can deepen their understanding of civil rights. Students do not respond to a prompt that allows them to determine a central idea or theme to synthesize their readings and discussions.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	REQUIRED **4b)** 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. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	No	Questions and tasks are designed so that students build and apply knowledge and skills in reading, speaking, listening, and language through complex text but lacks authentic, culminating writing aspects that connect themes, ideas, texts, etc.
	REQUIRED **4c)** 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.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	No	Questions and tasks do not support students in examining language. The materials offer opportunities for vocabulary work (Unit 5 Lesson 22) through Vocabulary in Context section (T 88-91), differentiated vocabulary work using context clues for diverse learners, such as ELL, in small groups (T 140-141), apply vocabulary knowledge (T 111), domain-specific vocabulary (T 103) and vocabulary strategies with adages and proverbs (T 118-119). However, the materials lack consistent, meaningful work with the words as they are used primarily in isolation to build vocabulary knowledge of words important to the lesson topic. There is a lack of evidence in vocabulary being integrated as a crucial element to drive meaning and understanding of texts. The vocabulary is isolated to the anchor text in the lessons.
Tier 1 and 2 Non-Negotiable **5. 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** **5a)** 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, 90%, are text dependent and text specific. Examples include Because of Winn Dixie (Unit 1, Lesson 1-Anchor) 1. The author does not directly say how Miss Franny feels about seeing Winn-Dixie, yet we still know. How does Miss Franny feel? How do you know? (T22), 2. What was Miss Fanny Block like as a child? How do you know? (T24), 3. What kind of person is Amanda Wilkinson? What is the text evidence or words and phrases that tell you about her? (T26); Antarctic Journal (Unit 3, Lesson 13-Anchor) 1. What fact about krill made Carl curious to taste them? (T172), 2. Why does the author feel her way slowly

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No			down the glacier, rubbing the snow? (T174), and 3. Why was the author so anxious not to lose the penguin egg? (T176); and Mystery at Reed's Pond (Unit 6, Lesson 30-Anchor) 1. Why might the teenaged boy have left the turtle at Reed's Pond? What details in the story make you think so? (T 204), Why does Mara say, "Mystery solved!"? What is the text evidence? (T 208), Invasion from Mars (Unit 2 Lesson 6): 1.What words and phrases does the author use to make Philipp seem like a real newsman? What do these words and phrases mean in this context? (T20), 2.Why are Beans and Tillie's brother sad to see her go to school? What details support your answer? (T20), 3.What things in the illustration are described in the text? (T22), and 4.What argument does Professor Pierson make for why the cylinder might be a meteor? (T23); Uncle Romie (Unit 2, Lesson 8-Anchor) 1.What is the text evidence that James is unfamiliar with big city life? (T168) and 2.Who is telling this story? How do you know? (T169). Student ideas are not expressed through both written and spoken responses. There is a lack of clarity surrounding when students should be using written or spoken responses. The numbered bubbles in the teacher's edition next to each question denote a stopping point to answer a question but did not note how it would be answered. There is evidence of guiding students to discuss (T 209) however, it is generalized and not directly correlated to a text dependent and specific question. Evidence of written responses to texts came primarily in the portions dedicated to writing, for example, in Unit 6 Lesson 30 on page T 230-233, but not in response to text dependent and specific questions.
	REQUIRED **5b)** 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	Yes	Questions and tasks include the language of the standards, but due to text complexity, do not require students to engage in thinking at the depth and complexity required by the grade-level standards.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	to advance and deepen student learning over time. *(Note: not every standard must be addressed with every text.)*		Examples include 1. Where and when do hurricanes begin? How do hurricanes develop (Unit 3 Lesson 11 T 20-RL 4.3), 2. Does the author convince you that the Chavez family has no choice but to move to California? What evidence does she provide in the text? (Unit 4 Lesson 19 T 246-RI 4.8), 3. How does the author organize the description of the forestry museum? (Unit 6 Lesson 28 T 112-RL 4.5), 4. Performance Task (Unit 2 Lesson 7 T 107-W.4.1a, W.4.1b, W.4.1d, W.4.9b), and 5. Performance Task (Unit 5 Lesson 25 T 335-W.4.2b, W.4.4, W.4.9a, W.4.10). Many of the questions and tasks, standards based or not, are not accompanied by texts meeting grade level text complexity.
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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED *Indicator for grades 3-12 only **6b)** A vast majority of oral and written tasks at all grade levels 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED *Indicator for grades K-2 only **6c)** Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met..
	REQUIRED	Not Evaluated	This section was not evaluated because the non-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	6d) 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. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.		negotiable criteria were not met.
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. 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 and writing after texts as a way to develop more complex sentence structure and usage.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
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).	**REQUIRED** **7a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7c)** Materials use varied modes of assessment, including a	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
[ ] Yes [ ] No	range of pre-, formative, summative and self-assessment measures.		
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Section IV. Scaffolding and Support			
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)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8d)** The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	8e) 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	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	advanced texts for extension, etc.).		
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
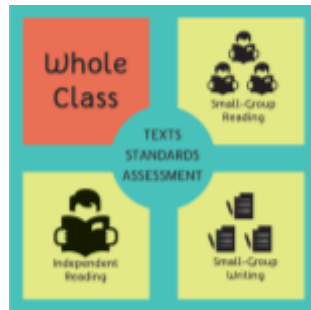*Tier 3 ratings* receive a "No" in Column 1 for at least one of the non-negotiable criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts **(Non-Negotiable)**	**No**	Due to the organization of the text sets, there are missed opportunities for knowledge building and meaning making.
	2. Range and Volume of Texts	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills **(Non-Negotiable*)**	**No**	The materials provide instruction and diagnostic support in appropriate foundational skill areas for the grade level that lends to developing proficient readers with the capacity to comprehend texts across a range of types and disciplines. However, the students do not have ample opportunities to use foundational skills in order to read grade level texts as many texts are below the grade level band.
III: Questions and Tasks	4. Coherence of Tasks **(Non-Negotiable)**	**No**	The materials do not contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking, listening, and writing.
	5. Text-Dependent Questions **(Non-Negotiable)**	**Yes**	The materials provide text-dependent and text-specific questions and tasks that reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade specific standards. However, the materials also contain questions and tasks that do not require the use of textual evidence to meet grade specific standards.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	6. Writing to Sources, Speaking and Listening, and Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

*As applicable

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.[23] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[24] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **Journeys**

Grade: **5**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2017**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
5. Text-Dependent Questions (Non-Negotiable)	1. Quality of Texts (Non-Negotiable)
	3. Foundational Skills (Non-Negotiable*)
	4. Coherence of Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.

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

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

---

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
Tier 1 and 2 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)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[25] 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.	No	Materials provide texts that are not appropriately complex, quantitatively or quantitatively, for 5th grade. The Lexile of texts in this curriculum range from 430L to 1200L. The majority of texts do not fall within the Lexile band for this grade band with 38% falling below grade level and 52% falling below or on the bottom half of the grade level Lexile. The majority of texts do not meet the criteria for qualitative text complexity (40 of 60 anchor and paired texts, representing 67%). For example, "A Royal Mystery" (Unit 2 Lesson 7) and "Trapped in Tar" (Unit 6, Lesson 28), two texts from the curriculum, both lack a text structure that includes subplots, time shifts, and more complex characters. They lack complex language and a complex sentence structure. They lack multiple levels of meaning producing implied themes and ideas, texts that require no or limited prior knowledge to reach higher levels of thought. For example, in Lesson 20 the paired text " Horse Power" conveys the author's feelings, the meaning is implied, and the images are simple. In Lesson 14 the paired text is Modern Minute Man has a single meaning, common characteristics for the genre, simple text structures, and some unfamiliar words.
	REQUIRED **1b)** At least 90% of texts are authentic[26] 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	The majority of texts are authentic, but do not offer rich opportunities for students to meet the grade-level ELA standards. The grade level includes 60 anchor, paired, guided, or extended reading texts with 25 of them containing no author which makes them unauthentic as they are not original works by authors, have been retold by another author, or are supplemented texts written by the publisher. Texts

---

[25] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5. More information may be found in the Louisiana Believes Documents: "Guide for Determining Text Complexity" and "Creating Text Sets for Whole-Class Instruction"

[26] Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			that are authentic and offer opportunities to meet grade level ELA standards include: "They Called Her Molly Pitcher" (Anchor Text-Unit 3 Lesson 14), "Vaqueros: America's First Cowboys " (Anchor Text-Unit 5 Lesson 23), and "Mysteries at Cliff Palace" (Anchor Text-Unit 6, Lesson 27). The extended reading selections were anchor texts in lessons. There were no authentic paired texts in this grade level.
	REQUIRED **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, 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. 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 topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.	No	Materials do not provide a coherent sequence or collection of connected texts according to domain and topic. In the units, the lessons (5 per unit) each contain a different domain and topic but lack a defined or implicit theme. Within each lesson, the anchor and paired texts are connected but they do not connect from lesson to lesson. For example, in Unit 4 Lesson 19: Community Involvement, the domain is Community with a topic of Community Involvement. Text selections include "Darnell Rock Reporting" and "Volunteer!". In Unit 4 Lesson 20: Human-Animal Interaction, the domain is Life Science with a topic of Human-Animal Interaction. Text selections include "The Black Stallion" and "Horse Power". Within each lesson, there is a read aloud to engage students in a story similar to what they will be reading about such as "The Power of Spirit Lake" (Unit 4 Lesson 19 T 237). The anchor text receives a first read and second read (Day 1 and 2 of each lesson) and a third read independently from students (Day 3) before moving onto the paired text (Day 4). The students have a writing task at the end of each lesson, such as writing a personal narrative paragraph using evidence at the end of Lesson 19. However, the writing does not build knowledge or integrate knowledge learned from texts but instead focuses on one text. The writing focuses more on process of writing a narrative rather than writing about a text. The students have the opportunity use speaking, listening, and/or writing

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			(depending on lesson) in a few areas, specifically when they are making text to text connections like on page T 265 where they are asked to compare the positions, reasons, and types of supporting details that each author uses in their argument using a chart and students share their opinions of which author provides better evidence. The texts do not connect within a unit (just within lessons) and in a majority of units, the texts do not represent quality in text complexity demanded of the grade-level.
	1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	**Yes**	The materials represented in this curriculum increase gradually in quantitative complexity throughout the grade level. Texts do increase across the grade band. Examples include: 3rd (520-820L): Pop's Bridges (610L), The Extra Good Sunday (790L), and Life on the Ice (890L); 4th (740-940L): Coming Distractions (740L), Hurricanes (890L), and Antarctic Journal (910L); and 5th (830-1010L): Cave of the Crystals (890L), and The Black Stallion (960L), and Lewis and Clark (1020L). The student leveled readers increase in complexity but are specialized to each sub-group according to struggling readers, on-level readers, advanced readers, and ELL readers.
2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)	**REQUIRED** **2a)** In grades K-12, ELA 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.)	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **2b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☐ No	**2c)** Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Section II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non-Negotiable* 3. 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	**REQUIRED *Indicator for grades K-2 only 3a)** Materials follow a 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.	**N/A**	
	REQUIRED 3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	**Yes**	The materials demand knowledge of grade level phonics patterns and word analysis skills as the vocabulary becomes increasingly more complex. To assist in acquiring the vocabulary, students have multiple opportunities to access the vocabulary through word work with the phonics patterns that are consistent through an entire lesson, in every text used. For example, in Lesson 14, the spelling focus includes vv (vowel vowel) patterns. Some examples of these words are cruel, diet, actual, realize, and theater. Students will encounter words with this spelling in the leveled readers and anchor texts. The students also have ample opportunity to learn the vocabulary in context using the various stories and Vocabulary in Context cards. Explicit, direct instruction also assists in this criteria.
	REQUIRED 3c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes	**Yes**	The materials represented in this curriculum provide explicit, direct instruction in word study in context and includes systematic examination of grade level

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
comprehensive and considered a full program)	and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency 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.		morphology, decoding of multisyllabic words though syllabication, and automaticity with grade level regular and irregular spelling patterns. The phonics and words recognition standard RF 5.3a requires using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. This is evidenced in Lesson 11 Early American Government, focusing on VCCV words and stressed syllables with words such as hollow, tunnel, baggage, supply, village, and button.
	REQUIRED **3d)** Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	Yes	The materials represented in this curriculum encourage students to self-monitor and use context to confirm or self-correct word recognition and understanding; directs students to re-read purposefully to acquire accurate reading. There is built in direct instruction of self-selection and self-correction strategies that are in turn required to be used in independent reading. There is the opportunity to record these things in the Reader's Notebook. The instruction of these strategies can be evidenced in Lesson 11 on page T21. The evidence of this can also be referenced in the Vocabulary Readers that are scaffolded for each lesson. The fluency sections of the lessons encourage students to self-monitor and self-correct. This is evident in Lesson 11 on pages T12, T21, T41, and T48. Other strategies include the use of small group activities that are scaffolded in each lesson, writing tasks, and other exercises. Echo reading, choral reading, and independent reading is addressed throughout. Vocabulary in context cards allow for practice in self-correcting word recognition.
	REQUIRED	No	The materials represented in this curriculum have ample opportunities that allow students to achieve

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	3e) 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 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.		reading fluency in oral and silent reading (Oral Language instruction, Language Readers, Independent Reading, Direct Fluency instruction. The fluency section includes informational and literary texts. The teacher models different fluency strategies such as phrasing with the use of pauses in Lesson 21 on page T 50. Phonics section also includes model and students practice with partners and receive feedback from the teacher. Strategies for monitoring include audio-assisted reading, peer reading and assistance, shared reading, repeated readings (texts being used as anchor texts are read multiple times; many of the other texts are also read multiple times such as those being used for foundational skills instruction. Modeling and Practice in every lesson; audio book and teacher modeling for read aloud. The opportunity for assessment are found throughout the curriculum and include fluency test passages, oral reading fluency with qualitative reading inventories, running records, cold reads, intervention assessments, weekly fluency, language, and decoding assessments. However, there is no evidence of tracking a student's expressiveness or rate but rather just generally tracking accuracy. Many of these resources are used in every lesson and can be found within the teacher guide or the Grab and Go Resources.
	REQUIRED **3f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**No**	The materials guide students to read grade level text with purpose and understanding. However, there is a lack of evidence of students having to make connections between the acquisition of foundational skills and making meaning from reading. Students are primarily instructed in foundational skills in isolation prior to utilizing in the lessons. The skill is not used to help students make meaning from reading but rather as an opportunity to practice the foundational skill for the purpose of acquiring and developing that isolated skill. Also, the curriculum has majority of texts that

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			don't reach complexity requirements for the grade level, hindering ability to read grade level texts and master grade level standards.
	3g) *Indicator for grades K-2 only 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 should include attention to invented spelling as appropriate for its diagnostic value.	N/A	
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	The materials represented in this curriculum provide abundant and easily implemented materials so teachers can readily provide more time, attention, and practice for those students who need it including materials that are both physical and online. Materials include individual disposable editions, student and teacher texts, leveled reader library, and through the HMH App. The teachers also have the use of visual organizers and map-outs to guide use of the curriculum. Online resources for teachers and students can be found on the dashboard and include "Teacher Resources" ,"Student Resources", "myWriteSmart", "Program Assessments", and all materials that are included in the physical materials as well as interactive features, such as writing in "myWriteSmart".
Section III. Questions and Tasks			
Tier 1 and 2 Non-Negotiable 4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening,	**REQUIRED** **4a)** 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/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	No	Coherent sequences of questions and tasks focus students on understanding the texts and its illustrations, but not in making connections among the texts in the collection, and expressing understanding of the topics. In Unit 3 Lesson 15, the students target skills are compare and contrast using monitoring/clarification as the primary strategy. The students are exploring the domain/idea of American History with a topic of Patriotism. While the students are guided through many tasks and asked several text-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text. ☐ Yes ☒ No			dependent questions, there is a lack of fluidity in connecting understanding of the topics and ideas which focus around the essential question (T 307), "How are patriotism and courage related?" The questions asked do not expand upon this idea or lead students to explore elements of structure, literary effects, or meaning accomplished through carefully crafted and purposeful questioning, a culminating task, or project. The questions are also not tied to the writing task that is provided(end of text task) which is an opinion piece using the persuasive essay and is focused on one story, "James Fortsen" which was a story in Lesson 14. The target skills were covered within text on page T 326, T 328, and T 337-339. There were also few questions or tasks that connected the anchor and paired text with the exception of the Text to Text portion (T 347). However, in this lesson, the text to text only asks the students to look at one text and analyze the main idea while also answering what could be learned or added to the story, skills that are not pertinent to the target skills. The questions and tasks are designed to build knowledge and skill within each lesson but there is a lack of evidence of skills and knowledge building over a unit. In Unit 5 Lesson 24 students learn about pioneers. Students listen to a read aloud of Tales of the Trail to understand individual experiences of the Oregon Trail. Students answer listening comprehension questions including: "Why did Sarah's family decide to move to Oregon?" "How does Saran's point of view influence her description of the disaster?" The questions show students understand the meaning of this text. Before reading the text, students preview the topic by learning what pioneers were and completing a think write pair share connecting to the text. After viewing the text students write a paragraph predicting what the text will be about. During the first read students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			answer questions about the main character Rachel, the author's use of dates, and comparing the Indians behavior to a perception of their behavior by others. The second read students practice fluency, analyze the figurative language used: "hear a pin drop" (T251). Then students discuss the essential question: "Why would a pioneer traveler record events in a journal?" Students read the paired text "Westward to Freedom" and answer questions to show understanding of this text. "What resulted from opening the Indian Territory in 1889 to settlers"; "What details support the idea that many African American pioneers became successful in business and used their wealth to help others?" Students use a Venn diagram to compare and contrast the experiences of pioneers in both texts. These questions and tasks allow students to show an understanding of text and its illustrations. However, students are not making connections among the texts to show their understanding of pioneer life over the unit.
	REQUIRED **4b)** 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. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	No	Questions and tasks are designed so that students build and apply knowledge and skills in reading, speaking, listening, and language through complex text but lacks authentic, culminating writing tasks that connect themes, ideas, texts, etc.
	REQUIRED **4c)** 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	No	Questions and tasks do not support students in examining language. Although there are opportunities to learn new vocabulary and discuss the vocabulary, the questions and tasks do not offer an examination of language so students can analyze sentence structure and advance the depth of these targeted words. The opportunity to understand relationships among words is also not provided. The materials lack consistent,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	families, etc.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).		meaningful work with the words as they are used primarily in isolation to build vocabulary knowledge of words important to the lesson topic. There is a lack of evidence in vocabulary being integrated as a crucial element to drive meaning and understanding of texts. The vocabulary is isolated to the anchor text in the lessons.
Tier 1 and 2 Non-Negotiable 5. 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** **5a)** 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, 90%, are text dependent and text specific. Examples include "Everglades Forever" (Unit 2, Lesson 8-Anchor) 1. What evidence in the text suggests that the author has a particular viewpoint about the Everglades? (T 174), 2. In the first paragraph, the author describes the various habitats the students saw as they walked the trail. What main idea does the author want to convey through these details? (T 178), 3. What causes the finger glade to stay dry when the larger sawgrass prairie is wet? (T 182); "Lafff"(Unit 4, Lesson 17-Anchor) 1. What is Peter's relationship with other students? Quote accurately from the text to support your response (T 94), 2. What does Angela do when Peter disappears? What does the way she describes her reaction reveal about her attitude toward his time machine? (T 96), and 3. How does the illustration on page 519 relate to what is going on in the story? (T 100); and "Mysteries at Cliff Palace" (Unit 6, Lesson 27-Anchor) 1. How does the photograph contribute to your understanding of the structure of a kiva? (T 64). Student ideas are expressed through both written and spoken responses however, there is a lack of clarity surrounding when students should be using written or spoken responses. The numbered bubbles in the teacher's edition next to each question denote a stopping point to answer a question but did not note how it would be answered. There is evidence of guiding students to discuss however, it is generalized and not directly correlated to a text dependent and specific question. Evidence of written responses to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			texts came primarily in the portions dedicated to writing, for example, in Unit 6 Lesson 27 on page T 90-93, but not in response to text dependent and specific questions.
	REQUIRED **5b)** 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. Examples include: 1. How are Rudy and Miata alike and how are they different after their speeches? (Unit 1 Lesson 3 T 182-RL 5.3), 2. What details support the main idea that both armies are preparing for another battle (Unit 3 Lesson 13 T 178-RL 5.2), 3. How does the origin of the word sombrero explain its meaning? (Unit 5 Lesson 23 T 112-RI 5.4), 4. Performance Task (Unit 2 Lesson 9 T 263- RL.5.1, RL.5.6, W.5.9a, W.5.10), and 5. Performance Task (Unit 4 Lesson 19 T 259-RL.5.1, W.5.1a, W.5.1b, W.5.10). However, there are questions that do not include the language of the standards and do not address grade level standards throughout the curriculum and would not be useful in guiding students toward deeper understanding of their learning over time. Examples include: 1. How would you describe Ruben's attitude at the end of the tour? (Unit 6 Lesson 27 T 68) and 2. What do you think was the most difficult part of Forten's job on the ship? (Unit 3 Lesson 14 T 256). While the questions would have a student demonstrate understanding of a text, it does not guide the student toward mastery of any grade level standard. Many of the questions and tasks, standards based or not, are not accompanied by texts meeting grade level text complexity.
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	**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	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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.		
	REQUIRED *Indicator for grades 3-12 only **6b)** A vast majority of oral and written tasks at all grade levels 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED *Indicator for grades K-2 only **6c)** Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **6d)** 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. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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 and writing after texts as a way to develop more complex sentence structure and usage.		
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☐ Yes ☐ No	REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
Section IV. Scaffolding and Support			
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) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	REQUIRED **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **8d)** The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	8e) 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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts **(Non-Negotiable)**	**No**	Due to the organization of the text sets, there are missed opportunities for knowledge building and meaning making.
	2. Range and Volume of Texts	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II: Foundational Skills (grades K-5 only)	3. Foundational Skills **(Non-Negotiable*)**	**No**	The materials provide instruction and diagnostic support in appropriate foundational skill areas for the grade level that lends to developing proficient readers with the capacity to comprehend texts across a range of types and disciplines. However, the students do not have ample opportunities to use foundational skills in order to read grade level texts as many texts are below the grade level band.
III: Questions and Tasks	4. Coherence of Tasks **(Non-Negotiable)**	**No**	The materials do not contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking, listening, and writing.
	5. Text-Dependent Questions **(Non-Negotiable)**	**Yes**	The materials provide text-dependent and text-specific questions and tasks that reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade specific standards. However, the materials also contain questions and tasks that do not require the use of textual evidence to meet grade specific standards.
	6. Writing to Sources, Speaking and Listening, and Language	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7. Assessments	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	8. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

*As applicable

Appendix I.

Publisher Response

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.[1] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[2] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **Journeys**   Grade: **K-5**

Publisher: **Houghton Mifflin Harcourt**   Copyright: **2017**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
5. Text-Dependent Questions (Non-Negotiable)	1. Quality of Texts (Non-Negotiable)
	3. Foundational Skills (Non-Negotiable*)
	4. Coherence of Tasks (Non-Negotiable)

Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

Tier 1 ratings received a "Yes" for all Criteria 1-8.
Tier 2 ratings received a "Yes" for all non-negotiable criteria, but at least one "No" for the remaining criteria.
Tier 3 ratings received a "No" for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:
Grade K (Tier 3)   Grade 1 (Tier 3)   Grade 2 (Tier 3)
Grade 3 (Tier 3)   Grade 4 (Tier 3)   Grade 5 (Tier 3)

---

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

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.[3] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[4] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **Journeys**   Grade: **K**

Publisher: **Houghton Mifflin Harcourt**   Copyright: **2017**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
5. Text-Dependent Questions (Non-Negotiable)	1. Quality of Texts (Non-Negotiable)
	3. Foundational Skills (Non-Negotiable*)
	4. Coherence of Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

---

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Section I. Text Selection				
Tier 1 and 2 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)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[5] 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.	**No**	Emphasis is on reading texts aloud as students develop foundational skills. Materials provide texts that are appropriately complex using quantitative measures. The Lexile of texts in this curriculum range from 190L to 700L. The majority of texts lack qualitative complexity. For example, "Jonathan and His Mommy" (Unit 2 Lesson 8) and "Curious George Makes Pancakes" (Unit 6, Lesson 26), two texts from the curriculum, both lack complex language and vocabulary. The sentence structure in these texts is also simple. The texts in this curriculum gradually increase in complexity from Unit 1 to Unit 5 in the areas of text structure, language features, meaning and purpose, and knowledge demands but decrease in Unit 6. Only 6 of 90 texts rated as "Very Complex," representing 7% of read aloud, big book, or paired texts.	As specified for Grades K-2 in Item 1a, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. In HMH Journeys, these texts are provided in Read-Aloud Books, Big Books, and Paired Selections. These resources offer a balance of literary texts (including traditional fables, rhymes, and songs), informational texts, and multiple Exemplar Texts including: My Five Senses by Aliki What Do You Do With a Tail Like This? by Steve Jenkins and Robin Page Zin! Zin! Zin! a Violin by Lloyd Moss Kitten's First Full Moon by Kevin Henkes Celebration by Alonzo Lopez "Drinking Fountain" by Marchette Chute "By Myself" by Eloise Greenfield For a complete list of Exemplar Texts, please copy and paste the following link into your web browser to access our Journeys ©2017 Authentic Literature List – https://hmhco.box.com/s/hkwd5edx3cc0347l8f6m0ty kk5vj6tw6. HMH Journeys includes complex texts, appropriate for each grade level, with engaging themes, rich language, and elements of style. In Journeys, the texts offered at each grade level are appropriately complex based on: --Quantitative measures of text complexity --Qualitative measures of text complexity --The match of tasks, texts, and readers

[5] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5. More information may be found in the Louisiana Believes Documents: "Guide for Determining Text Complexity" and "Creating Text Sets for Whole-Class Instruction"

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				Although the requirement for this item differs at grades K-2, each unit in HMH Journeys offers range and choice as detailed above and in the Text Complexity Rubric in the Teacher's Edition where Quantitative and Qualitative Measures are identified for each selection.

In Unit 6, many of the pieces use repetition and do not have as much text on the page as some of the texts in earlier units, but most of them have some deeper concept or theme that can be arrived at through the use of simpler language structures. Also, there is a lot of poetry in Unit 6.

The texts at the end of the year were chosen for their themes and topics and to close out the kindergarten year for students using the program.

Additional notes on the Unit 6 literature:
•	Kitten's First Full Moon is an exemplar text in Lesson 26. Its whole message is implied rather than directly stated, so it has added complexity. This text is paired with poetry.
•	The Read Aloud Book, Someone Bigger [cumulative tale] and the Big Book, One of Three, both use repetition. The Big Book is paired with an informational text "Cross-Country Trip" in an unfamiliar format—as postcards.
•	The Read Aloud Book in Lesson 28, The Little Engine That Could, is a classic text, and is another that uses repetition to get across its message. It has some more difficult sentence structures and vocabulary that are unfamiliar to kids today. You Can Do It, Curious George! is paired with poetry.
•	Lesson 29: Read Aloud Book is Baby Brains with lots of high-level vocabulary is used with Big Book, Look at Us, and "The Three Little Pigs." Look at |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				Us was written as though by a class of Kindergarten kids reflecting on their year with the hopes of prompting kids using Journeys to do the same as they come to the end of their year. • Lesson 30: Read Aloud Book, Pet Show! has multiple levels of meaning and implied messages. Big Book, Miss Kindergarten Celebrates the Last Day of Kindergarten is paired with an informational text "Schools Then and Now" to bring the year to a close.
	REQUIRED **1b)** At least 90% of texts are authentic[6] 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	The kindergarten curriculum includes 90 read aloud, big books, and paired texts. 22 out of the 90 (24%) do not contain an author. The majority of texts in the teacher read aloud book are authentic. The texts in the student books are based on foundational skills and are not authentic. Texts that are authentic and offer opportunities to meet grade level ELA standards include: "Amelia's Show and Tell Fiesta" (Read Aloud Text-Unit 2 Lesson 8), "Atlantic" (Big Book Text-Unit 4 Lesson 18), and "Zin! Zin! Zin! A Violin" (Big Book Text-Unit 5, Lesson 25).	

---

[6] Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	REQUIRED **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, 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. 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 topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.	**No**	Materials do not provide a coherent sequence or collection of connected texts. Each unit includes 5 lessons. The read aloud, big book, and paired texts are connected within a lesson but they do not connect from lesson to lesson. For example, in Unit 5, Lesson 21, the topic is Social Relationships. Text selections include "Simon and Molly plus Hester", "Zin! Zin! Zin! a Violin", and "Poems About Music". In Unit 5, Lesson 22, the topic is Life Science. Text selections include "A Tiger Grows Up", "Leo the Late Bloomer", and "What Can A Baby Animal Do?" Within Unit 5 students explore music and social relationships, as well as life science. There are rereads of the anchor text over the course of two days, but the rereads are focused on basic understanding of the text, not building knowledge around a connected topic or theme. A writing task is included at the end of each lesson, such as writing an informative organized list in Lesson 21. However, the writing is skill-based and does not build knowledge or integrate knowledge learned from texts. Although the students have the opportunity to discuss the text, there is not a connection to other texts read in the unit. The texts do not connect within a unit, only within a lesson.	In HMH Journeys, each unit is organized around a theme which provides coherence and builds conceptual understanding. For example, the overarching theme for Unit 5 is entitled "As We Grow" with a focus on the idea that all living things change as they grow. The program consistently provides tasks that build knowledge of topics read and studied within each unit. For example, each unit opens with Launch the Unit which provides multiple teaching strategies designed to establish a purpose for learning, introduce the content of the unit, and prepare students for the culminating Performance Task at the end of the unit. Each unit also includes a Research and Media Performance Task that provides an opportunity for integration of knowledge and ideas across mulitple texts. The Unit Performance Task provides a culminating activity related to the unit theme and the digital Standards-Based Assessment Resource provides valuable student practice with rigorous tasks and questions. These tasks are designed to integrate all aspects of language development providing instruction in reading, writing, listening, speaking, and language with integrated support for English language development. To ensure students' content-area knowledge and language is systematically developed, the collections of texts in Journeys are organized around content-area domains, such as Life Science, The Arts, Civics, and Values. Concepts are woven within and across grades to ensure coverage and deep authentic connections. The texts in each lessson are tied to a specific lesson topic, such as The Environment, Animal Behavior, Visual Arts, Performance Arts, Citizen's Rights, Personal Responsibility, and Determination. Various texts with the same or related lesson topics are featured within and across grades to systematically

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				develop the knowledge base of each of the domains. For each lesson, these topics connect the Anchor Text and Paired Text in the Student Book, selections in the Close Reader, Reading Adventures Magazine, Revista Aventuras, Journeys Leveled Readers, Vocabulary Readers, Language Workshop, and the HMH FYI website. The topical organization and instructional design of Journeys cultivate student interest and engagement through a comprehensive integration of all English Language Arts/Reading strands.
				To promote thoughtful, repeated, and extensive reading of text for deep comprehension, each lesson in the Journeys program is built on an explicit close reading routine - Think Through the Text, Analyze the Text, and Independent Reading. In the First Read: Think Through the Text, the instructional focus is on key ideas and details. In the Second Read: Analyze the Text the focus is on craft and structure with integration of knowledge and ideas. The next step in the protocol is Independent Close Read where students focus on answering questions and gathering textual evidence to use in their Reader's Notebook and Performance Task responses. With this repeated close reading routine, students develop skills that can be transferred to all reading, including reading in the content areas. The practice of writing is integrated throughout the Journeys program to ensure the reciprocal relationship between close reading and students' written responses to complex text.
				Grade K: Unit 5 TE pp. Read Aloud Book: Think Through the Text, T296–T304; Dig Deeper, T305; Introduce the Big Book, T316; Read the Big Book, T318–T323
				The varied supports and resources in Journeys help students prepare for reading, engage in multiple close

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				reads for deep comprehension, and communicate their analysis of complex texts: • The enhanced Student eBook offers annotation, highlighting, and commenting tools that help students to read closely and save and organize their notes in myNotebook. • The Prepare for Complex Texts section offers specific supports for students. • The Be a Reading Detective feature supports students' close reading.
	1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	Yes	Although some materials represented in this curriculum increase gradually in quantitative complexity throughout the grade level, the anchor and paired texts do not show an increase and hover below or in the lower Lexile of the grade-level. An overwhelming majority of the texts do not meet qualitative complexity measures or show an increase qualitatively. Materials do increase across grade bands. Examples include: Kindergarten: Everybody Walks (AD 400L), Mouse Shapes (AD 480L), and Red Eyes or Blue Feathers (AD 700L); 1st (190L-530L): What is Pal? (190L), A Tree is A Plant (360L), and What Can You Do? (450L); 2nd (420-650L): Click Clack Moo Cows That Type (450L), Officer Buckle and Gloria (560L), and Yeh-Shen (630L); 3rd (520-820L): Pop's Bridges (610L), The Extra Good Sunday (790L), and Life on the Ice (890L); 4th (740-940L): Coming Distractions (740L), Hurricanes (890L), and Antarctic Journal (910L); and 5th (830-1010L): Cave of the Crystals (890L), and The	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Black Stallion (960L), and Lewis and Clark (1020L). The student leveled readers increase in complexity and are specialized to each sub-group according to struggling readers, on-level readers, advanced readers, and ELL readers.	
2. 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** **2a)** In grades K-12, ELA 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.)	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **2b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
Section II. Foundational Skills (grades K-5 only)				
Tier 1 and 2 Non-Negotiable* **3. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary,	**REQUIRED *Indicator for grades K-2 only** **3a)** Materials follow a 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.	Yes	The materials follow a sequence of appropriate foundational skills instruction as indicated by the standards and provide abundant opportunities for every student to become proficient in each of the foundational skills. Evidence can be found in Unit 2 Lesson 7, where students are being instructed in Phonological Awareness (Blend Onset/Rime and	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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)			Segment Onset/Rime on pages T 118, T 126, T 142), Phonics (Letter /t/ and short a/long a sound on pages T 118-119, T 126-127, T 142-144), and Fluency (reading with expression on pages T 109, T 131, T 154, T 164-165). Each lesson includes a Daily Phonemic Awareness section. This section includes tasks for blending phonemes, beginning, middle, and ending sounds, and high frequency words. For example, in Lesson 16 the materials provide teacher modeling of first and last sound in previous lessons, this lesson now focuses on identifying middle sounds. Students practice with words like "dip, bib, mat, map, sit, and cat". Students also practice blending sounds using The Flip Chart (45). In Lesson 21 students identify sounds for the letters "o, i, b". Students use picture cards with pictures that begin with those three letter sounds including "igloo, bell, ink, and bike". Additionally, high frequency words are taught using instructional routines. For example, in Lesson 16 Instruction Routine 9 has students practice repeating high frequency words, use in a sentence, point out familiar sounds and spelling patterns, and then blending words. These components ensure practice with foundational skills standards. Similar opportunities are present throughout the grade level curriculum to teach and practice these skills in an appropriate order.	
	REQUIRED **3b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	The materials include engaging and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. This was evidenced in criteria 3A. There are two read aloud texts included for each lesson, one being a big book. Both of these texts are content-rich, focusing on the topic of the lesson. Leveled readers are included for each lesson, focusing on the foundational skills taught. These readers also relate to the topic for the week.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			For example, in Unit 3, Lesson 15 the student edition texts include, "Mac and Pam cat" and "Come With Me" allowing students to practice short vowel a, n, f, and b: also including high-frequency words come, me, to, and with.	
	REQUIRED **3c)** 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, including high-frequency 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	The materials provide instruction and practice in word study. The Literacy and Language Guide provides a chart for each weekly lesson specifically stating Word Study components for the week. There is also ample evidence in the Weekly Planner provided before each lesson that includes daily practice for pronunciation, spelling/sound patterns, decoding, and high-frequency words. The Reader's Notebook is a resource providing practice pages to target phonics and high-frequency words. The materials provide instruction and practice in spelling and sound patterns and high frequency words by using sound-symbol knowledge. For example, in Lesson 21 materials provide an opportunity for blending phonemes like "not and yay". Students also learn and practice high frequency words including "play, new, make, and give." The high frequency words appear in the text Zin! Zin! Zin! A Violin and are highlighted in yellow for students to identify.	
	REQUIRED **3d)** Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	Yes	The materials do encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding to reread purposefully to acquire accurate meaning. Evidence can be found in the Response to Read Aloud section in each lesson dealing with the Oral Vocabulary Words, such as in Unit 4 Lesson 18 T 210, where students are to define each highlighted Oral Vocabulary word and to discuss the meaning of each word as it is used in the Read Aloud Book. This requires students to recognize the words and to, if necessary, return to the text to gain accurate meaning from the text.	
	REQUIRED	No	The materials represented in this curriculum have ample opportunities that allow students to achieve	As noted, Journeys presents multiple models, resources, and opportunities for practice. In the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	3e) 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 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.		reading fluency in oral and silent reading (Oral Language instruction, Language Readers, Independent Reading, Direct Fluency instruction.) even though students' fluency may be limited due to becoming emerging readers. For example, in Unit 2 Lesson 6, students receive daily fluency instruction Days 1-4. On Day 1, students listen and observe the teacher modeling fluency (pausing at periods while listening to the story "Listen Listen"). The students also engage in oral vocabulary discussions and phonics work with the letter "Aa". On Days 2-4, students continue to observe the teacher modeling of pausing at punctuation. Students have opportunities throughout lessons to practice silent reading using the Leveled Readers with four levels for readers to select from and these texts correlate to the big book, read aloud, and paired text. Students have daily phonological awareness such as in Unit 2 Lesson 6 T15 where students are listening and orally practicing how to blend onset and rime. Students are presented with various genres such as informational, literary, and poetry texts. Opportunities for monitoring include, as evidenced in the Program Assessment area, Summary Recording Forms that include screening assessments for letter-naming fluency and phoneme segmentation, diagnostic assessments for print concepts and letter sound fluency, and progress monitoring assessments that track progress in accuracy on various phonics, phonological awareness, and fluency skills however, there is no evidence of tracking a student's expressiveness or rate.	primary grades, the program builds graphophonic foundations for fluency, including phonological awareness, letter knowledge, and phonics. Journeys lays the groundwork for fluency success by developing and extending students' oral language and vocabulary skills, building students' high-frequency word reading abilities, and continuously strengthening students' decoding skills. The program's fluency instruction and daily practice build students' automaticity and prosody. Screeners and Check-Ups • The Intervention Assessments resource and the Teacher Edition give guidance with features such as the Fluency Plan notes and prescriptive feedback in If…Then format. Reading rate is addressed in the Intervention Assessments resource under Administering and Scoring the Assessments; Oral Reading Fluency, pp. T14-T15. • Observation Checklists for Kindergarten track students' progress in key skills, including phonological awareness, phonics, vocabulary, fluency, comprehension, grammar, writing, and behaviors. These informal observation checklists are embedded in the lessons and can be used weekly. • Fluency Test passages can be used with a small group (groups are rotated weekly) to assess fluency skills including appropriate rate and expressiveness. • Oral Reading Fluency passages and Qualitative Reading Inventories (QRIs) are provided for progress monitoring. • The Literacy and Language Guide includes support for Reading Running Records. • The Observation Checklists and Periodic Assessments in the Grab-and-Go Kits provide teachers with helpful tools for ongoing assessments.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	REQUIRED **3f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	Yes	The materials guide students to read grade level text with purpose and understanding. The foundational skills that students practice in isolation are reinforced in the student readers.	
	3g) *Indicator for grades K-2 only 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 should include attention to invented spelling as appropriate for its diagnostic value.	Yes	The materials do provide opportunities for students to assess students' mastery of foundational skills and respond to the needs of individual students at regular intervals. Opportunities for assessment include, as evidenced in the Program Assessment area, Summary Recording Forms that include screening assessments for letter-naming fluency and phoneme segmentation, diagnostic assessments for print concepts and letter sound fluency, and progress monitoring assessments that track progress in accuracy on various phonics, phonological awareness, and fluency skills. There also intervention assessments, weekly assessments, benchmark and unit assessments, and language assessments to gauge mastery and respond to individual needs of students.	
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	The materials represented in this curriculum provide abundant and easily implemented materials so teachers can readily provide more time, attention, and practice for those students who need it including materials that are both physical and online. Materials include individual disposable editions, student and teacher texts, leveled reader library, and through the HMH App. The teachers also have the use of visual organizers and map-outs to guide use of the curriculum. Online resources for teachers and students can be found on the dashboard and include "Teacher Resources", "Student Resources", "myWriteSmart", "Program Assessments", and all materials that are included in the physical materials as well as interactive features, such as writing in "myWriteSmart".	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Section III. Questions and Tasks				
Tier 1 and 2 Non-Negotiable 4. 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** **4a)** 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/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	No	Coherent sequences of questions and tasks focus students on understanding the texts and illustrations, but not in making connections among the texts in the collection or expressing understanding of the topics. For example, in Lesson 8 Ways to Move, the topic is people and animals can move in many ways. Students listen to a read aloud of Jonathan and His Mommy and answer questions to help understand what Jonathan and his mom do. On Day 2 students listen to a read aloud of the Big Book Move! and understand how different animals move like the jumping spider, polar bear, snake, and roadrunner. The materials allow students to respond to each book with a Think, Draw, Pair, Share about each specific book. For example, "Think of an action word from Move!" and "Why do you think Jonathan is tired at the end of the book" These responses are specific to each text. On Day 4 students listen to read aloud of The Tortoise and the Hare and comprehend what happens between them. Then students compare the texts through text to text, text to self, and text to world comparison activities. The text to text activity is to compare the similarities and differences in the Arctic Hare in Move to Hare in the Tortoise and the Hare. This does not allow students to make connections among texts and use these connections to build knowledge about topics and themes. In Unit 4 Lesson 19, the students target skills are cause and effect and sequencing using questioning as the primary strategy. The students are exploring the domain/idea of Recreation and Travel with a topic of Outdoor Travels. While the students are guided through many tasks and asked several text-dependent questions, there is a lack of fluidity in connecting understanding of the topics and ideas which focus around the essential question (T 283), "What kinds of things could happen on a hike?" The questions asked	HMH Journeys balances the need to give teachers appropriate resources for each selection while also providing authentic performance tasks in the Student Edition that draw from multiple texts. The program includes coherently sequenced text-based questions and tasks that require students to analyze the integration of knowledge and ideas across both individual and multiple texts. Examples include the following: • Each unit opens with Launch the Unit which provides multiple teaching strategies designed to establish a purpose for learning, introduce the content of the unit, and prepare students for the culminating Performance Task at the end of the unit. • The Unit Project, Research and Media Performance Task, in each unit provides an additional opportunity for integration of knowledge and ideas across multiple texts. These tasks are based on the texts children are reading in the unit and require integration of knowledge and ideas covered in the unit. • Each lesson is organized around multiple texts including a Teacher Read Aloud, an Anchor Text, and a Paired Selection. An Essential Question is included to provide a focus for key ideas across individual and multiple texts. Questions and tasks that require students to make connections and express understanding of the topics are embedded throughout the Teacher's Edition. Examples can be found in sections labeled Listening Comprehension, Classroom Collaboration, Read and Comprehend, Think Through the Text, and Dig Deeper. • In the Student Book, Your Turn activities direct students to revisit the Essential Question and Classroom Conversation activities and Performance

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			do not expand upon this idea or lead students to explore elements of structure, literary effects, or making meaning accomplished through carefully crafted and purposeful questioning, a culminating task, or project. The questions are also not tied to the writing portion of the lesson which has students writing opinion sentences with evidence of what they liked to do outside and why. The students did not have to refer back to any text to formulate these sentences. There were very few questions or tasks that connected the anchor and paired text with the exception of the Text to Text portion (T 347).	Tasks support analysis and integration of knowledge and ideas based on the texts children have read. •　In the Teacher Edition, sections labeled Think Through the Text: Cite Text Evidence require students to explore ideas presented in the texts, elements of structure, and literary effects. Throughout the program, teaching notes prompt students to make meaning and expand their understanding of the content. •　Activities labeled Write About Reading and Your Turn: Cite Text Evidence provide additional questions and writing tasks that connect directly to the anchor and paired texts and reinforce connections between texts. •　In the sections labeled Your Turn: Cite Text Evidence, "Return to the Essential Question" tasks have students revisit topics, themes, and/or ideas introduced and developed in the lesson. •　Stepped-out Performance Tasks in the Student Book create opportunities for students to synthesize and respond analytically to complex texts in every unit. These activities directly connect to the Anchor Texts and Paired Selections students have read. They are designed to build knowledge of the topics read and studied. •　In addition, the digital Standards-Based Assessment Resource provides valuable student practice with rigorous tasks and questions, complex text passages from multiple sources, and technology-enhanced item formats.
	REQUIRED **4b)** 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. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a	**No**	Questions are designed so that students build and apply knowledge and skills in reading, speaking, listening, and language through complex text but lacks an authentic, culminating writing task that connects themes, ideas, texts.	HMH Journeys consistently provides tasks that build knowledge of the topics read and studied. The tasks are designed to integrate all aspects of language development including writing. Examples are as follows: •　After analyzing the Anchor Text, Your Turn activities allow children to respond to the text orally

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	peer who reviews the writing against using a peer review checklist.			and in writing. They discuss their response to the Essential Question and use text evidence in their written response. These activities are designed build knowledge of the topics read and studied, and provide frequent opportunities for the application of integrated listening, speaking, reading, and writing skills. [Grade K, Unit 1 pp. T148-T149] • Extend the Topic lessons, on Day 5, provide additional opportunities to demonstrate understanding of the week's topic with reading, writing, listening, and speaking activities. • Additional support is provided in Interactive Lessons. These online resources are designed to extend and enrich instruction through student-directed digital lessons in writing, listening, and speaking. • The Unit Performance Task provides a culminating activity related to the unit theme. Writing is required in this task.
	REQUIRED **4c)** 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.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**No**	Questions and tasks do not support students in examining language to make meaning. The materials offer opportunities for vocabulary work (Unit 5 Lesson 24) through Oral Vocabulary (T 305), words to know (T 308-309, 317, 342), differentiated vocabulary work using vocabulary network for diverse learners, such as ELL, in small groups, vocabulary in context cards (T 344) and vocabulary strategies with classifying and categorizing (T 343). However, students are not asked to analyze vocabulary or sentences during reading to make meaning of text.	With Journeys, vocabulary words are presented in context so students develop an understanding of the words and their uses. Students acquire new vocabulary through multiple exposures across program materials like the Student Book, Vocabulary in Context Cards, Vocabulary Reader, and Journeys Leveled Reader. Specific examples from the Student and Teacher Editions are as follows: • Language Detective features that explore authors' use of words in context, encourage rereading texts to determine meaning of the text with a focus on the use of vocabulary, sentences, and structure. [Grade K, Unit 1 p. T22]. In the online Student Book, the Language Detective pages include a recording button that allows students to capture the discussion and save and submit the recording. This functionality, paired with the lessons, offers unique scaffolding and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				support for analyzing vocabulary and language during reading. • Day 1 Lessons include opportunities to respond directly to the text with tasks called Discuss Oral Vocabulary: Interact with the Words. This instruction is designed to help students understand the meaning of words and how they are used in the text. The teaching annotations, Oral Vocabulary Words, probe for meaning within the text. • Each week's Extend the Topic lesson and activity focuses on domain-specific words related to the lesson topic.
Tier 1 and 2 Non-Negotiable **5. 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** **5a)** A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.	Yes	The majority of questions are text dependent, but not text specific. Questions include: Lesson 4 "What kinds of work to people do?" ' Lesson 7 "How do animals communicate? How do people communicate?"; Lesson 27 What is it like to be the youngest in a family?"; Lesson 28 What steps can someone follow to plant and grow flowers?" Student ideas are expressed through both written and spoken responses; however, there are questions posed in the teaching guide without direction of whether the response should be discussed or written.	
	REQUIRED **5b)** 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. In Unit 3, Lesson 11 the text "Jump into January" has students compare and contrast, asking the following questions: How is the weather in January the same as the weather in February? How is the weather in April different from the weather in May? What is the same about what people do in June and July? Standard RL.K.9 requires students to compare and contrast with prompting and support. The students are also asked to retell parts of the story, using language from standard RL.K.2: with prompting and support retell familiar stories.	
	REQUIRED	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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	**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.			
	REQUIRED *Indicator for grades 3-12 only **6b)** A vast majority of oral and written tasks at all grade levels 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED *Indicator for grades K-2 only **6c)** Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **6d)** 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. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. 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 and writing after texts as a way to develop more complex sentence structure and usage.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
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)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
Section IV. Scaffolding and Support				
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to	**REQUIRED** **8a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
encounter and comprehend grade-level complex text as required by the standards. ☐ Yes ☐ No	**REQUIRED** **8b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8d)** The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	8e) 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.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I. Text Selection	1. Quality of Texts **(Non-Negotiable)**	No	Materials do not provide a coherent sequence of connected texts that build knowledge around topics, themes, or ideas through tasks.	Coherent units deliver accurate content and build conceptual understanding. Within and across grades, students' content-area knowledge and language is systematically developed through a clear, consistent, research-based instructional design.
	2. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills (grades K-5 only)	3. Foundational Skills **(Non-Negotiable*)**	No	The materials provide instruction and diagnostic support in appropriate foundational skill areas for the grade level that lends to developing proficient readers with the capacity to comprehend texts across a range of types and disciplines. There was a lack of materials and support for progress monitoring for expressiveness and rate.	Observation Checklists for Kindergarten track students' progress in key skills including phonological awareness, phonics, vocabulary, fluency, comprehension, grammar, writing, and behaviors. These informal observation checklists are embedded in the lessons and can be used weekly. Resources for monitoring expressiveness and rate are included in the Intervention Assessments resource. Distributed practice for specific elements of fluency is given at each grade and progresses in complexity as students move up the grade levels.
III: Questions and Tasks	4. Coherence of Tasks **(Non-Negotiable)**	No	The materials do not contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking, listening, and writing.	Journeys offers a consistent instructional design that builds background and schema, facilitates connections and comprehension, fosters deep understanding of texts and topics, and scaffolds tasks to develop strong skillsets and content knowledge. The program has consistently provided students with measurable and meaningful academic gains across a variety of statistically significant research studies.
	5. Text-Dependent Questions **(Non-Negotiable)**	Yes	The materials provide text-dependent, but not text-specific questions. Questions include the language of the standards.	
	6. Writing to Sources, Speaking and Listening, and Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

*As applicable

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.[7] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[8] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **Journeys**   Grade: **1**

Publisher: **Houghton Mifflin Harcourt**   Copyright: **2017**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
5. Text-Dependent Questions (Non-Negotiable)	1. Quality of Texts (Non-Negotiable)
	3. Foundational Skills (Non-Negotiable*)
	4. Coherence of Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

---

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Section I. Text Selection				
Tier 1 and 2 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)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[9] 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.	No	The Lexile of texts in this curriculum range from 10L to 740L. The majority of texts do not meet the criteria for qualitative text complexity. 54 of 63 read aloud and paired texts did not meet the criteria for complexity using a qualitative rubric. For example, "A Cupcake Party" (Unit 2 Lesson 10) and "Animal Groups" (Unit 3, Lesson 15) lack complex language and a complex sentence structure. Many of the texts in this curriculum require limited prior knowledge and do not require higher order thinking. 9 of 63 texts qualified as "Very Complex" in at least 3 of 4 areas, representing 14% of read aloud and paired texts according to either the text complexity rubric provided by the publisher at the beginning of each lesson or a qualitative text complexity rubric.	The Anchor Texts in the Grade 1 Student Edition are appropriately and carefully controlled to progress in difficulty throughout the year to ensure that students can be successful reading the texts. This is of critical importance in Grade 1, when students are building their repertoire of decoding skills, as they cannot comprehend what they are reading unless they can decode the words on the page. In the beginning of the year, the G1 anchor text selections have 100% potential for accuracy because every word is accounted for as being decodable via the Phonics scope and sequence, a pretaught high-frequency word, or pretaught selection vocabulary. The text build is also carefully controlled with other factors such as progression in number of lines per page, text-to-picture match, and where other text features are introduced in the year (paragraph indents, dialogue, total words in the text, number and types of text features, etc.). The paired selections in the Student Edition, labeled Read Together, do not follow the tightly controlled text build required for a text that children should be able to read successfully on their own, and offer opportunities for more complex vocabulary, sentence structures, and sometimes deeper levels of meaning.
	REQUIRED **1b)** At least 90% of texts are authentic[10] 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	The majority of texts are authentic, but many do not offer rich opportunities for students to meet the grade-level ELA standards. Texts that are authentic and offer opportunities to meet grade level ELA standards include: "Hi! Fly Guy" (Read Aloud Text-Unit 6 Lesson 28) and "Winners Never Quit" (Read Aloud Text-Unit 6 Lesson 30).	

---

[9] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5. More information may be found in the Louisiana Believes Documents: "Guide for Determining Text Complexity" and "Creating Text Sets for Whole-Class Instruction"
[10] Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	REQUIRED **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, 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. 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 topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.	**No**	Materials do not provide a coherent sequence or collection of connected texts. Each unit includes 5 lessons. The read aloud and paired texts are connected within a lesson but they do not connect from lesson to lesson. There are rereads of the anchor text over the course of two days, but the rereads are focused on basic understanding of the text, not building knowledge around a connected topic or theme. A writing task is included at the end of each lesson, such as writing an informative organized list in Lesson 21. However, the writing is skill-based and does not build knowledge or integrate knowledge learned from texts. Although the students have the opportunity to discuss the text, there is not a connection to other texts read in the unit. The texts do not connect within a unit, only within a lesson. For example, in Unit 4 Lesson 19: Cultures, text selections include "Tomas Rivera Biography", and "Life Then and Now". In Unit 4 Lesson 20: Social Relationships, text selections include "Little Rabbit's Tale Folktale" and "Silly Poems Poetry." The texts do not connect within a unit (just within lessons) and in a majority of units, the texts do not represent quality in text complexity demanded of the grade-level.	In HMH Journeys, each unit is organized around a theme which provides coherence and builds conceptual understanding. For example, the overarching theme for Unit 4 is entitled Exploring Together with a focus on the idea of adventure. The program consistently provides tasks that build knowledge of topics read and studied within each unit. For example, each unit opens with Launch the Unit which provides multiple teaching strategies designed to establish a purpose for learning, introduce the content of the unit, and prepare students for the culminating Performance Task at the end of the unit. A feature entitled Previewing the Performance Task explains how the culminating task connects to ideas and texts in this unit. (Unit 4, TE p. vii). The Unit Performance Task requires students to use the knowledge learned from texts in the collection. For example, in Unit 4 students will use what they have read to help them write a book report about a story they have read. The unit texts and the lessons in the unit prepare students for this culminating task. (Unit 4, TE pp. 486-487) Each unit also includes a Research and Media Performance Task that provides an opportunity for integration of knowledge and ideas across mulitple texts. These tasks are designed to integrate all aspects of language development providing instruction in reading, writing, listening, speaking, and language with integrated support for English language development. To promote thoughtful, repeated, and extensive reading of text for deep comprehension, each lesson in the Journeys program is built on an explicit close reading routine - Think Through the Text, Analyze the Text, and Independent Reading. In the First Read: Think Through the Text, the instructional focus is on key ideas and details. In the Second Read: Analyze the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				Text the focus is on craft and structure with integration of knowledge and ideas. The next step in the protocol is Independent Close Read where students focus on answering questions and gathering textual evidence to use in their Reader's Notebook and Performance Task responses. With this repeated close reading routine, students develop skills that can be transferred to all reading, including reading in the content areas. The practice of writing is integrated throughout the Journeys program to ensure the reciprocal relationship between close reading and students' written responses to complex text. Example - Grade 1: Unit 3 TE pp. Read the Anchor Text, T24, T122; Analyze the Text, T29; Text-Based Comprehension, T140 The varied supports and resources in Journeys help students prepare for reading, engage in multiple close reads for deep comprehension, and communicate their analysis of complex texts: · The enhanced Student eBook offers annotation, highlighting, and commenting tools that help students to read closely and save and organize their notes in myNotebook. · The Prepare for Complex Texts section offers specific supports for students. · The Be a Reading Detective feature supports students' close reading
	1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	Yes	The materials represented in this curriculum increase gradually in quantitative complexity throughout the grade level with the anchor and paired texts. The texts do progress across grade bands quantitatively, but are stagnant qualitatively with a majority of texts in each grade level not meeting qualitative complexity measures. Examples include (190L-530L): What is Pal? (190L), A Tree is A Plant (360L), and What Can You Do? (450L).The student leveled readers increase in	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			complexity but is specialized to each sub-group according to struggling readers, on-level readers, advanced readers, and ELL readers.	
2. 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** **2a)** In grades K-12, ELA 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.)	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **2b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
Section II. Foundational Skills (grades K-5 only)				
Tier 1 and 2 Non-Negotiable* **3. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness,	**REQUIRED *Indicator for grades K-2 only** **3a)** Materials follow a 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.	Yes	The materials follow a sequence of appropriate foundational skills instruction as indicated by the standards and provide abundant opportunities for every student to become proficient in each of the foundational skills.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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** **3b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	The materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. This was evidenced in criteria 3A. There are two read aloud texts included for each lesson, one being a big book. Both of these texts are content-rich, focusing on the topic of the lesson. Leveled readers are included for each lesson, focusing on the foundational skills taught. Examples include "Can It Fit" (Unit 1 Lesson 2 T 115) and "I Ran" (Unit 1 Lesson 2 T 133). In Unit 1 Lesson 1, the Student Edition texts are "Dan and Nan" and "Nat Cat" to allow students to practice short a, n, f, and b; and high-frequency words- and, help, you, be, play and with. Also, included in this lesson to practice these words are: Leveled Readers- "Helping", "Sharing", "Friends Who Share", and "Friends"; HMH Decoding Power text- "Nat and the Cat"; Read Aloud Book texts- "What is a Pal" and "Friends Forever"; and My Journey Home Family Connection- includes activities for parents to reinforce skills their child learned in the unit lessons. It also has book links with titles of other books that could help their child practice the skills. Word study materials are included in daily activities for the lessons with instruction and practice in pronunciation, spelling/sound patterns, decoding grade level words, and high frequency words. For instance, Reader's Notebook provides practice with reading and writing of phonics, phonological, and high frequency word usage. The Word Study materials used in small group lessons for literacy centers provides engaging partner and individual practice with identifying and spelling letters and words. The Grab-and Go resource allows students to practice reading, saying, and writing grade level and high-frequency words.	
	REQUIRED	Yes	The materials provide instruction and practice in word study. For example, lesson 15 practices with suffixes -	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	3c) 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, including high-frequency 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.		er and -est. Lesson 28 in the Words to Know section includes high frequency word practice using context cards. These wards include cried, should, second, ball, large, across, head, and heard. The Literacy and Language Guide provides a chart for each weekly lesson specifically stating Word Study components for the week. There is also ample evidence in the Weekly Planner provided before each lesson that includes daily practice for pronunciation, spelling/sound patterns, decoding, and high-frequency words. The Reader's Notebook is a resource providing practice pages to target phonics and high-frequency words.	
	REQUIRED **3d)** Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	Yes	The materials do encourage students to self-monitor and to use context to confirm or self- correct word recognition and understanding to reread purposefully to acquire accurate meaning. Evidence can be found in the Response to Read Aloud section in each lesson dealing with the Oral Vocabulary Words, such as in Unit 3 Lesson 14 T 316, where students are to define each highlighted Oral Vocabulary word and to discuss the meaning of each word as it is used in the Read Aloud Book. This requires students to recognize the words and to, if necessary, return to the text to gain accurate meaning from the text.	
	REQUIRED **3e)** 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 informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive	No	The materials represented in this curriculum have ample opportunities that allow students to achieve reading fluency in oral and silent reading (Oral Language instruction, Language Readers, Independent Reading, Direct Fluency instruction). For example, in Unit 1 Lesson 2, students receive daily fluency instruction days 1-5, with emphasis on modeling accuracy with words connected in text. The students	As noted, Journeys presents multiple models, resources, and opportunities for practice. In the primary grades, the program builds graphophonic foundations for fluency, including phonological awareness, letter knowledge, and phonics. Journeys lays the groundwork for fluency success by developing and extending students' oral language and vocabulary skills, building students' high-frequency word reading

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.		also engage in oral vocabulary discussions and phonics work, as evidenced in Criteria 3a. Students have opportunities throughout lessons to practice silent reading using the Leveled Readers with four levels for readers to select from and these texts correlate to the anchor and paired text. Students also practice reading the anchor text independently on day 3 of lessons. Students are presented with various genres such as informational, literary, and poetry texts. Opportunities for monitoring include, as evidenced in the Program Assessment area, Summary Recording Forms that include screening assessments for letter-naming fluency and phoneme segmentation, diagnostic assessments for print concepts and letter sound fluency, and progress monitoring assessments that track progress in accuracy on various phonics, phonological awareness, and fluency skills however, there is no evidence of tracking a student's expressiveness or rate.	abilities, and continuously strengthening students' decoding skills. The program's fluency instruction and daily practice build students' automaticity and prosody.

Screeners and Check-Ups
• The Intervention Assessments resource and the Teacher Edition give guidance with features such as the Fluency Plan notes and prescriptive feedback in If…Then format. Reading rate is addressed in the Intervention Assessments resource under Administering and Scoring the Assessments; Oral Reading Fluency, pp. T14-T15 and in the Progress Monitoring Checklists for each grade level.
• Fluency Test passages can be used with a small group (groups are rotated weekly) to assess fluency skills including appropriate rate and expressiveness.
• Oral Reading Fluency passages and Qualitative Reading Inventories (QRIs) are provided for progress monitoring.
• The Literacy and Language Guide includes support for Reading Running Records.
• Each Leveled Reader Teacher Guide provides a running record that returns an accuracy rate, as well as information about errors made during reading which impact fluency.
• The Cold Reads component provides practice and assessment for fluency. As indicated on the Teacher Administration pages, these passages can be read silently for practice or administered orally for formative assessment of a student's ability to read fluently. The Cold Reads resource provides 30 short fluency passages of increasing Lexile levels/complexity for students to read "cold" without pre-reading instruction. The passages enable teachers to quickly |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				and informally check a student's progress with fluent reading. • The Observation Checklists and Periodic Assessments in the Grab-and-Go Kits provide teachers with helpful tools for ongoing assessments.
	REQUIRED **3f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	Yes	The materials guide students to read grade level text with purpose and understanding. The foundational skills that students practice in isolation are reinforced in the student readers.	
	3g) *Indicator for grades K-2 only 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 should include attention to invented spelling as appropriate for its diagnostic value.	Yes	The materials do provide opportunities for students to assess students' mastery of foundational skills and respond to the needs of individual students at regular intervals. Opportunities for assessment include, as evidenced in the Program Assessment area, Summary Recording Forms that include screening assessments for letter-naming fluency and phoneme segmentation, diagnostic assessments for print concepts and letter sound fluency, and progress monitoring assessments that track progress in accuracy on various phonics, phonological awareness, and fluency skills. There also intervention assessments, weekly assessments, benchmark and unit assessments, and language assessments to gauge mastery and respond to individual needs of students.	
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	The materials represented in this curriculum provide abundant and easily implemented materials so teachers can readily provide more time, attention, and practice for those students who need it including materials that are both physical and online. Materials include individual disposable editions, student and teacher texts, leveled reader library, and through the HMH App. The teachers also have the use of visual organizers and map-outs to guide use of the curriculum. Online resources for teachers and students can be found on the dashboard and include "Teacher Resources" ,"Student Resources", "myWriteSmart",	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			"Program Assessments", and all materials that are included in the physical materials as well as interactive features, such as writing in "myWriteSmart" and iRead- an adaptive digital foundational reading program to personalize learning provide materials so teachers can give more time and attention to students who need it.	

Section III. Questions and Tasks

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Tier 1 and 2 Non-Negotiable **4. 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** **4a)** 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/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	No	Coherent sequences of questions and tasks focus students on understanding the texts and illustrations, but not in making connections among the texts in the collection or expressing understanding of the topics. In Unit 3 Lesson 13, the students target skills are cause and effect and sound words using visualization as the primary strategy. The students are exploring the domain/idea of Life Science with a topic of Seasons. While the students are guided through many tasks and asked several text-dependent questions, the questions do not lead back to understanding of the "essential question" (T 283), "What changes do the different seasons cause?" The questions asked do not expand upon this idea or lead students to make meaning through a culminating task or project. The questions do not build to the writing portion of the lesson which asks students to write an informative poem about seasons with a main idea and connected facts, subject-verb agreement, and proper punctuation. The students do not have to refer back to any text to formulate these sentences. The only writing piece that was connected directly to the text was the predictive writing portion but there was no prompting to use textual evidence.	HMH Journeys balances the need to give teachers appropriate resources for each selection while also providing authentic performance tasks in the Student Edition that draw from multiple texts. The program includes coherently sequenced text-based questions and tasks that require students to analyze the integration of knowledge and ideas across both individual and multiple texts. Examples include the following: • Each unit opens with Launch the Unit which provides multiple teaching strategies designed to establish a purpose for learning, introduce the content of the unit, and prepare students for the culminating Performance Task at the end of the unit. • The Unit Project, Research and Media Performance Task, in each unit provides an additional opportunity for integration of knowledge and ideas across multiple texts. These tasks are based on the texts children are reading in the unit and require integration of knowledge and ideas covered in the unit. • Each lesson is organized around multiple texts including a Teacher Read Aloud, an Anchor Text, and a Paired Selection. An Essential Question is included to provide a focus for key ideas across individual and multiple texts. Questions and tasks that require students to make connections and express understanding of the topics are embedded throughout the Teacher's Edition. Examples can be found in sections labeled Listening Comprehension, Classroom

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				Collaboration, Read and Comprehend, Think Through the Text, and Dig Deeper.
				• In the Student Book, Your Turn activities direct students to revisit the Essential Question and Classroom Conversation activities and Performance Tasks support analysis and integration of knowledge and ideas based on the texts children have read.
				• In the Teacher Edition, sections labeled Think Through the Text: Cite Text Evidence require students to explore ideas presented in the texts, elements of structure, and literary effects. Throughout the program, teaching notes prompt students to make meaning and expand their understanding of the content.
				• Activities labeled Write About Reading and Your Turn: Cite Text Evidence provide additional questions and writing tasks that connect directly to the anchor and paired texts and reinforce connections between texts.
				• In the sections labeled Your Turn: Cite Text Evidence, "Return to the Essential Question" tasks have students revisit topics, themes, and/or ideas introduced and developed in the lesson.
				• Stepped-out Performance Tasks in the Student Book create opportunities for students to synthesize and respond analytically to complex texts in every unit. These activities directly connect to the Anchor Texts and Paired Selections students have read. They are designed to build knowledge of the topics read and studied.
				• The Journeys Close Reader features a close reading protocol with the Paired Selection for each lesson in an interactive read/ reread format. Each close reading culminates in a short written response tied to the lesson's Essential Question. Journeys Close Readers reinforce the application of close reading and strengthen the student's understanding of the lesson

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				topic. Via this instructional model, teachers have the option of using the Paired Selection to connect to the topic during the first read of the selection using the guided Teacher Edition instruction, to dig deeper during their second read of the selection employing the close reading protocol, or both. • In addition, the digital Standards-Based Assessment Resource provides valuable student practice with rigorous tasks and questions, complex text passages from multiple sources, and technology-enhanced item formats.
	REQUIRED **4b)** 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. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	**No**	Questions and tasks are designed so that students build and apply knowledge and skills in reading, speaking, listening, and language through complex text but lack authentic, culminating writing tasks that connect themes, ideas, texts.	HMH Journeys consistently provides tasks that build knowledge of the topics read and studied. The tasks are designed to integrate all aspects of language development including writing. Examples are as follows: • After analyzing the Anchor Text, Your Turn activities allow children to respond to the text orally and in writing. They discuss their response to the Essential Question and use text evidence in their written response. These activities are designed build knowledge of the topics read and studied, and provide frequent opportunities for the application of integrated listening, speaking, reading, and writing skills. [Grade 1, Unit 1 pp. T40-T41] • Extend the Topic lessons, on Day 5, provide additional opportunities to demonstrate understanding of the week's topic with reading, writing, listening, and speaking activities. • Additional support is provided in Interactive Lessons. These online resources are designed to extend and enrich instruction through student-directed digital lessons in writing, listening, and speaking. • The Unit Performance Task provides a culminating activity related to the unit theme. Writing is required in this task.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	REQUIRED **4c)** 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.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	No	Questions and tasks do not support students in examining language. The materials offer opportunities for vocabulary work (Unit 2 Lesson 6) through Oral Vocabulary (T 116), words to know (T 308-309, 317, 342), differentiated vocabulary work using vocabulary network for diverse learners, such as ELL, in small groups, vocabulary in context (T 20-21), application of vocabulary knowledge (T 54-55) and vocabulary strategies with shades of meaning (T 64-65). Sentence framing is evidenced throughout the lessons, especially to support ELL such as on page (T 20, 27). However, the materials lack consistent, meaningful work with the words as they are used primarily in isolation to build vocabulary knowledge of words important to the lesson topic.	With Journeys, vocabulary words are presented in context so students develop an understanding of the words and their uses. Students acquire new vocabulary through multiple exposures across program materials like the Student Book, Vocabulary in Context Cards, Vocabulary Reader, and Journeys Leveled Reader. Specific examples from the Student and Teacher Editions are as follows: • Language Detective features that explore authors' use of words in context, encourage rereading texts to determine meaning of the text with a focus on the use of vocabulary, sentences, and structure. [Grade K, Unit 1 p. T22]. In the online Student Book, the Language Detective pages include a recording button that allows students to capture the discussion and save and submit the recording. This functionality, paired with the lessons, offers unique scaffolding and support for analyzing vocabulary and language during reading. • Day 1 Lessons include opportunities to respond directly to the text with tasks called Discuss Oral Vocabulary: Interact with the Words. This instruction is designed to help students understand the meaning of words and how they are used in the text. The teaching annotations, Oral Vocabulary Words, probe for meaning within the text. • Each week's Extend the Topic lesson and activity focuses on domain-specific words related to the lesson topic.
Tier 1 and 2 Non-Negotiable **5. TEXT-DEPENDENT QUESTIONS:** Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of	**REQUIRED** **5a)** 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 are text dependent and text specific. Examples include: "A Cupcake Party" (Unit 2, Lesson 10-Anchor Text) 1. Where is Fritz at the beginning of the story? What picture clues tell you this? (T 418) 2. On p. 151, Fritz is working hard to make the cupcakes special. What does that tell you about Fritz? (T 421) 3. How do you think Fritz's friends feel when they see their pictures on the cupcakes? What	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
textual evidence in support of meeting other grade-specific standards. ☒ Yes ☐ No			clues in the pictures help you know? (T 422) 4. How do the picture and the sentence on p. 152 go together? (T 422), "Where Does Food Come From" (Unit 4, Lesson 18-Anchor Text) 1. Look at the photographs on pp. 92–93. What are the authors showing us? (T 230) 2. Look again at the photographs and reread these pages. How are the ways that cocoa beans and apples grow alike? (T 230) 3. How do the two pictures on pages 98–99 help you learn more about wheat? (T 233), and "What Can You Do" (Unit 6, Lesson 27-Anchor Text) 1. What new thing did the girl learn to do because she practiced? (T 127) and 2. Why do the authors show the same boy doing two different things on p. 58? (T 128). There is a lack of clarity surrounding when students should be using written or spoken responses. The numbered bubbles in the teacher's edition next to each question denote a stopping point to answer a question but do not note how it should be answered. Evidence of written responses to texts came only in the portion dedicated to writing.	
	REQUIRED **5b)** 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. Examples include: 1. What are the children in the photograph doing? The children in the photograph are playing soccer. What words help you know this? (Unit 1 Lesson 4 T 314-RI 1.7), 2. What do the details on these pages tell you about Ted's life? (Unit 2 Lesson 9 T 425-RI 1.1), 3. What things on pp. 394–395 does Louis do that show how much he cares for Alphonse?? (Unit 4 Lesson 17 T 128-RL 1.9), 4. Performance Task (Unit 3 Lesson 11 T 43-W.1.2, W.1.5), and 5. Performance Task (Unit 5 Lesson 21 T 43-W.1.1).	
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific,	**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	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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	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.			
	REQUIRED *Indicator for grades 3-12 only **6b)** A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	N/A		
	REQUIRED *Indicator for grades K-2 only **6c)** Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **6d)** 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. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	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 and writing after texts as a way to develop more complex sentence structure and usage.			
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☐ Yes ☐ No	**REQUIRED** **7a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
Section IV. Scaffolding and Support				
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)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	knowledge and insight. Texts must not serve as platforms to practice discrete strategies.			
	REQUIRED **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8d)** The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8e) 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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments	
I. Text Selection	1. Quality of Texts **(Non-Negotiable)**	**No**	Materials do not provide a coherent sequence of connected texts that build knowledge around topics, themes, or ideas through tasks.	Coherent units deliver accurate content and build conceptual understanding. Within and across grades, students' content-area knowledge and language is systematically developed through a clear, consistent, research-based instructional design.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	2. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	Yes	The materials provide instruction and diagnostic support in appropriate foundational skill areas for the grade level that lends to developing proficient readers with the capacity to comprehend texts across a range of types and disciplines. However, the students do not have ample opportunities to use foundational skills in order to read grade level texts as many texts are not qualitatively complex. There was also a lack of progress monitoring for expressiveness and rate.	
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	No	The materials do not contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking, listening, and writing.	Journeys offers a consistent instructional design that builds background and schema, facilitates connections and comprehension, fosters deep understanding of texts and topics, and scaffolds tasks to develop strong skillsets and content knowledge. The program has consistently provided students with measurable and meaningful academic gains across a variety of statistically significant research studies.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	The materials provide a majority of text-dependent and text-specific questions and tasks that reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade specific standards. However, the materials do not adequately denote how students will be expected to express these ideas.	
	6. Writing to Sources, Speaking and Listening, and Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

*As applicable

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.[11] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[12] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **Journeys**   Grade: **2**

Publisher: **Houghton Mifflin Harcourt**   Copyright: **2017**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
5. Text-Dependent Questions (Non-Negotiable)	1. Quality of Texts (Non-Negotiable)
	3. Foundational Skills (Non-Negotiable*)
	4. Coherence of Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.

---

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Section I. Text Selection				
Tier 1 and 2 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*	**REQUIRED** **1a)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[13] 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.	No	Materials provide texts that are appropriately complex using quantitative measures. The Lexile of texts in this curriculum ranges from 10L to 740L. The majority of texts do not meet the criteria for qualitative text complexity. 32 of 63 read aloud and paired texts, representing 51% of the texts, are below level using qualitative measures. However, this was the highest percentage of texts meeting the qualitative measure of any grade level, K-5. For example, "Animals Building Homes" (Unit 2 Lesson 6) and "Officer Buckle and Gloria" (Unit 3, Lesson 15) lack complex language and vocabulary, and a complex sentence structure. There were 31 of 63 texts that qualified as "Very Complex," representing 49% of the read aloud and paired texts according to either the text complexity rubric provided by the publisher at the beginning of each lesson or a qualitative complexity rubric.	The Lexile range cited for this grade is not accurate, and the texts cited are not read aloud texts. All but three of the grade's Student Edition texts fall above the lowest range of the Grades 2-3 Lexile stretch band (450L-820L). The three texts that fall below were deemed grade-appropriate based on qualitative measures, task, and placement in the year. Both "Officer Buckle and Gloria" (560L) and "Animals Building Homes" (630L) fall within the Lexile stretch band for grades 2-3. "Officer Buckle and Gloria" contains some more complex elements that cannot be measured quantitatively: irony and implied cause-and-effect relationships, for example. "Animals Building Homes" contains a wealth of domain-specific vocabulary that make it complex; additionally, its text structure (compare and contrast) and its use of text features make the grade placement appropriate for the time of year and the skills taught with it.
	REQUIRED **1b)** At least 90% of texts are authentic[14] 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	The majority of texts are authentic. Texts that are authentic include: "Helen Keller" (Read Aloud Text-Unit 3 Lesson 14), "Penguin Check" (Unit 5 Lesson 21), and "Yeh-Shen" (Read Aloud Text-Unit 6 Lesson 28).	

---

[13] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5. More information may be found in the Louisiana Believes Documents: "Guide for Determining Text Complexity" and "Creating Text Sets for Whole-Class Instruction"

[14] Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
material. Complexity standards for student-read texts are applicable for grades 2+.) ☐ Yes ☒ No	**REQUIRED** **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, 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. 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 topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.	No	Materials do not provide a coherent sequence or collection of connected texts. In the units, the lessons (5 per unit) each contain a different domain and topic but lack a defined or implicit theme. Within each lesson, the read aloud and paired texts are connected but they do not connect from lesson to lesson. For example, in Unit 3 Lesson 12, text selections include "Ah, Music", and "There's A Hole at the Bottom of the Sea". In Unit 3 Lesson 13, text selections include "Schools Around the World" and "An American School". The anchor text receives a first read (Day 1), a second read (Day 2), an independent read (Day 3) and the paired text a single read (Day 4). The students have a writing task at the end of each lesson, such as learning how to write an opinion piece through a performance task on T 229, a performance task on T 237 that does ask students to write to the text they read, and an end of lesson persuasive writing task.. However, the writing is skill based and does not build knowledge or integrate knowledge learned from texts.	In HMH Journeys, each unit is organized around a theme which provides coherence and builds conceptual understanding. For example, the overarching theme for Unit 3 is entitled Tell Me About It! with a focus on the importance of learning new things. The program consistently provides tasks that build knowledge of topics read and studied within each unit. For example, each unit opens with Launch the Unit which provides multiple teaching strategies designed to establish a purpose for learning, introduce the content of the unit, and prepare students for the culminating Performance Task at the end of the unit. A feature entitled Performance Task Review explains how the culminating task connects to ideas and texts in this unit. (Unit 3, TE p. vii). The Unit Performance Task requires students to use the knowledge learned from texts in the collection. For example, in Unit 3 students will use what they have read to help them write an essay that presents their opinion about the importance of learning music at school. The unit texts and the lessons in the unit prepare students for this culminating task. (Unit 3, TE pp. T471 – T474) Each unit also includes a Research and Media Performance Task that provides an opportunity for integration of knowledge and ideas across mulitple texts. These tasks are designed to integrate all aspects of language development providing instruction in reading, writing, listening, speaking, and language with integrated support for English language development. To promote thoughtful, repeated, and extensive reading of text for deep comprehension, each lesson in the Journeys program is built on an explicit close reading routine - Think Through the Text, Analyze the Text, and Independent Reading. In the First Read: Think Through the Text, the instructional focus is on key ideas and details. In the Second Read: Analyze the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				Text the focus is on craft and structure with integration of knowledge and ideas. The next step in the protocol is Independent Close Read where students focus on answering questions and gathering textual evidence to use in their Reader's Notebook and Performance Task responses. With this repeated close reading routine, students develop skills that can be transferred to all reading, including reading in the content areas. The practice of writing is integrated throughout the Journeys program to ensure the reciprocal relationship between close reading and students' written responses to complex text. Example - Grade 2: Unit 4 TE pp. Vocabulary in Context, T20; Read and Comprehend, T22; Read the Anchor Text, T24; Paired Reading, T164-T165 The varied supports and resources in Journeys help students prepare for reading, engage in multiple close reads for deep comprehension, and communicate their analysis of complex texts: · The enhanced Student eBook offers annotation, highlighting, and commenting tools that help students to read closely and save and organize their notes in myNotebook. · The Prepare for Complex Texts section offers specific supports for students. · The Be a Reading Detective feature supports students' close reading
	1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	Yes	The materials represented in this curriculum increase gradually in quantitative complexity throughout the grade level. The texts do progress across grade bands quantitatively, but are stagnant qualitatively with a majority of texts in each grade level not meeting qualitative complexity measures (Grade 2 had the highest that met this criteria at 49%. Examples include 2nd (420-650L): Click Clack Moo Cows That Type (450L), Officer Buckle and Gloria (560L), and Yeh-Shen	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			(630L). The student leveled readers increase in complexity and are specialized to each subgroup according to struggling readers, on-level readers, advanced readers, and ELL readers.	
2. 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** **2a)** In grades K-12, ELA 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.)	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **2b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
Section II. Foundational Skills (grades K-5 only)				
Tier 1 and 2 Non-Negotiable* **3. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary,	**REQUIRED *Indicator for grades K-2 only** **3a)** Materials follow a 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.	Yes	The materials follow a sequence of appropriate foundational skills instruction as indicated by the standards and provide abundant opportunities for every student to become proficient in each of the foundational skills. Evidence can be found in Unit 5 Lesson 22, where students are being instructed in Phonemic Awareness (T 116, T 140, T 150, T 162,	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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)			T173), Phonics (homophones-T 116-118 and T 140-141; Base Words and Endings -er, -est-T 150-151), and Fluency (Model Accuracy: self-correction-T 114, T 141, T 153, T 163, T 179). Similar opportunities are present throughout the grade level curriculum to teach and practice these skills in an appropriate order. For example, Lesson 25 students practice changing short a vowel sounds to aw sound	
	REQUIRED **3b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	The materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. This was evidenced in criteria 3A. There are two read aloud texts included for each lesson, one being a big book. Both of these texts are content-rich, focusing on the topic of the lesson. Leveled readers are included for each lesson, focusing on the foundational skills taught. Examples include "What's That" (Unit 5 Lesson 22 T 119) and "Get Smarter" (Unit 5 Lesson 22 T 152). In Unit 1, decodable readers "We Camp", "The Picnic Ants", "Bud, Ben, and Roz", "The Funny Hat Contest", and a "Bed of Roses" allow students to practice short vowels and high-frequency. Also, included in this lesson to practice these words are: Leveled Readers-"Ben and Sooty", "Lucy and Billy","Let's Make Music", and My Journey Home Family Connection- includes activities for parents to reinforce skills their child learned in the unit lessons. It also has book links with titles of other books that could help their child practice the skills. Word study materials are included in daily activities for the lessons with instruction and practice in pronunciation, spelling/sound patterns, decoding grade level words, and high frequency words. For instance, Reader's Notebook provides practice with reading and writing of phonics, phonological, and high frequency word usage. The Word Study materials used in small group lessons for literacy centers provides	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			engaging partner and individual practice with identifying and spelling letters and words. The Grab-and Go resource allows students to practice reading, saying, and writing grade level and high-frequency words.	
	REQUIRED **3c)** 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, including high-frequency 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	The materials do provide instruction and practice in word study including spelling and sound patterns and high frequency words by using sound-symbol knowledge. Word study materials are included in daily activities for the lessons with instruction and practice in pronunciation, spelling/sound patterns, decoding grade level words, and high frequency words. For instance, Reader's Notebook provides practice with reading and writing of phonics, phonological, and high frequency word usage. The Word Study materials used in small group lessons for literacy centers provides engaging partner and individual practice with identifying and spelling letters and words. The Grab-and Go resource allows students to practice reading, saying, and writing grade level and high-frequency words.	
	REQUIRED **3d)** Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	Yes	The materials do encourage students to self-monitor and use context to confirm or self-correct. For example, in Lesson 11 the teacher teaches self-correction strategies. Students are taught to read sentences in groups of words like conversation. Additionally, in Lesson 26 the fluency lesson is accuracy using self-correction. For example, If a word does not sound right students stop to see if it makes sense. Students are directed through lessons in Strategy Projectables link in Teacher's Edition which gives comprehension strategies (Projectables S1-S8) and in the Additional Resources for Teachers. Evidence of self-correction strategies can be found in Unit 3 Lesson 15 T 444-445.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	REQUIRED **3e)** 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 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.	**No**	The materials represented in this curriculum have ample opportunities that allow students to achieve reading fluency in oral and silent reading (Oral Language instruction, Language Readers, Independent Reading, Direct Fluency instruction). For example, in Unit 3 Lesson 12, students receive daily fluency instruction days 1-5, with emphasis on rate. The students also engage in oral vocabulary discussions and phonics work, as evidenced in Criteria 3a. Students have opportunities throughout lessons to practice silent reading using the Leveled Readers with four levels for readers to select from and these texts correlate to the anchor and paired text. Students also practice reading the anchor text independently on day 3 of lessons. Students are presented with various genres such as informational, literary, and poetry texts. Opportunities for monitoring include, as evidenced in the Program Assessment area, Summary Recording Forms that include screening assessments for letter-naming fluency and phoneme segmentation, diagnostic assessments for print concepts and letter sound fluency, and progress monitoring assessments that track progress in accuracy on various phonics, phonological awareness, and fluency skills however, there is no evidence of tracking a student's expressiveness or rate.	As noted, Journeys presents multiple models, resources, and opportunities for practice. In the primary grades, the program builds graphophonic foundations for fluency, including phonological awareness, letter knowledge, and phonics. Journeys lays the groundwork for fluency success by developing and extending students' oral language and vocabulary skills, building students' high-frequency word reading abilities, and continuously strengthening students' decoding skills. The program's fluency instruction and daily practice build students' automaticity and prosody. Screeners and Check-Ups • The Intervention Assessments resource and the Teacher Edition give guidance with features such as the Fluency Plan notes and prescriptive feedback in If…Then format. Reading rate is addressed in the Intervention Assessments resource under Administering and Scoring the Assessments; Oral Reading Fluency, pp. T14-T15 and in the Progress Monitoring Checklists for each grade level. • Fluency Test passages can be used with a small group (groups are rotated weekly) to assess fluency skills including appropriate rate and expressiveness. • Oral Reading Fluency passages and Qualitative Reading Inventories (QRIs) are provided for progress monitoring. • The Literacy and Language Guide includes support for Reading Running Records. • Each Leveled Reader Teacher Guide provides a running record that returns an accuracy rate, as well as information about errors made during reading which impact fluency. • The Cold Reads component provides practice and assessment for fluency. As indicated on the Teacher Administration pages, these passages can be

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				read silently for practice or administered orally for formative assessment of a student's ability to read fluently. The Cold Reads resource provides 30 short fluency passages of increasing Lexile levels/complexity for students to read "cold" without pre-reading instruction. The passages enable teachers to quickly and informally check a student's progress with fluent reading. • The Observation Checklists and Periodic Assessments in the Grab-and-Go Kits provide teachers with helpful tools for ongoing assessments.
	REQUIRED **3f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	Yes	The materials guide students to read grade level text with purpose and understanding. The foundational skills that students practice in isolation are reinforced in the student readers.	
	3g) *Indicator for grades K-2 only 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 should include attention to invented spelling as appropriate for its diagnostic value.	Yes	The materials do provide opportunities for students to assess students' mastery of foundational skills and respond to the needs of individual students at regular intervals. Opportunities for assessment include, as evidenced in the Program Assessment area, Summary Recording Forms that include screening assessments for letter-naming fluency and phoneme segmentation, diagnostic assessments for print concepts and letter sound fluency, and progress monitoring assessments that track progress in accuracy on various phonics, phonological awareness, and fluency skills. There also intervention assessments, weekly assessments, benchmark and unit assessments, and language assessments to gauge mastery and respond to individual needs of students.	
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	The materials represented in this curriculum provide abundant and easily implemented materials so teachers can readily provide more time, attention, and practice for those students who need it including materials that are both physical and online. Materials	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			include individual disposable editions, student and teacher texts, leveled reader library, and through the HMH App. The teachers also have the use of visual organizers and map-outs to guide use of the curriculum. Online resources for teachers and students can be found on the dashboard and include "Teacher Resources" ,"Student Resources", "myWriteSmart", "Program Assessments", and all materials that are included in the physical materials as well as interactive features, such as writing in "myWriteSmart" and iRead-an adaptive digital foundational reading program to personalize learning provide materials so teachers can give more time and attention to students who need it.	

Section III. Questions and Tasks

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Tier 1 and 2 Non-Negotiable 4. 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** **4a)** 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/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	No	Coherent sequences of questions and tasks focus students on understanding the texts and its illustrations, but not in making connections among the texts in the collection, and expressing understanding of the topics. In Unit 5 Lesson 23, the target skills are conclusions and sequence of events using summarizing as the primary strategy. The students are exploring the domain/idea of The Arts with a topic of Visual Arts. While the students are guided through many tasks and asked several text-dependent questions, there is a lack of fluidity in connecting understanding of the topics and ideas which focus around the essential question (T 201), "How is art connected to the past?" The questions asked do not expand upon this idea or lead students to a culminating task. The questions are also not tied to the writing portion of the lesson which has students writing an informational paragraph with attention to sequence (target skill) and select grammar/punctuation skills. There were very few questions or tasks that connected the anchor and paired text with the exception of the Text to Text portion (T 265). The questions and tasks are designed to build knowledge and skill within each lesson but	HMH Journeys balances the need to give teachers appropriate resources for each selection while also providing authentic performance tasks in the Student Edition that draw from multiple texts. The program includes coherently sequenced text-based questions and tasks that require students to analyze the integration of knowledge and ideas across both individual and multiple texts. Examples include the following: • Each unit opens with Launch the Unit which provides multiple teaching strategies designed to establish a purpose for learning, introduce the content of the unit, and prepare students for the culminating Performance Task at the end of the unit. • The Unit Project, Research and Media Performance Task, in each unit provides an additional opportunity for integration of knowledge and ideas across multiple texts. These tasks are based on the texts children are reading in the unit and require integration of knowledge and ideas covered in the unit. • Each lesson is organized around multiple texts including a Teacher Read Aloud, an Anchor Text, and a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			there is a lack of evidence of skills and knowledge building over a unit.	Paired Selection. An Essential Question is included to provide a focus for key ideas across individual and multiple texts. Questions and tasks that require students to make connections and express understanding of the topics are embedded throughout the Teacher's Edition. Examples can be found in sections labeled Listening Comprehension, Classroom Collaboration, Read and Comprehend, Think Through the Text, and Dig Deeper. • In the Student Book, Your Turn activities direct students to revisit the Essential Question and Classroom Conversation activities and Performance Tasks support analysis and integration of knowledge and ideas based on the texts children have read. • In the Teacher Edition, sections labeled Think Through the Text: Cite Text Evidence require students to explore ideas presented in the texts, elements of structure, and literary effects. Throughout the program, teaching notes prompt students to make meaning and expand their understanding of the content. • Activities labeled Write About Reading and Your Turn: Cite Text Evidence provide additional questions and writing tasks that connect directly to the anchor and paired texts and reinforce connections between texts. • In the sections labeled Your Turn: Cite Text Evidence, "Return to the Essential Question" tasks have students revisit topics, themes, and/or ideas introduced and developed in the lesson. • Stepped-out Performance Tasks in the Student Book create opportunities for students to synthesize and respond analytically to complex texts in every unit. These activities directly connect to the Anchor Texts and Paired Selections students have read. They are designed to build knowledge of the topics read and studied.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				• The Journeys Close Reader features a close reading protocol with the Paired Selection for each lesson in an interactive read/ reread format. Each close reading culminates in a short written response tied to the lesson's Essential Question. Journeys Close Readers reinforce the application of close reading and strengthen the student's understanding of the lesson topic. Via this instructional model, teachers have the option of using the Paired Selection to connect to the topic during the first read of the selection using the guided Teacher Edition instruction, to dig deeper during their second read of the selection employing the close reading protocol, or both. • In addition, the digital Standards-Based Assessment Resource provides valuable student practice with rigorous tasks and questions, complex text passages from multiple sources, and technology-enhanced item formats.
	REQUIRED **4b)** 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. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	**No**	Questions and tasks are designed so that students build and apply knowledge and skills in reading, speaking, listening, and language through complex text but lack authentic, culminating writing tasks that connect themes, ideas, texts, etc.	HMH Journeys consistently provides tasks that build knowledge of the topics read and studied; the tasks are designed to integrate all aspects of language development including writing. Journeys teaches writing through two paths; process writing lessons and performance assessment practice, including writing to sources. • Process writing lessons are represented throughout the five-day lesson plan. In these lessons, students focus on a particular writing mode (informative, narrative, or opinion) throughout an entire unit, building from short pieces to longer pieces that integrate all the sub-skills students have learned throughout the course of the unit. The process writing lessons help students to build writing stamina, generate familiarity with the mode through repeated exposure, and stimulate creativity, because students have choice and voice in how they respond to the prompt.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				• Performance assessment practice, including writing to sources, occurs throughout each lesson and unit. While reading the anchor text, students are given the opportunity to respond to embedded questions that promote close reading and responding to complex text. Through dynamic online tools students respond to text-dependent questions through recorded spoken responses, highlighting of text, and taking notes online in preparation for the Write about Reading performance task. The Your Turn activity in the student book offers practice and application for Speaking and Listening about the text just read. In each lesson, the Write about Reading prompt asks students to write in response to the week's Anchor Text. Students are asked to craft a story, support a claim, or explain a statement. Students are provided access to their recorded conversation and notes in myNotebook, which allows them to collect and otganize text evidence to use in their writing. Students can then complete the Performance Task in myWriteSmart. Additionally, the Compare Texts section in the student book provides opportunities for students to make text-to-text and content connections through brief writing responses. Through repeated practice in responding to a single text per lesson, students gradually prepare themselves for the culminating Unit Performance Task which requires that students synthesize multiple texts in a writing response. On these Performance Task pages, which appear in the Teacher's Edition after the last lesson of each unit, students are guided through analyzing a prompt and all the steps of their response to build good habits that will help them approach a performance assessment with confidence. In most cases, the Unit Performance Task is in the same mode as a unit's writing process lessons, aligning the two paths into one culminating assignment.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				Extend the Topic, in each lesson on Day 5, provide additional opportunities to demonstrate understanding of the week's topic with reading, writing, listening, and speaking activities. Additional support is provided in Interactive Lessons for listening, speaking, and writing in the student eBook. These online resources are designed to extend and enrich.
	REQUIRED **4c)** 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.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**No**	Questions and tasks do not support students in examining language. The materials offer opportunities for vocabulary work (Unit 2 Lesson 9) through Target Vocabulary/Context Cards (T 318-319), differentiated vocabulary work using vocabulary network for diverse learners, such as ELL, in small groups, application of vocabulary knowledge (T 356-357) and vocabulary strategies with synonyms (T 366-367). There are also opportunities for work in analyzing text structures that include comparing and contrasting, cause and effect, and problem/solution throughout the curriculum. Sentence framing is evidenced throughout the lessons, especially to support ELL such as on page (T 324). However, the word work is isolated and does not build vocabulary knowledge of words important to the lesson topic. Vocabulary is not studied to make meaning of texts.	With Journeys, vocabulary words are presented in context so students develop an understanding of the words and their uses. Students acquire new vocabulary through multiple exposures across program materials like the Student Book, Vocabulary in Context Cards, Vocabulary Reader, and Journeys Leveled Reader. Specific examples from the Student and Teacher Editions are as follows: • Language Detective features that explore authors' use of words in context, encourage rereading texts to determine meaning of the text with a focus on the use of vocabulary, sentences, and structure. [Grade K, Unit 1 p. T22]. In the online Student Book, the Language Detective pages include a recording button that allows students to capture the discussion and save and submit the recording. This functionality, paired with the lessons, offers unique scaffolding and support for analyzing vocabulary and language during reading. • Day 1 Lessons include opportunities to respond directly to the text with tasks called Discuss Oral Vocabulary: Interact with the Words. This instruction is designed to help students understand the meaning of words and how they are used in the text. The teaching annotations, Oral Vocabulary Words, probe for meaning within the text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				• Each week's Extend the Topic lesson and activity focuses on domain-specific words related to the lesson topic.
Tier 1 and 2 Non-Negotiable 5. 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** **5a)** 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 are text dependent and text specific. Examples include: "Dogs" (Unit 1, Lesson 3-Anchor Text) 1. What clues from the text and the photo tell you this is a dog? (T 220) 2. Which two groups of pets does the author mention? (T 221) 3. What words does the author use to show that the puppy has grown? How do the photographs and words work together to help you understand what you are reading? (T 222) 4. How do the headings on pages 80–83 help the author organize the text? (T223), "Click, Clack, Moo: Cows That Type" (Unit 3, Lesson 11-Anchor) 1. What does Farmer Brown hear all day long? click, clack, moo, the sounds of the cows typing Why do you think that might be a problem? (T 26) 2. How does Farmer Brown feel when the cows ask for the electric blankets? How can you tell? (T 28) 3. What clues in the story help you figure out the meaning of the word strike? (T 28), and "Two of Everything" (Unit 6, Lesson 29-Anchor) 1. What problem do Mr. and Mrs. Haktak have in this part of the story? What should they do with the new Mr. and Mrs. Haktak? How do Mr. and Mrs. Haktak solve their problem? (T 329) and 2. What does Mr. Haktak do when the pot starts causing problems? What does Mrs. Haktak do? (T 327). The curriculum does not identify when students should answer orally or in writing. The numbered bubbles in the teacher's edition next to each question denote a stopping point to answer a question but did not note how it would be answered. Evidence of written	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			responses to texts came only in the portion dedicated to writing.	
	REQUIRED **5b)** 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. Examples include: 1. Where and when does this story take place? Who are the characters so far? (Unit 1 Lesson 5 T 420-RL 2.5, 2.7), 2. Look at the pictures on pages 158 and 159. How do the pictures and words work together on these pages? (Unit 1 Lesson 5 T 425-RL 2.7), 3. What things on pp. 394–395 does Louis do that show how much he cares for Alphonse?? (Unit 6 Lesson 26 T 30-RL 2.3), 4. Performance Task (Unit 3 Lesson 12 T 139-RI.2.7, W.2.1, L.2.1f), and 5. Performance Task (Unit 4 Lesson 17 T 147-RL.2.7, W.2.1, L.2.1f).	
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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED *Indicator for grades 3-12 only **6b)** A vast majority of oral and written tasks at all grade levels 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	REQUIRED *Indicator for grades K-2 only **6c)** Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **6d)** 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. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. 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 and writing after texts as a way to develop more complex sentence structure and usage.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit	**REQUIRED** **7a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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** **7b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
Section IV. Scaffolding and Support				
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)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8d)** The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	8e) 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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments	
I. Text Selection	1. Quality of Texts **(Non-Negotiable)**	**No**	Materials do not provide a coherent sequence of connected texts that build knowledge around topics, themes, or ideas through tasks.	Coherent units deliver accurate content and build conceptual understanding. Within and across grades, students' content-area knowledge and language is systematically developed through a clear, consistent, research-based instructional design.
	2. Range and Volume of Texts	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills (grades K-5 only)	3. Foundational Skills **(Non-Negotiable*)**	**No**	The materials provide instruction and diagnostic support in appropriate foundational skill areas for the grade level that lends to developing proficient readers with the capacity to comprehend texts across a range of types and disciplines. However, the students do not have ample opportunities to use foundational skills in order to read grade level texts as many texts are not qualitatively complex. There was also a lack of progress monitoring for expressiveness and rate.	Journeys delivers explicit, systematic instruction that develops students' foundational literacy skills. That instruction is built on complex texts, appropriate for each grade level. Resources for monitoring expressiveness and rate are included in the Intervention Assessments resource. Distributed practice for specific elements of fluency is given at each grade and progresses in complexity as students move up the grade levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
III: Questions and Tasks	4. Coherence of Tasks (**Non-Negotiable**)	No	The materials do not contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking, listening, and writing.	Journeys offers a consistent instructional design that builds background and schema, facilitates connections and comprehension, fosters deep understanding of texts and topics, and scaffolds tasks to develop strong skillsets and content knowledge. The program has consistently provided students with measurable and meaningful academic gains across a variety of statistically significant research studies.
	5. Text-Dependent Questions (**Non-Negotiable**)	Yes	The materials provide a majority of text-dependent and text-specific questions and tasks that reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade specific standards. However, the materials do not adequately denote how students will be expected to express these ideas.	
	6. Writing to Sources, Speaking and Listening, and Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

*As applicable

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.[15] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[16] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **Journeys**   Grade: **3**

Publisher: **Houghton Mifflin Harcourt**   Copyright: **2017**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
5. Text-Dependent Questions (Non-Negotiable)	1. Quality of Texts (Non-Negotiable)
	3. Foundational Skills (Non-Negotiable*)
	4. Coherence of Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

---

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Section I. Text Selection				
Tier 1 and 2 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)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[17] 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.	No	The majority of texts fall within the Lexile band for this grade band. However, the majority of texts do not meet the criteria for qualitative text complexity. For example, "Bat Loves the Night" (Unit 2 Lesson 6) and "A New Team of Heroes" (Unit 6, Lesson 29), two texts from the curriculum, both lack a text structure that includes subplots, time shifts, and more complex characters. They lack complex language and a complex sentence structure. The texts in this curriculum gradually increase in complexity from Unit 1 to Unit 4 but decrease in Unit 5 and Unit 6, with Unit 6 having no texts that are deemed appropriately complex ("Very Complex") according to either the text complexity rubric provided by the publisher at the beginning of each lesson or in the qualitative rubric used at the time of the review.	A key consideration in developing the table of contents for the Grades 3-5 Student Edition was to include texts that exhibit a balance of qualitative and quantitative measures. Texts with higher Lexile scores were balanced with a greater level of accessibility, and vice-versa. In addition, time of year, concept load, and skill/writing form difficulty were key in selection placement. For these reasons, Bat Loves the Night, was placed in Lesson 6, fairly early in the school year, and the scientific content in Unit 5, with relatively higher Lexile measures, was made more accessible through quantitative factors. The texts in Unit 6 – both in the Student Magazine and trade books -- provide students with a different experience at the end of the school year, post-high-stakes testing, giving students additional genres text types to experience, as well as full-length trade books to build reading stamina.
	REQUIRED **1b)** At least 90% of texts are authentic[18] 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	The majority of texts are authentic. The grade level includes 60 anchor, paired, or extended reading texts. Texts that are authentic and offer opportunities to meet grade level ELA standards include: "The Harvest Birds" (Anchor Text-Unit 2 Lesson 8), "Life on the Ice" (Anchor Text-Unit 4 Lesson 20), and "Mountains: Surviving on Mt. Everest" (Anchor Text-Unit 5, Lesson 25). The extended reading selections were anchor texts in lessons. The Leveled readers and vocabulary readers are published by Houghton Mifflin Harcourt authors. For example, in Lesson 11 "The Olympics", the vocabulary reader "Painting From Caves to Computers" and Lesson 7 leveled reader "Art in Caves" are texts that are not stand alone published texts, therefore, are	

---

[17] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5. More information may be found in the Louisiana Believes Documents: "Guide for Determining Text Complexity" and "Creating Text Sets for Whole-Class Instruction"

[18] Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			not authentic. There were no authentic paired texts in this grade level.	
	REQUIRED **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, 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. 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 topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.	No	Materials do not provide a coherent sequence or collection of connected texts according to domain and topic. In the units, the lessons (5 per unit) each contain a different domain and topic but lack a theme. Within each lesson, the anchor and paired texts are connected but they do not connect from lesson to lesson. For example, in Unit 3 Lesson 11: Inventions, text selections include Technology Wins the Game and Science for Sports Fans. In Unit 3 Lesson 12: Agriculture, texts are around agriculture, but do not connect back to the inventions and technology in the previous lesson. Within each lesson, there is a read aloud to engage students in a story similar to what they will be reading about such as Inventions (T 21). The anchor text receives a first read and second read (Day 1 and 2 of each lesson) and a third read independently from students (Day 3) before moving onto the paired text (Day 4). The students have a writing task at the end of each lesson, such as writing a cause and effect paragraph at the end of Lesson 11. However, the writing does not build knowledge or integrate knowledge learned from texts. The students have the opportunity use speaking and/or writing (depending on lesson) in a few areas, specifically when they are making text to text connections like on page T53 where they are asked to compare and contrast concepts presented about sport science between the two texts. The texts do not connect within a unit and in a majority of units, the texts do not represent quality in text complexity demanded of the grade-level. However, there is a sense of coherence within each individual lesson.	In HMH Journeys, each unit is organized around a theme which provides coherence and builds conceptual understanding. For example, the overarching theme for Unit 3 is entitled Lesson Learned with a focus on the importance of learning from past experience. Consistently, the program provides tasks that build knowledge of topics read and studied within each unit. For example, each unit opens with Launch the Unit which provides multiple teaching strategies designed to establish a purpose for learning, introduce the content of the unit, and prepare students for the culminating Performance Task at the end of the unit. A feature entitled Performance Task Preview explains how the culminating task connects to ideas and texts in this unit. (Unit 3, TE p. vii). The Unit Performance Task requires students to use the knowledge learned from texts in the collection. For example, in Unit 3 students will use what they have read to help them write an explanatory essay about the the importance of learning from past experiences. The unit texts and the lessons in the unit prepare students for this culiminating task. (Unit 3, TE pp. T439 – T442) Each unit also includes a Research and Media Performance Task that provides an opportunity for integration of knowledge and ideas across mulitple texts. These tasks are designed to integrate all aspects of language development providing instruction in reading, writing, listening, speaking, and language with integrated support for English language development. Journeys builds a deep understanding of key science, social studies and other content areas domains and topics within a single lesson, across a grade level, and across the program. Each lesson provides two

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				selections on the same content to build that knowledge, but a specific set of topics was chosen to span the program. When looking at the program as a whole, you can see the way that the texts are sequenced to build that knowledge over time. This information is noted in the Cross Curricular teacher notes each week. Additionally, Domain Specific Vocabulary is taught each week to further develop the content knowledge. For example, information for the domain Earth Science, the topic Weather, is presented in Kindergarten in lessons 11 and 12, first grade in lessons 2 and 28, in second grade in lesson 8, in third grade in lesson 20, in fourth grade in lessons 11 and 12, and in fifth grade in lesson 21. To promote thoughtful, repeated, and extensive reading of text for deep comprehension, each lesson in the Journeys program is built on an explicit close reading routine - Think Through the Text, Analyze the Text, and Independent Reading. In the First Read: Think Through the Text, the instructional focus is on key ideas and details. In the Second Read: Analyze the Text the focus is on craft and structure with integration of knowledge and ideas. The next step in the protocol is Independent Close Read where students focus on answering questions and gathering textual evidence to use in their Reader's Notebook and Performance Task responses. With this repeated close reading routine, students develop skills that can be transferred to all reading, including reading in the content areas. The practice of writing is integrated throughout the Journeys program to ensure the reciprocal relationship between close reading and students' written responses to complex text. Example – Grade 3: Unit 4 TE pp. Domain and Focus Wall, T1; Your Turn, T136–T137; Essential Question, T189; Extend the Topic: Speaking and Listening, T255

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				The varied supports and resources in Journeys help students prepare for reading, engage in multiple close reads for deep comprehension, and communicate their analysis of complex texts: · The enhanced Student eBook offers annotation, highlighting, and commenting tools that help students to read closely and save and organize their notes in myNotebook. · The Prepare for Complex Texts section offers specific supports for students. · The Be a Reading Detective feature supports students' close reading
	1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	**Yes**	The materials represented in this curriculum increase gradually in quantitative complexity throughout the grade level. The texts do progress across grade bands quantitatively. Examples include: 2nd (420-650L): Click Clack Moo Cows That Type (450L), Officer Buckle and Gloria (560L), and Yeh-Shen (630L); 3rd (520-820L): Pop's Bridges (610L), The Extra Good Sunday (790L), and Life on the Ice (890L); 4th (740-940L): Coming Distractions (740L), Hurricanes (890L), and Antarctic Journal (910L).	
2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3,	**REQUIRED** **2a)** In grades K-12, ELA 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.)	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☐ Yes ☐ No	**REQUIRED** **2b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
Section II. Foundational Skills (grades K-5 only)				
Tier 1 and 2 Non-Negotiable* **3. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.	**REQUIRED *Indicator for grades K-2 only** **3a)** Materials follow a 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.	N/A		
	REQUIRED **3b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	The materials demand knowledge of grade level phonics patterns and word analysis skills as the vocabulary becomes increasingly more complex. To assist in acquiring the vocabulary, students have multiple opportunities to access the vocabulary through word work with the phonics patterns that are consistent through an entire lesson, in every text used. The students also have ample opportunity to learn the vocabulary in context using the various stories and Vocabulary in Context cards. For example, in lesson 9 phonic lesson requires students to decode multisyllabic words including the diphthong "ou" and "ow". Explicit, direct instruction also assists in this criteria.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
☐ Yes ☒ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**REQUIRED** **3c)** 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, including high-frequency 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	The materials provide explicit, direct instruction and practice in word study in context and includes systematic examination of grade level morphology, decoding of multisyllabic words though syllabication, and automaticity with grade level regular and irregular spelling patterns. The phonics and words recognition standard RF 3.3 requires practice with reading irregularly spelled words and decoding multisyllable words. This is evidenced in Lesson 11 Inventions, focusing on oy/al/aw spelling patterns including boss, mall, shawl, stalk, lost, and saw. There are also opportunities to decode multisyllabic words in Lesson 18. The think aloud teaches how to decode longer words such as: liquid, market, second, and wicked. The words used in the foundational skills for fluency and phonics that are being learned for syllabication patterns and fluency are also being used in the spelling portion as evidenced on the Weekly Planner and within each lesson.	
	REQUIRED **3d)** Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	Yes	The materials encourage students to self-monitor or self-correct word recognition and understanding. The curriculum directs students to re-read purposefully to acquire accurate reading. There is built in direct instruction of self-selection and self-correction strategies that are in turn required to be used in independent reading. There is an opportunity to record these in the Reader's Notebook. The instruction of these strategies can be evidenced in Unit 3 Lesson 16 on page T51. Students also have opportunities in each lesson to do multiple reads using close reading strategies that require these skills. The phonics and fluency sections of the lessons encourage students to self-monitor and self-correct. For example, Lesson 6 phonics section requires the teacher to underline the letters that make the (i) sound. The teacher reads each word and students repeat. Students work with partners to reread the list and refer to the teacher's	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			model and knowledge of letters to self-correct. Additionally, in the fluency portion teacher reads aloud the text then students read in partners. Other strategies include the use of small group activities that are scaffolded in each lesson, writing tasks, and other exercises.	
	REQUIRED **3e)** 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 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.	No	Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading Oral Language instruction, Language Readers, Independent Reading, and Direct Fluency instruction. Strategies for monitoring include audio-assisted reading, peer reading and assistance, shared reading, repeated readings (texts being used as anchor texts are read multiple times; many of the other texts are also read multiple times such as those being used for foundational skills instruction), modeling and practice in lessons, and audio book and teacher modeling for read alouds. The opportunity for assessment is found throughout the curriculum and include: fluency test passages, oral reading fluency with qualitative reading inventories, running records, cold reads, intervention assessments, and weekly fluency, language, and decoding assessments. However, there is no evidence of tracking a student's expressiveness or rate but rather just tracking general progress with accuracy. Many of these resources are used in most lessons and can be found within the teacher guide or the Grab and Go Resources.	As noted, Journeys presents multiple models, resources, and opportunities for practice and progress monitoring. Journeys lays the groundwork for fluency success by developing and extending students' oral language and vocabulary skills, building students' high-frequency word reading abilities, and continuously strengthening students' decoding skills.

At every grade level, the program's fluency instruction and daily practice build students' automaticity and prosody. In the Journeys program, fluency skills are taught explicitly once each week and reviewed, practiced, and applied daily. Throughout the lesson, students are reminded to use the lesson's targeted fluency skill/strategy as they read the text selections and self-selected texts. Journeys employs research-based fluency-building techniques such as audio-assisted reading, peer-assisted reading, shared reading, and repeated readings.

Screeners and Check-Ups
• The Intervention Assessments resource and the Teacher Edition give guidance with features such as the Fluency Plan notes and prescriptive feedback in If…Then format. Reading rate is addressed in the Intervention Assessments resource under Administering and Scoring the Assessments; Oral Reading Fluency, pp. T14-T15 and in the Progress Monitoring Checklists for each grade level.
• Fluency Test passages can be used with a small group (groups are rotated weekly) to assess |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				fluency skills including appropriate rate and expressiveness. • Oral Reading Fluency passages and Qualitative Reading Inventories (QRIs) are provided for progress monitoring. • The Literacy and Language Guide includes support for Reading Running Records. • Each Leveled Reader Teacher Guide provides a running record that returns an accuracy rate, as well as information about errors made during reading which impact fluency. • The Cold Reads component provides practice and assessment for fluency. As indicated on the Teacher Administration pages, these passages can be read silently for practice or administered orally for formative assessment of a student's ability to read fluently. The Cold Reads resource provides 30 short fluency passages of increasing Lexile levels/complexity for students to read "cold" without pre-reading instruction. The passages enable teachers to quickly and informally check a student's progress with fluent reading. • The Observation Checklists and Periodic Assessments in the Grab-and-Go Kits provide teachers with helpful tools for ongoing assessments.
	REQUIRED **3f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	No	The materials guide students to read grade level text with purpose and understanding. However, there is a lack of evidence of students having to make connections between the acquisition of foundational skills and making meaning from reading. Students are primarily instructed in foundational skills in isolation prior to utilizing in the lessons. The skill is not used to help students make meaning from reading but rather as an opportunity to practice the foundational skill for the purpose of acquiring and developing that isolated skill. Also, the curriculum has majority of texts that don't reach complexity requirements for the grade	Best teaching practices reflected in Journeys consistently ensure that students apply their foundational skills to complex texts and tasks that are part of each weekly lesson. Explicit instruction follows a proven model of Teach/Model, Guided Practice, and Apply across the full range of foundational literacy skills beginning with phonological and phonemic awareness and phonics and decoding at the primary grades and reading fluency, spelling-phonics, and vocabulary instruction through the intermediate grade levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			level, hindering ability to read grade level texts and master grade level standards.	Examples of content that requires students to make frequent connections between acquisition of foundational skills and making meaning from reading include the following: • Spelling-Phonics Connection – Please see spelling instruction in the Teacher Edition for each lesson. Suggestions are provided for Days 1-5 with a specific connection to the Anchor Text on Day 2. Journeys spelling instruction is built on the efficacy-based pedagogy of Dr. Shane Templeton. Spelling instruction in Journeys is focused on learning spelling patterns and word parts, rather than on rote memorization of unrelated words. These spelling patterns dovetail with weekly phonic/decoding elements taught at each grade level. In this way, Journeys leverages the reciprocal relationship between encoding and decoding. Once students learn a spelling pattern, they can generalize it to numerous words, further enhancing reading and writing fluency. With a focus on word building and word sorting activities, students are actively engaged in discoveries about spelling patterns and cementing the generalizations that reinforce decoding and apply to writing. As students' progress, instruction and guided practice explore other patterns, such as spelling frequent morphemes, then more rare morphemes, learning the spellings at syllable junctures, and then those of multi-syllabic words. Vocabulary and spelling connections become stronger through a focus on word derivations. This is because words linked in spelling are often linked in meaning. The spellings of the words 'sign' and 'signal' offer one example. Not only are they similar in spelling; they are similar in meaning. • Vocabulary Instruction – Also built on the legacy work of Dr. Templeton, systematic vocabulary instruction in Journeys builds an expanding academic

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				word knowledge base through explicit instruction in select vocabulary. Students expand their networks of known words exponentially as they learn strategies to unlock word meanings independently. Every week, the Vocabulary in Context feature initiates instruction with the Anchor Text. This resource provides a pictorial glossary and context sentences in the Student Edition for each of the general academic vocabulary terms needed to comprehend the week's Anchor Text. With this resource, learners have ongoing access to the meanings of the week's key terms. A Language Detective feature prompts students to use their new vocabulary in meaningful ways that involve a closer analysis of word categories and word parts, supporting long-term retention. Vocabulary in Context has audio support in both Spanish and English in the Student eBooks, and in myNotebook, students have the ability to create personalized word lists. The Teacher's Edition pages for the Vocabulary in Context feature provide explicit instruction. In addition to actively learning each week's general academic vocabulary, students also learn specific strategies that help them unlock unknown word meanings as they encounter them in their own texts. Vocabulary Readers reinforce general academic and domain vocabulary taught in every Anchor Text, providing an additional context for practicing and applying the new terms. This approach accelerates growth, because once students know the meanings of the most frequently used prefixes, suffixes, and roots, they are able to apply this knowledge to unlocking unknown word independently, and to expand their growing word networks. Instruction in domain-specific vocabulary also extends each week's lesson. As students expand word knowledge, increasingly rich and varied word forms are included, along with a focus

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				on word awareness and application in both formal and informal discourse. • Students practice foundational skills in their Reader's Notebook directly connecting skills with the text students are reading, as well as through engaging Interactive White Board Lessons. • Formative Assessments in every lesson help teachers determine which students need re-teaching as well as offer specific resources for follow-up small group lessons for all learners.
	3g) *Indicator for grades K-2 only 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 should include attention to invented spelling as appropriate for its diagnostic value.	N/A		
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	The materials represented in this curriculum provide abundant and easily implemented materials so teachers can readily provide more time, attention, and practice for those students who need it including materials that are both physical and online. Materials include individual disposable editions, student and teacher texts, leveled reader library, and through the HMH App. The teachers also have the use of visual organizers and map-outs to guide use of the curriculum. Online resources for teachers and students can be found on the dashboard and include "Teacher Resources" ,"Student Resources", "myWriteSmart", "Program Assessments", and all materials that are included in the physical materials as well as interactive features, such as writing in "myWriteSmart".	
Section III. Questions and Tasks				
Tier 1 and 2 Non-Negotiable **4. COHERENCE OF TASKS:**	**REQUIRED** **4a)** Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as	No	Coherent sequences of questions and tasks focus students on understanding the texts and its illustrations, but not in making connections among the	HMH Journeys includes coherently sequenced text-based questions and tasks that require students to analyze the integration of knowledge and ideas across

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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	applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.		texts in the collection, and expressing understanding of the topics. In Unit 1 Lesson 2, the students target skills are drawing conclusions and analyzing author's word choice using inferring and predicting as the primary strategy. The students are exploring the theme of community/civics with a topic of The Court System. While the students are guided through many tasks and asked several text-dependent questions; there is a lack of fluidity in connecting understanding of the topics and ideas which focus around the essential question (T 93), "Why are the courts an important part of our government?" The questions asked do not expand upon this idea or lead students to explore elements of structure, literary effects, or meaning accomplished through carefully crafted and purposeful questioning, a culminating task, or project. The questions are also not tied to the writing task that is provided(end of text task) which is a narrative fiction piece using dialogue to bring the story to life. While it asked the students to refer back to The Trial of Cardigan Jones, there was no referencing required, no connection to the target skill (except for writing), and no connection to the author's choice of words(except a teacher-led question on the second read on page T 121) . There were also no questions or tasks that connected the anchor and paired text with the exception of the Text to Text portion (T 149) which asks to "Have students list details that show what is the same and what is different about the jurors in the two selections. Have students use complete sentences as they discuss the similarities and differences with their partners." This is the only evidenced time the texts (The Trial of Cardigan Jones and You Be The Jury) cross.	both individual and multiple texts. Examples include the following: • Each unit opens with Launch the Unit which provides multiple teaching strategies designed to establish a purpose for learning, introduce the content of the unit, and prepare students for the culminating Performance Task at the end of the unit. • The Unit Project, Research and Media Performance Task, in each unit provides an additional opportunity for integration of knowledge and ideas across multiple texts. These tasks are based on the texts children are reading in the unit and require integration of knowledge and ideas covered in the unit. • Each lesson is organized around multiple texts including a Teacher Read Aloud, an Anchor Text, and a Paired Selection. An Essential Question is included to provide a focus for key ideas across individual and multiple texts. Questions and tasks that require students to make connections and express understanding of the topics are embedded throughout the Teacher's Edition. Examples can be found in sections labeled Listening Comprehension, Classroom Collaboration, Read and Comprehend, Think Through the Text, and Dig Deeper. • In the Student Book, Your Turn activities direct students to revisit the Essential Question and Classroom Conversation activities and Performance Tasks support analysis and integration of knowledge and ideas based on the texts children have read. • In the Teacher Edition, sections labeled Think Through the Text: Cite Text Evidence require students to explore ideas presented in the texts, elements of structure, and literary effects. Throughout the program, teaching notes prompt students to make meaning and expand their understanding of the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				• Activities labeled Write About Reading and Your Turn: Cite Text Evidence provide additional questions and writing tasks that connect directly to the anchor and paired texts and reinforce connections between texts. • In the sections labeled Your Turn: Cite Text Evidence, "Return to the Essential Question" tasks have students revisit topics, themes, and/or ideas introduced and developed in the lesson. • The Journeys program balances the need to give teachers appropriate resources for each selection while also providing authentic performance tasks in the Student Edition that draw from multiple texts. Stepped-out Performance Tasks in the Student Book create opportunities for students to synthesize and respond analytically to complex texts in every unit. These activities directly connect to the Anchor Texts and Paired Selections students have read. They are designed to build knowledge of the topics read and studied. • The Journeys Close Reader features a close reading protocol with the Paired Selection for each lesson in an interactive read/ reread format. Each close reading culminates in a short written response tied to the lesson's Essential Question. Journeys Close Readers reinforce the application of close reading and strengthen the student's understanding of the lesson topic. Via this instructional model, teachers have the option of using the Paired Selection to connect to the topic during the first read of the selection using the guided Teacher Edition instruction, to dig deeper during their second read of the selection employing the close reading protocol, or both. • In addition, the digital Standards-Based Assessment Resource provides valuable student practice with rigorous tasks and questions, complex

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				text passages from multiple sources, and technology-enhanced item formats.
	REQUIRED **4b)** 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. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	No	Questions and tasks are designed so that students build and apply knowledge and skills in reading, speaking, listening, and language through complex text but lack authentic, culminating writing tasks that connect themes, ideas, texts, etc.	HMH Journeys consistently provides tasks that build knowledge of the topics read and studied; the tasks are designed to integrate all aspects of language development including writing. Journeys teaches writing through two paths; process writing lessons and performance assessment practice, including writing to sources. • Process writing lessons are represented throughout the five-day lesson plan. In these lessons, students focus on a particular writing mode (informative, narrative, or opinion) throughout an entire unit, building from short pieces to longer pieces that integrate all the sub-skills students have learned throughout the course of the unit. The process writing lessons help students to build writing stamina, generate familiarity with the mode through repeated exposure, and stimulate creativity, because students have choice and voice in how they respond to the prompt. • Performance assessment practice, including writing to sources, occurs throughout each lesson and unit. While reading the anchor text, students are given the opportunity to respond to embedded questions that promote close reading and responding to complex text. Through dynamic online tools students respond to text-dependent questions through recorded spoken responses, highlighting of text, and taking notes online in preparation for the Write about Reading performance task. The Your Turn activity in the student book offers practice and application for Speaking and Listening about the text just read. In each lesson, the Write about Reading prompt asks students to write in response to the week's Anchor Text. Students are asked to craft a story, support a claim, or explain a statement. Students are provided access to their

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				recorded conversation and notes in myNotebook, which allows them to collect and otganize text evidence to use in their writing. Students can then complete the Performance Task in myWriteSmart. Additionally, the Compare Texts section in the student book provides opportunities for students to make text-to-text and content connections through brief writing responses. Through repeated practice in responding to a single text per lesson, students gradually prepare themselves for the culminating Unit Performance Task which requires that students synthesize multiple texts in a writing response. On these Performance Task pages, which appear in the Teacher's Edition after the last lesson of each unit, students are guided through analyzing a prompt and all the steps of their response to build good habits that will help them approach a performance assessment with confidence. In most cases, the Unit Performance Task is in the same mode as a unit's writing process lessons, aligning the two paths into one culminating assignment. Extend the Topic, in each lesson on Day 5, provide additional opportunities to demonstrate understanding of the week's topic with reading, writing, listening, and speaking activities.

Additional support is provided in Interactive Lessons for listening, speaking, and writing in the student eBook. These online resources are designed to extend and enrich. |
| | **REQUIRED**
4c) 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 | **No** | Questions and tasks do not support students in examining language. The materials offer opportunities for vocabulary work (Unit 4 Lesson 16) through: Daily Vocabulary Boost with Vocabulary in Context Cards (Day 1-T 13, Day 2-T 39, Day 3-T 47, Day 4-T 57, Day 5-T 67), Vocabulary in Context section (T 18-19), differentiated vocabulary work using context clues for | Built on the efficacy-based pedagogy of Dr. Shane Templeton, systematic vocabulary instruction in Journeys builds an expanding academic word knowledge base through explicit instruction in select vocabulary. Students also expand their networks of known words exponentially as they learn strategies to unlock word meanings independently. Every week, the |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	families, etc.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).		diverse learners, such as ELL, in small groups (T 77-95), vocabulary review and enrichment where students make connections to prior learned vocabulary (T 52-53), and vocabulary strategies (T 62-63) with context clues using figurative language). There are also opportunities for work in analyzing text structures that include character, setting, plot, and theme (T 40-41). Sentence framing is evidenced in the Language Support Card linked on page T 14. However, the materials lack consistent, meaningful work with the words as they are used primarily in isolation to build vocabulary knowledge of words important to the lesson topic. There is a lack of evidence in vocabulary being integrated as a crucial element to drive meaning and understanding of texts. The vocabulary is isolated to the anchor text in the lessons. The questions and tasks do not offer an examination of language so students can analyze sentence structure and advance the depth of these targeted words.	Vocabulary in Context feature initiates instruction with the Anchor Text. This resource provides a pictorial glossary and context sentences in the Student Edition for each of the general academic vocabulary terms needed to comprehend the week's Anchor Text. With this resource, learners have ongoing access to the meanings of the week's key terms. A Language Detective feature prompts students to use their new vocabulary in meaningful ways that involve a closer analysis of word categories and word parts, supporting long-term retention. Vocabulary in Context has audio support in both Spanish and English in the Student eBooks, and in myNotebook, students have the ability to create personalized word lists. The Teacher's Edition pages for the Vocabulary in Context feature provide explicit instruction. In addition to actively learning each week's general academic vocabulary, students also learn specific strategies that help them unlock unknown word meanings as they encounter them in their own texts. Vocabulary Readers reinforce general academic and domain vocabulary taught in every Anchor Text, providing an additional context for practicing and applying the new terms. This approach accelerates growth, because once students know the meanings of the most frequently used prefixes, suffixes, and roots, they are able to apply this knowledge to unlocking unknown word independently, and to expand their growing word networks. Instruction in domain-specific vocabulary also extends each week's lesson. As students expand word knowledge, increasingly rich and varied word forms are included, along with a focus on word awareness and application in both formal and informal discourse. Additional program resources include Interactive Whiteboard Lessons provided with daily and weekly vocabulary instruction, and the Literacy and Language

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				Guide which provides a rich resource for word study connected to the texts students are reading.
Tier 1 and 2 Non-Negotiable 5. 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** **5a)** 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, 90%, are text dependent and text specific. Examples include: A Fine, Fine School (Unit 1, Lesson 1-Anchor) 1. How does Mr. Keene feel about the students and teachers at his school? How do you know? (T24), 2. Why are Bean's and Tillie's brother sad to see her go to school? What details support your answer? (T25), 3. Why doesn't anyone tell Mr. Keene they don't want to go to school on Sundays? What details support your answer? (T26), and 4. What is the story's message about good ways to solve problems in a school? What details support your answer? (T32); Technology Wins the Game (Unit 3, Lesson 11-Anchor) 1. What did sport's engineers have to do before they could improve tennis balls? What did they do next? (T25), 2. How does the author support his claim that engineers help athletes perform better? (T26), and 3. How does the author explain the idea that man-made tracks are better for runners than grass? (T26); and The Land Volcanoes Built (Unit 5, Lesson 24-Paired) 1. What does the diagram help explain? How do you know? Student ideas are not expressed through both written and spoken responses. There is a lack of clarity surrounding when students should be using written or spoken responses. The numbered bubbles in the teacher's edition next to each question denote a stopping point to answer a question but did not note how it would be answered. Evidence of written responses to texts came only in the portions dedicated to writing, for example, in Unit 6 Lesson 26 on page T 43.	
	REQUIRED **5b)** 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	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. Examples include: 1. What is the	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	to advance and deepen student learning over time. *(Note: not every standard must be addressed with every text.)*		story's message about good ways to solve problems in school? (Unit 3 Lesson 11 T32-RL 3.1, 3.2), 2. How do the photographs of the athletic shoes help your understanding of the text? (Unit 3 Lesson 11 T27-RI 3.1, 3.7), 3. How do the illustrations add to what you already know about Destiny's community and how members feel about it? (Unit 1 Lesson 3 T 217-RL 3.7), 4. Performance Task (Unit 1 Lesson 1 T 35-W3.3b), and 5. Performance Task (Unit 1 Lesson 4 T323-RL.3.7, W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.10). However, there are questions that do not include the language of the standards and do not address grade level standards throughout the curriculum and would not be useful in guiding students toward deeper understanding of their learning over time. Examples include: 1. Who do you think the man with the camera is? How do you know? (Unit 2 Lesson 9 T 309) and 2. What facts do you know about Erik? (Unit 6 Lesson 28 T 114). While the questions would have a student demonstrate understanding of a text, it does not require the student to use evidence from the text (though they may use it) which isn't guiding the student toward mastery of any grade level standard. Many of the questions and tasks, standards based or not, are not accompanied by texts meeting grade level text complexity.	
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.	**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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
☐ Yes ☐ No	**REQUIRED *Indicator for grades 3-12 only** **6b)** A vast majority of oral and written tasks at all grade levels 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED *Indicator for grades K-2 only **6c)** Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **6d)** 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. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. 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 and writing after	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	texts as a way to develop more complex sentence structure and usage.			
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☐ Yes ☐ No	**REQUIRED** **7a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
Section IV. Scaffolding and Support				
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)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	REQUIRED **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8d)** The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8e) 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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments	
I. Text Selection	1. Quality of Texts **(Non-Negotiable)**	**No**	Due to the organization of the text sets, there are missed opportunities for knowledge building and meaning making.	Coherent units deliver accurate content and build conceptual understanding. Within and across grades, students' content-area knowledge and language is systematically developed through a clear, consistent, research-based instructional design.
	2. Range and Volume of Texts	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
II: Foundational Skills (grades K-5 only)	3. Foundational Skills **(Non-Negotiable*)**	**No**	The materials do not provide instruction and diagnostic support in appropriate foundational skill areas for the grade level that lends to developing proficient readers with the capacity to comprehend texts across a range of types and disciplines.	Journeys utilizes research proven instructional routines within a scope and sequence that ensures a logical, meaningful, systematic skill progression resulting in competent young readers. Diagnostic support including resources for monitoring expressiveness and rate are found in the Intervention Assessments resource.
III: Questions and Tasks	4. Coherence of Tasks **(Non-Negotiable)**	**No**	The materials do not contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking, listening, and writing.	Journeys offers a consistent instructional design that builds background and schema, facilitates connections and comprehension, fosters deep understanding of texts and topics, and scaffolds tasks to develop strong skillsets and content knowledge. The program has consistently provided students with measurable and meaningful academic gains across a variety of statistically significant research studies.
	5. Text-Dependent Questions **(Non-Negotiable)**	**Yes**	The materials provide text-dependent and text-specific questions and tasks that reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade specific standards. However, the materials also contain some questions and tasks that do not require the use of textual evidence to meet grade specific standards.	
	6. Writing to Sources, Speaking and Listening, and Language	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Assessments	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	8. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **<u>Tier III, Not representing quality</u>**				

*As applicable

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.[19] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[20] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **Journeys**   Grade: **4**

Publisher: **Houghton Mifflin Harcourt**   Copyright: **2017**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
5. Text-Dependent Questions (Non-Negotiable)	1. Quality of Texts (Non-Negotiable)
	3. Foundational Skills (Non-Negotiable*)
	4. Coherence of Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.

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

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

---

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Section I. Text Selection				
Tier 1 and 2 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+.)	**REQUIRED** **1a)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[21] 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.	No	Materials provide texts that are not appropriately complex, quantitatively or quantitatively, for 4th grade. The Lexile of texts in this curriculum range from 450L to 1270L. The majority of texts do not fall within the Lexile band for this grade band with 20% falling below grade level and 52% falling below or on the bottom half of the grade level Lexile. The majority of texts do not meet the criteria for qualitative text complexity (49 of 60 anchor and paired texts). "The Earth's Dragon Awakes" (Unit 3 Lesson 12) includes slightly complex characteristics such as single level of meaning and simple story structure with simple story elements. The paired text is Twisters and is also slightly complex including a single topic, conventional text structure, and some domain specific words. Texts lack multiple levels of meaning producing implied themes and ideas, texts that require no or limited prior knowledge to reach higher levels of thought.	A key consideration in developing the table of contents for the Grades 3-5 Student Edition was to include texts that exhibit a balance of qualitative and quantitative measures. Texts with higher Lexile scores were balanced with a greater level of accessibility, and vice-versa. In addition, time of year, concept load, and skill/writing form difficulty were key in selection placement. The texts in Unit 6 – both in the Student Magazine and trade books -- provide students with a different experience at the end of the school year, post-high-stakes testing, giving students additional genres text types to experience, as well as full-length trade books to build reading stamina.
	REQUIRED **1b)** At least 90% of texts are authentic[22] 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	The majority of texts, at least 90%, are authentic. The grade level includes 60 anchor, paired, guided, or extended reading texts with 27 of them containing no author which makes them unauthentic. Texts that are authentic and offer opportunities to meet grade level ELA standards include: "The Life and Times of the Ant" (Anchor Text-Unit 3 Lesson 14), "The Ever-Living Tree: The Life and Times of a Coast Redwood" (Anchor Text-Unit 5 Lesson 23), and "Amphibian Alert" (Anchor Text-Unit 6, Lesson 27). The extended reading selections were anchor texts in lessons.	

---

[21] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5. More information may be found in the Louisiana Believes Documents: "Guide for Determining Text Complexity" and "Creating Text Sets for Whole-Class Instruction"
[22] Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
☐ Yes ☒ No	**REQUIRED** **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, 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. 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 topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.	**No**	Materials do not provide a coherent sequence or collection of connected texts according to domain and topic. In the units, the lessons (5 per unit) each contain a different domain and topic but lack a defined or implicit theme. Within each lesson, the anchor and paired texts are connected but they do not connect from lesson to lesson. For example, in Unit 2 Lesson 7: Media, the domain is Communication with a topic of Media. Text selections include Coming Distractions: Questioning Movies and How Do They Do That?. In Unit 2 Lesson 8: Visual Arts, the domain is The Arts with a topic of Visual Arts. Text selections include Me and Uncle Romie and Sidewalk Artists . Within each lesson, there is a read aloud to engage students in a story similar to what they will be reading about such as Jazzy Jasmine (Unit 2 Lesson 7 T 160-161). The anchor text receives a first read and second read (Day 1 and 2 of each lesson) and a third read independently from students (Day 3) before moving onto the paired text (Day 4). The students have a writing task at the end of each lesson, such as writing an informational paragraph using evidence at the end of Lesson 7. However, the writing is often skill based and does not build knowledge or integrate knowledge learned from texts (Lesson 7 text is writing using evidence in one story but focusing on a skill). The students have the opportunity use speaking and/or writing (depending on lesson) in a few areas, specifically when they are making text to text connections like on page T 113 where they are asked to compare a radio play and a movie, focusing on the special effects in each. The texts do not connect within a unit (just within lessons) and in a majority of units, the texts do not represent quality in text complexity demanded of the grade-level.	In HMH Journeys, each unit is organized around a theme which provides coherence and builds conceptual understanding. For example, the overarching theme for Unit 2 is entitled Tell Me More with a focus on expressing ideas and information. Consistently, the program provides tasks that build knowledge of topics read and studied within each unit. For example, each unit opens with Launch the Unit which provides multiple teaching strategies designed to establish a purpose for learning, introduce the content of the unit, and prepare students for the culminating Performance Task at the end of the unit. A feature entitled Performance Task Preview explains how the culminating task connects to ideas and texts in this unit. (Unit 2, TE p. vii). The Unit Performance Task requires students to use the knowledge learned from texts in the collection. For example, in Unit 2, students select two texts they have read in the unit to use as they write a literary analysis essay. The unit texts and the lessons in the unit prepare students for this culminating task. (Unit 2, TE pp. T357 – T360) Each unit also includes a Research and Media Performance Task that provides an opportunity for integration of knowledge and ideas across mulitple texts. These tasks are designed to integrate all aspects of language development providing instruction in reading, writing, listening, speaking, and language with integrated support for English language development. Journeys builds a deep understanding of key science, social studies and other content areas domains and topics within a single lesson, across a grade level, and across the program. Each lesson provides two selections on the same content to build that knowledge, but a specific set of topics was chosen to span the program. When looking at the program as a whole, you can see the way that the texts are

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				sequenced to build that knowledge over time. This information is noted in the Cross Curricular teacher notes each week. Additionally, Domain Specific Vocabulary is taught each week to further develop the content knowledge. For example, information for the domain Earth Science, the topic Weather, is presented in Kindergarten in lessons 11 and 12, first grade in lessons 2 and 28, in second grade in lesson 8, in third grade in lesson 20, in fourth grade in lessons 11 and 12, and in fifth grade in lesson 21. To promote thoughtful, repeated, and extensive reading of text for deep comprehension, each lesson in the Journeys program is built on an explicit close reading routine - Think Through the Text, Analyze the Text, and Independent Reading. In the First Read: Think Through the Text, the instructional focus is on key ideas and details. In the Second Read: Analyze the Text the focus is on craft and structure with integration of knowledge and ideas. The next step in the protocol is Independent Close Read where students focus on answering questions and gathering textual evidence to use in their Reader's Notebook and Performance Task responses. With this repeated close reading routine, students develop skills that can be transferred to all reading, including reading in the content areas. The practice of writing is integrated throughout the Journeys program to ensure the reciprocal relationship between close reading and students' written responses to complex text. Example – Grade 4: Unit 2 TE pp. Domain and Focus Wall, T75; Your Turn, T106; Essential Question, T167; Extend the Topic: Speaking and Listening, T193 The varied supports and resources in Journeys help students prepare for reading, engage in multiple close

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				reads for deep comprehension, and communicate their analysis of complex texts: • The enhanced Student eBook offers annotation, highlighting, and commenting tools that help students to read closely and save and organize their notes in myNotebook. • The Prepare for Complex Texts section offers specific supports for students. • The Be a Reading Detective feature supports students' close reading
	1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	**Yes**	The materials represented in this curriculum increase gradually in quantitative complexity throughout the grade level. The texts do progress across grade bands quantitatively, but are stagnant qualitatively with an overwhelming majority of texts in each grade level not meeting qualitative complexity measures. Examples include: 4th (740-940L): Coming Distractions (740L), Hurricanes (890L), and Antarctic Journal (910L); and 5th (830-1010L): Cave of the Crystals (890L), and The Black Stallion (960L), and Lewis and Clark (1020L). The student leveled readers increase in complexity but is specialized to each sub-group according to struggling readers, on-level readers, advanced readers, and ELL readers.	
2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g.	**REQUIRED** **2a)** In grades K-12, ELA 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	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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	literature/informational texts to help determine the appropriate balance.)			
	REQUIRED **2b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
Section II. Foundational Skills (grades K-5 only)				
Tier 1 and 2 Non-Negotiable* **3. 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	**REQUIRED *Indicator for grades K-2 only** **3a)** Materials follow a 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.	N/A		
	REQUIRED **3b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	The materials demand knowledge of grade level phonics patterns and word analysis skills as the vocabulary becomes increasingly more complex. To assist in acquiring the vocabulary, students have multiple opportunities to access the vocabulary through word work with the phonics patterns that are consistent through an entire lesson, in every text used. The students also have ample opportunity to learn the vocabulary in context using the various stories and	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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 in Context cards. Explicit, direct instruction also assists in this criteria.	
	REQUIRED **3c)** 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, including high-frequency 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	The materials represented in this curriculum provide explicit, direct instruction in word study in context and includes systematic examination of grade level morphology, decoding of multisyllabic words though syllabication, and automaticity with grade level regular and irregular spelling patterns. The phonics and words recognition standard RF 4.3 requires practice with reading irregularly spelled words and decoding multisyllable words. This is evidenced in Lesson 11 Hurricanes, focusing on compound words including fireplace, toothbrush, homesick, anything, and driveway. The words used in the foundational skills for fluency and phonics that are learned for syllabication patterns and fluency are also being used in the spelling portion as evidenced on the Weekly Planner and in each lesson.	
	REQUIRED **3d)** Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	Yes	The materials encourage students to self-monitor or self-correct word recognition and understanding. The curriculum directs students to re-read purposefully to acquire accurate reading. There is built in direct instruction of self-selection and self-correction strategies that are in turn required to be used in independent reading. There is an opportunity to record these in the Reader's Notebook. The instruction of these strategies can be evidenced in Unit 1 Lesson 1 on pages T 27, 44, and 68. Students also have opportunities in each lesson to do multiple reads using close reading strategies that require these skills. The phonics and fluency sections of the lessons encourage students to self-monitor and self-correct. Additionally, in the fluency portion teacher reads aloud the text then students read in partners. Other strategies include the use of small group activities that are	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			scaffolded in each lesson, writing tasks, and other exercises.	
	REQUIRED **3e)** 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 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.	No	The materials represented in this curriculum have ample opportunities that allow students to achieve reading fluency in oral and silent reading (Oral Language instruction, Language Readers, Independent Reading, Direct Fluency instruction. The fluency section includes informational and literary texts. The teacher models different fluency strategies such as phrasing in Lesson 1. Phonics section also includes model and students practice with partners and receive feedback from the teacher. Strategies for monitoring include audio-assisted reading, peer reading and assistance, shared reading, repeated readings (texts being used as anchor texts are read multiple times; many of the other texts are also read multiple times such as those being used for foundational skills instruction. Modeling and Practice in every lesson; audio book and teacher modeling for read aloud. The opportunity for assessment are found throughout the curriculum and include fluency test passages, oral reading fluency with qualitative reading inventories, running records, cold reads, intervention assessments, weekly fluency, language, and decoding assessments. However, there is no evidence of tracking a student's expressiveness or rate but rather just tracking general progress with accuracy. Many of these resources are used in every lesson and can be found within the teacher guide or the Grab and Go Resources.	As noted, Journeys presents multiple models, resources, and opportunities for practice. Journeys lays the groundwork for fluency success by developing and extending students' oral language and vocabulary skills, building students' high-frequency word reading abilities, and continuously strengthening students' decoding skills. At every grade level, the program's fluency instruction and daily practice build students' automaticity and prosody. In the Journeys program, fluency skills are taught explicitly once each week and reviewed, practiced, and applied daily. Throughout the lesson, students are reminded to use the lesson's targeted fluency skill/strategy as they read the text selections and self-selected texts. Journeys employs research-based fluency-building techniques such as audio-assisted reading, peer-assisted reading, shared reading, and repeated readings. Screeners and Check-Ups • The Intervention Assessments resource and the Teacher Edition give guidance with features such as the Fluency Plan notes and prescriptive feedback in If…Then format. Reading rate is addressed in the Intervention Assessments resource under Administering and Scoring the Assessments; Oral Reading Fluency, pp. T14-T15 and in the Progress Monitoring Checklists for each grade level. • Fluency Test passages can be used with a small group (groups are rotated weekly) to assess fluency skills including appropriate rate and expressiveness.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				• Oral Reading Fluency passages and Qualitative Reading Inventories (QRIs) are provided for progress monitoring. • The Literacy and Language Guide includes support for Reading Running Records. • Each Leveled Reader Teacher Guide provides a running record that returns an accuracy rate, as well as information about errors made during reading which impact fluency. • The Cold Reads component provides practice and assessment for fluency. As indicated on the Teacher Administration pages, these passages can be read silently for practice or administered orally for formative assessment of a student's ability to read fluently. The Cold Reads resource provides 30 short fluency passages of increasing Lexile levels/complexity for students to read "cold" without pre-reading instruction. The passages enable teachers to quickly and informally check a student's progress with fluent reading. • The Observation Checklists and Periodic Assessments in the Grab-and-Go Kits provide teachers with helpful tools for ongoing assessments.
	REQUIRED **3f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**No**	The materials guide students to read grade level text with purpose and understanding. However, there is a lack of evidence of students having to make connections between the acquisition of foundational skills and making meaning from reading. Students are primarily instructed in foundational skills in isolation prior to utilizing in the lessons. The skill is not used to help students make meaning from reading but rather as an opportunity to practice the foundational skill for the purpose of acquiring and developing that isolated skill. Also, the curriculum has majority of texts that don't reach complexity requirements for the grade level, hindering ability to read grade level texts and master grade level standards.	Best teaching practices reflected in Journeys consistently ensure that students apply their foundational skills to complex texts and tasks that are part of each weekly lesson. Explicit instruction follows a proven model of Teach/Model, Guided Practice, and Apply across the full range of foundational literacy skills beginning with phonological and phonemic awareness and phonics and decoding at the primary grades and reading fluency, spelling-phonics, and vocabulary instruction through the intermediate grade levels. Examples of content that requires students to make frequent connections between acquisition of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				foundational skills and making meaning from reading include the following: • Spelling-Phonics Connection – Please see spelling instruction in the Teacher Edition for each lesson. Suggestions are provided for Days 1-5 with a specific connection to the Anchor Text on Day 2. Journeys spelling instruction is built on the efficacy-based pedagogy of Dr. Shane Templeton. Spelling instruction in Journeys is focused on learning spelling patterns and word parts, rather than on rote memorization of unrelated words. These spelling patterns dovetail with weekly phonic/decoding elements taught at each grade level. In this way, Journeys leverages the reciprocal relationship between encoding and decoding. Once students learn a spelling pattern, they can generalize it to numerous words, further enhancing reading and writing fluency. With a focus on word building and word sorting activities, students are actively engaged in discoveries about spelling patterns and cementing the generalizations that reinforce decoding and apply to writing. As students' progress, instruction and guided practice explore other patterns, such as spelling frequent morphemes, then more rare morphemes, learning the spellings at syllable junctures, and then those of multi-syllabic words. Vocabulary and spelling connections become stronger through a focus on word derivations. This is because words linked in spelling are often linked in meaning. The spellings of the words 'sign' and 'signal' offer one example. Not only are they similar in spelling; they are similar in meaning. • Vocabulary Instruction – Also built on the legacy work of Dr. Templeton, systematic vocabulary instruction in Journeys builds an expanding academic word knowledge base through explicit instruction in select vocabulary. Students expand their networks of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				known words exponentially as they learn strategies to unlock word meanings independently. Every week, the Vocabulary in Context feature initiates instruction with the Anchor Text. This resource provides a pictorial glossary and context sentences in the Student Edition for each of the general academic vocabulary terms needed to comprehend the week's Anchor Text. With this resource, learners have ongoing access to the meanings of the week's key terms. A Language Detective feature prompts students to use their new vocabulary in meaningful ways that involve a closer analysis of word categories and word parts, supporting long-term retention. Vocabulary in Context has audio support in both Spanish and English in the Student eBooks, and in myNotebook, students have the ability to create personalized word lists. The Teacher's Edition pages for the Vocabulary in Context feature provide explicit instruction. In addition to actively learning each week's general academic vocabulary, students also learn specific strategies that help them unlock unknown word meanings as they encounter them in their own texts.
				Vocabulary Readers reinforce general academic and domain vocabulary taught in every Anchor Text, providing an additional context for practicing and applying the new terms. This approach accelerates growth, because once students know the meanings of the most frequently used prefixes, suffixes, and roots, they are able to apply this knowledge to unlocking unknown word independently, and to expand their growing word networks. Instruction in domain-specific vocabulary also extends each week's lesson. As students expand word knowledge, increasingly rich and varied word forms are included, along with a focus on word awareness and application in both formal and informal discourse.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				• Students practice foundational skills in their Reader's Notebook directly connecting skills with the text students are reading, as well as through engaging Interactive White Board Lessons. • Formative Assessments in every lesson help teachers determine which students need re-teaching as well as offer specific resources for follow-up small group lessons for all learners.
	3g) *Indicator for grades K-2 only 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 should include attention to invented spelling as appropriate for its diagnostic value.	**N/A**		
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	**Yes**	The materials represented in this curriculum provide abundant and easily implemented materials so teachers can readily provide more time, attention, and practice for those students who need it including materials that are both physical and online. Materials include individual disposable editions, student and teacher texts, leveled reader library, and through the HMH App. The teachers also have the use of visual organizers and map-outs to guide use of the curriculum. Online resources for teachers and students can be found on the dashboard and include "Teacher Resources" ,"Student Resources", "myWriteSmart", "Program Assessments", and all materials that are included in the physical materials as well as interactive features, such as writing in "myWriteSmart". Each lesson includes materials for phonics, vocabulary, fluency, reading and comprehension, writing, RTI support, small group leveled readers, and English language learners.	
Section III. Questions and Tasks				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Tier 1 and 2 Non-Negotiable **4. 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** **4a)** 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/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	**No**	Coherent sequences of questions and tasks focus students on understanding the texts and its illustrations, but not in making connections among the texts in the collection, and expressing understanding of the topics. In Unit 1 Lesson 4, the students target skills are theme, elements of drama, and allusion using analyzing and evaluating as the primary strategy. The students are exploring the theme/idea of community with a topic of Raising Money. While the students are guided through many tasks and asked several text-dependent questions; there is a lack of fluidity in connecting understanding of the topics and ideas which focus around the essential question (T 228), "Why might people raise money for a cause?" The questions asked do not expand upon this idea or lead students to explore elements of structure, literary effects, or meaning accomplished through carefully crafted and purposeful questioning, a culminating task, or project. The questions are also not tied to the writing task that is provided(end of text task) which is a fictional narrative piece using a story map to help structure details to write. The target skills were covered within text on page T 249, T253, and T 257 There were also no questions or tasks that connected the anchor and paired text with the exception of the Text to Text portion (T 267). However, in this lesson, the text to text only asks the students to look at one text and analyze the main idea while also answering what could be learned or added to the story, skills that are not pertinent to the target skills. The questions and tasks are designed to build knowledge and skill within each lesson but there is a lack of evidence of skills and knowledge building over a unit. In Unit 5 Lesson 22 the lesson topic is civil rights and the essential question is " What causes change in a community". Students listen to a read aloud Jane's Big Ideas discussing women's rights. Students answer questions: "What was Jane	HMH Journeys balances the need to give teachers appropriate resources for each selection while also providing authentic performance tasks in the Student Edition that draw from multiple texts. The program includes coherently sequenced text-based questions and tasks that require students to analyze the integration of knowledge and ideas across both individual and multiple texts. Examples include the following: • Each unit opens with Launch the Unit which provides multiple teaching strategies designed to establish a purpose for learning, introduce the content of the unit, and prepare students for the culminating Performance Task at the end of the unit. • The Unit Project, Research and Media Performance Task, in each unit provides an additional opportunity for integration of knowledge and ideas across multiple texts. These tasks are based on the texts children are reading in the unit and require integration of knowledge and ideas covered in the unit. • Each lesson is organized around multiple texts including a Teacher Read Aloud, an Anchor Text, and a Paired Selection. An Essential Question is included to provide a focus for key ideas across individual and multiple texts. Questions and tasks that require students to make connections and express understanding of the topics are embedded throughout the Teacher's Edition. Examples can be found in sections labeled Listening Comprehension, Classroom Collaboration, Read and Comprehend, Think Through the Text, and Dig Deeper. • In the Student Book, Your Turn activities direct students to revisit the Essential Question and Classroom Conversation activities and Performance Tasks support analysis and integration of knowledge and ideas based on the texts children have read.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			expected to do? What did she do?" "Why do you think people appreciated the work Jane Addams did". Students show an understanding of the text by answering the listening comprehension questions. Students engage in multiple reads of the text titled I Can Do That! Students answer questions about why the author included certain stories or structures, questions about summarizing key events, and questions to analyze the main character Emma. During the second read students draw conclusions about Emma, practice fluency, and identify domain specific vocabulary. The tasks completed in the first and second read are not sequenced in a way that allow students to build knowledge about civil rights. Students are answer questions about characters, structure, and summarizing then they reread to draw conclusion, identify vocabulary words, and understand pronouns. The second read does not include a deeper analysis of the text so students can deepen their understanding of civil rights. Students do not respond to a prompt that allows them to determine a central idea or theme to synthesize their readings and discussions.	• In the Teacher Edition, sections labeled Think Through the Text: Cite Text Evidence require students to explore ideas presented in the texts, elements of structure, and literary effects. Throughout the program, teaching notes prompt students to make meaning and expand their understanding of the content. • Activities labeled Write About Reading and Your Turn: Cite Text Evidence provide additional questions and writing tasks that connect directly to the anchor and paired texts and reinforce connections between texts. • In the sections labeled Your Turn: Cite Text Evidence, "Return to the Essential Question" tasks have students revisit topics, themes, and/or ideas introduced and developed in the lesson. • Stepped-out Performance Tasks in the Student Book create opportunities for students to synthesize and respond analytically to complex texts in every unit. These activities directly connect to the Anchor Texts and Paired Selections students have read. They are designed to build knowledge of the topics read and studied. • The Journeys Close Reader features a close reading protocol with the Paired Selection for each lesson in an interactive read/ reread format. Each close reading culminates in a short written response tied to the lesson's Essential Question. Journeys Close Readers reinforce the application of close reading and strengthen the student's understanding of the lesson topic. Via this instructional model, teachers have the option of using the Paired Selection to connect to the topic during the first read of the selection using the guided Teacher Edition instruction, to dig deeper during their second read of the selection employing the close reading protocol, or both.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				• In addition, the digital Standards-Based Assessment Resource provides valuable student practice with rigorous tasks and questions, complex text passages from multiple sources, and technology-enhanced item formats.
	REQUIRED **4b)** 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. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	No	Questions and tasks are designed so that students build and apply knowledge and skills in reading, speaking, listening, and language through complex text but lacks authentic, culminating writing aspects that connect themes, ideas, texts, etc.	HMH Journeys consistently provides tasks that build knowledge of the topics read and studied; the tasks are designed to integrate all aspects of language development including writing. Journeys teaches writing through two paths; process writing lessons and performance assessment practice, including writing to sources. • Process writing lessons are represented throughout the five-day lesson plan. In these lessons, students focus on a particular writing mode (informative, narrative, or opinion) throughout an entire unit, building from short pieces to longer pieces that integrate all the sub-skills students have learned throughout the course of the unit. The process writing lessons help students to build writing stamina, generate familiarity with the mode through repeated exposure, and stimulate creativity, because students have choice and voice in how they respond to the prompt. • Performance assessment practice, including writing to sources, occurs throughout each lesson and unit. While reading the anchor text, students are given the opportunity to respond to embedded questions that promote close reading and responding to complex text. Through dynamic online tools students respond to text-dependent questions through recorded spoken responses, highlighting of text, and taking notes online in preparation for the Write about Reading performance task. The Your Turn activity in the student book offers practice and application for Speaking and Listening about the text just read. In each lesson, the Write about Reading prompt asks students to write in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				response to the week's Anchor Text. Students are asked to craft a story, support a claim, or explain a statement. Students are provided access to their recorded conversation and notes in myNotebook, which allows them to collect and otganize text evidence to use in their writing. Students can then complete the Performance Task in myWriteSmart. Additionally, the Compare Texts section in the student book provides opportunities for students to make text-to-text and content connections through brief writing responses. Through repeated practice in responding to a single text per lesson, students gradually prepare themselves for the culminating Unit Performance Task which requires that students synthesize multiple texts in a writing response. On these Performance Task pages, which appear in the Teacher's Edition after the last lesson of each unit, students are guided through analyzing a prompt and all the steps of their response to build good habits that will help them approach a performance assessment with confidence. In most cases, the Unit Performance Task is in the same mode as a unit's writing process lessons, aligning the two paths into one culminating assignment. Extend the Topic, in each lesson on Day 5, provide additional opportunities to demonstrate understanding of the week's topic with reading, writing, listening, and speaking activities. Additional support is provided in Interactive Lessons for listening, speaking, and writing in the student eBook. These online resources are designed to extend and enrich.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	REQUIRED **4c)** 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.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**No**	Questions and tasks do not support students in examining language. The materials offer opportunities for vocabulary work (Unit 5 Lesson 22) through Vocabulary in Context section (T 88-91), differentiated vocabulary work using context clues for diverse learners, such as ELL, in small groups (T 140-141), apply vocabulary knowledge (T 111), domain-specific vocabulary (T 103) and vocabulary strategies with adages and proverbs (T 118-119). However, the materials lack consistent, meaningful work with the words as they are used primarily in isolation to build vocabulary knowledge of words important to the lesson topic. There is a lack of evidence in vocabulary being integrated as a crucial element to drive meaning and understanding of texts. The vocabulary is isolated to the anchor text in the lessons.	Built on the efficacy-based pedagogy of Dr. Shane Templeton, systematic vocabulary instruction in Journeys builds an expanding academic word knowledge base through explicit instruction in select vocabulary. Students also expand their networks of known words exponentially as they learn strategies to unlock word meanings independently. Every week, the Vocabulary in Context feature initiates instruction with the Anchor Text. This resource provides a pictorial glossary and context sentences in the Student Edition for each of the general academic vocabulary terms needed to comprehend the week's Anchor Text. With this resource, learners have ongoing access to the meanings of the week's key terms. A Language Detective feature prompts students to use their new vocabulary in meaningful ways that involve a closer analysis of word categories and word parts, supporting long-term retention. Vocabulary in Context has audio support in both Spanish and English in the Student eBooks, and in myNotebook, students have the ability to create personalized word lists. The Teacher's Edition pages for the Vocabulary in Context feature provide explicit instruction. In addition to actively learning each week's general academic vocabulary, students also learn specific strategies that help them unlock unknown word meanings as they encounter them in their own texts. Vocabulary Readers reinforce general academic and domain vocabulary taught in every Anchor Text, providing an additional context for practicing and applying the new terms. This approach accelerates growth, because once students know the meanings of the most frequently used prefixes, suffixes, and roots, they are able to apply this knowledge to unlocking unknown word independently, and to expand their growing word networks. Instruction in domain-specific vocabulary also extends each week's lesson. As

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				students expand word knowledge, increasingly rich and varied word forms are included, along with a focus on word awareness and application in both formal and informal discourse. Additional program resources include Interactive Whiteboard Lessons provided with daily and weekly vocabulary instruction, and the Literacy and Language Guide which provides a rich resource for word study connected to the texts students are reading.
Tier 1 and 2 Non-Negotiable **5. 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** **5a)** 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, 90%, are text dependent and text specific. Examples include Because of Winn Dixie (Unit 1, Lesson 1-Anchor) 1. The author does not directly say how Miss Franny feels about seeing Winn-Dixie, yet we still know. How does Miss Franny feel? How do you know? (T22), 2. What was Miss Fanny Block like as a child? How do you know? (T24), 3. What kind of person is Amanda Wilkinson? What is the text evidence or words and phrases that tell you about her? (T26); Antarctic Journal (Unit 3, Lesson 13-Anchor) 1. What fact about krill made Carl curious to taste them? (T172), 2. Why does the author feel her way slowly down the glacier, rubbing the snow? (T174), and 3. Why was the author so anxious not to lose the penguin egg? (T176); and Mystery at Reed's Pond (Unit 6, Lesson 30-Anchor) 1. Why might the teenaged boy have left the turtle at Reed's Pond? What details in the story make you think so? (T 204), Why does Mara say, "Mystery solved!"? What is the text evidence? (T 208), Invasion from Mars (Unit 2 Lesson 6): 1.What words and phrases does the author use to make Philipp seem like a real newsman? What do these words and phrases mean in this context? (T20), 2.Why are Beans and Tillie's brother sad to see her go to school? What details support your answer? (T20), 3.What things in the illustration are described in the text? (T22), and 4.What argument does Professor Pierson make for why the cylinder might be a meteor? (T23); Uncle	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Romie (Unit 2, Lesson 8-Anchor) 1.What is the text evidence that James is unfamiliar with big city life? (T168) and 2.Who is telling this story? How do you know? (T169). Student ideas are not expressed through both written and spoken responses. There is a lack of clarity surrounding when students should be using written or spoken responses. The numbered bubbles in the teacher's edition next to each question denote a stopping point to answer a question but did not note how it would be answered. There is evidence of guiding students to discuss (T 209) however, it is generalized and not directly correlated to a text dependent and specific question. Evidence of written responses to texts came primarily in the portions dedicated to writing, for example, in Unit 6 Lesson 30 on page T 230-233, but not in response to text dependent and specific questions.	
	REQUIRED **5b)** 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, but due to text complexity, do not require students to engage in thinking at the depth and complexity required by the grade-level standards. Examples include 1. Where and when do hurricanes begin? How do hurricanes develop (Unit 3 Lesson 11 T 20-RL 4.3), 2. Does the author convince you that the Chavez family has no choice but to move to California? What evidence does she provide in the text? (Unit 4 Lesson 19 T 246-RI 4.8), 3. How does the author organize the description of the forestry museum? (Unit 6 Lesson 28 T 112-RL 4.5), 4. Performance Task (Unit 2 Lesson 7 T 107-W.4.1a, W.4.1b, W.4.1d, W.4.9b), and 5. Performance Task (Unit 5 Lesson 25 T 335-W.4.2b, W.4.4, W.4.9a, W.4.10). Many of the questions and tasks, standards based or not, are not accompanied by texts meeting grade level text complexity.	
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:	**REQUIRED** **6a)** Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☐ Yes ☐ No	measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.			
	REQUIRED *Indicator for grades 3-12 only **6b)** A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defined claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED *Indicator for grades K-2 only **6c)** Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met..	
	REQUIRED **6d)** 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. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. 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 and writing after texts as a way to develop more complex sentence structure and usage.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
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)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
Section IV. Scaffolding and Support				
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.	**REQUIRED** **8a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
☐ Yes ☐ No	strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.			
	REQUIRED **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8d)** The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8e) 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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
I. Text Selection	1. Quality of Texts **(Non-Negotiable)**	No	Due to the organization of the text sets, there are missed opportunities for knowledge building and meaning making.	Coherent units deliver accurate content and build conceptual understanding. Within and across grades, students' content-area knowledge and language is systematically developed through a clear, consistent, research-based instructional design.
	2. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills (grades K-5 only)	3. Foundational Skills **(Non-Negotiable*)**	No	The materials provide instruction and diagnostic support in appropriate foundational skill areas for the grade level that lends to developing proficient readers with the capacity to comprehend texts across a range of types and disciplines. However, the students do not have ample opportunities to use foundational skills in order to read grade level texts as many texts are below the grade level band.	Utilizing research proven instructional routines, Journeys delivers explicit, systematic instruction that develops students' foundational literacy skills. That instruction: is built on complex texts, appropriate for each grade level.
III: Questions and Tasks	4. Coherence of Tasks **(Non-Negotiable)**	No	The materials do not contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking, listening, and writing.	Journeys offers a consistent instructional design that builds background and schema, facilitates connections and comprehension, fosters deep understanding of texts and topics, and scaffolds tasks to develop strong skillsets and content knowledge. The program has consistently provided students with measurable and meaningful academic gains across a variety of statistically significant research studies.
	5. Text-Dependent Questions **(Non-Negotiable)**	Yes	The materials provide text-dependent and text-specific questions and tasks that reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade specific standards. However, the materials also contain questions and tasks that do not require the use of textual evidence to meet grade specific standards.	
	6. Writing to Sources, Speaking and Listening, and Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

*As applicable

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.[23] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[24] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **Journeys**   Grade: **5**

Publisher: **Houghton Mifflin Harcourt**   Copyright: **2017**

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
5. Text-Dependent Questions (Non-Negotiable)	1. Quality of Texts (Non-Negotiable)
	3. Foundational Skills (Non-Negotiable*)
	4. Coherence of Tasks (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.

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

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

---

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Section I. Text Selection				
Tier 1 and 2 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)** In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.[25] 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.	No	Materials provide texts that are not appropriately complex, quantitatively or quantitatively, for 5th grade. The Lexile of texts in this curriculum range from 430L to 1200L. The majority of texts do not fall within the Lexile band for this grade band with 38% falling below grade level and 52% falling below or on the bottom half of the grade level Lexile. The majority of texts do not meet the criteria for qualitative text complexity (40 of 60 anchor and paired texts, representing 67%). For example, "A Royal Mystery" (Unit 2 Lesson 7) and "Trapped in Tar" (Unit 6, Lesson 28), two texts from the curriculum, both lack a text structure that includes subplots, time shifts, and more complex characters. They lack complex language and a complex sentence structure. They lack multiple levels of meaning producing implied themes and ideas, texts that require no or limited prior knowledge to reach higher levels of thought. For example, in Lesson 20 the paired text " Horse Power" conveys the author's feelings, the meaning is implied, and the images are simple. In Lesson 14 the paired text is Modern Minute Man has a single meaning, common characteristics for the genre, simple text structures, and some unfamiliar words.	A key consideration in developing the table of contents for the Grades 3-5 Student Edition was to include texts that exhibit a balance of qualitative and quantitative measures. Texts with higher Lexile scores were balanced with a greater level of accessibility, and vice-versa. In addition, time of year, concept load, and skill/writing form difficulty were key in selection placement. The texts in Unit 6 – both in the Student Magazine and trade books -- provide students with a different experience at the end of the school year, post-high-stakes testing, giving students additional genres text types to experience, as well as full-length trade books to build reading stamina.
	REQUIRED 1b) At least 90% of texts are authentic[26] 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	The majority of texts are authentic, but do not offer rich opportunities for students to meet the grade-level ELA standards. The grade level includes 60 anchor, paired, guided, or extended reading texts with 25 of them containing no author which makes them unauthentic as they are not original works by authors, have been retold by another author, or are supplemented texts written by the publisher. Texts	

---

[25] The process for determining quantitative and qualitative measures is available at http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5. More information may be found in the Louisiana Believes Documents: "Guide for Determining Text Complexity" and "Creating Text Sets for Whole-Class Instruction"

[26] Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			that are authentic and offer opportunities to meet grade level ELA standards include: "They Called Her Molly Pitcher" (Anchor Text-Unit 3 Lesson 14), "Vaqueros: America's First Cowboys " (Anchor Text-Unit 5 Lesson 23), and "Mysteries at Cliff Palace" (Anchor Text-Unit 6, Lesson 27). The extended reading selections were anchor texts in lessons. There were no authentic paired texts in this grade level.	
	REQUIRED **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, 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. 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 topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.	No	Materials do not provide a coherent sequence or collection of connected texts according to domain and topic. In the units, the lessons (5 per unit) each contain a different domain and topic but lack a defined or implicit theme. Within each lesson, the anchor and paired texts are connected but they do not connect from lesson to lesson. For example, in Unit 4 Lesson 19: Community Involvement, the domain is Community with a topic of Community Involvement. Text selections include "Darnell Rock Reporting" and "Volunteer!". In Unit 4 Lesson 20: Human-Animal Interaction, the domain is Life Science with a topic of Human-Animal Interaction. Text selections include "The Black Stallion" and "Horse Power". Within each lesson, there is a read aloud to engage students in a story similar to what they will be reading about such as "The Power of Spirit Lake" (Unit 4 Lesson 19 T 237). The anchor text receives a first read and second read (Day 1 and 2 of each lesson) and a third read independently from students (Day 3) before moving onto the paired text (Day 4). The students have a writing task at the end of each lesson, such as writing a personal narrative paragraph using evidence at the end of Lesson 19. However, the writing does not build knowledge or integrate knowledge learned from texts but instead focuses on one text. The writing focuses more on process of writing a narrative rather than writing about a text. The students have the opportunity use speaking, listening, and/or writing	In HMH Journeys, each unit is organized around a theme which provides coherence and builds conceptual understanding. For example, the overarching theme for Unit 4 is entitled The Power of Storytelling with a focus on the elements authors might use to craft a story. Consistently, the program provides tasks that build knowledge of topics read and studied within each unit. For example, each unit opens with Launch the Unit which provides multiple teaching strategies designed to establish a purpose for learning, introduce the content of the unit, and prepare students for the culminating Performance Task at the end of the unit. A feature entitled Performance Task Preview explains how the culminating task connects to ideas and texts in this unit. (Unit 4, TE p. vii) The Unit Performance Task requires students to use the knowledge learned from texts in the collection. For example, at the end of Unit 4, students write a literary analysis essay and compare and contrast the main characters from two texts they have read in the unit. The unit texts and the lessons in the unit prepare students for this culminating task. (Unit 4, TE pp. T363 – T366) Each unit also includes a Research and Media Performance Task that provides an opportunity for integration of knowledge and ideas across mulitple texts. These tasks are designed to integrate all aspects of language development providing instruction in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			(depending on lesson) in a few areas, specifically when they are making text to text connections like on page T 265 where they are asked to compare the positions, reasons, and types of supporting details that each author uses in their argument using a chart and students share their opinions of which author provides better evidence. The texts do not connect within a unit (just within lessons) and in a majority of units, the texts do not represent quality in text complexity demanded of the grade-level.	reading, writing, listening, speaking, and language with integrated support for English language development. Journeys builds a deep understanding of key science, social studies and other content areas domains and topics within a single lesson, across a grade level, and across the program. Each lesson provides two selections on the same content to build that knowledge, but a specific set of topics was chosen to span the program. When looking at the program as a whole, you can see the way that the texts are sequenced to build that knowledge over time. This information is noted in the Cross Curricular teacher notes each week. Additionally, Domain Specific Vocabulary is taught each week to further develop the content knowledge. For example, information for the domain Earth Science, the topic Weather, is presented in Kindergarten in lessons 11 and 12, first grade in lessons 2 and 28, in second grade in lesson 8, in third grade in lesson 20, in fourth grade in lessons 11 and 12, and in fifth grade in lesson 21. To promote thoughtful, repeated, and extensive reading of text for deep comprehension, each lesson in the Journeys program is built on an explicit close reading routine - Think Through the Text, Analyze the Text, and Independent Reading. In the First Read: Think Through the Text, the instructional focus is on key ideas and details. In the Second Read: Analyze the Text the focus is on craft and structure with integration of knowledge and ideas. The next step in the protocol is Independent Close Read where students focus on answering questions and gathering textual evidence to use in their Reader's Notebook and Performance Task responses. With this repeated close reading routine, students develop skills that can be transferred to all reading, including reading in the content areas. The

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				practice of writing is integrated throughout the Journeys program to ensure the reciprocal relationship between close reading and students' written responses to complex text. Example – Grade 5: Unit 4 TE pp. Domain and Focus Wall, T1; Your Turn, T110–T111; Essential Question, T225; Extend the Topic: Speaking and Listening, T197 The varied supports and resources in Journeys help students prepare for reading, engage in multiple close reads for deep comprehension, and communicate their analysis of complex texts: • The enhanced Student eBook offers annotation, highlighting, and commenting tools that help students to read closely and save and organize their notes in myNotebook. • The Prepare for Complex Texts section offers specific supports for students. • The Be a Reading Detective feature supports students' close reading
	1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	Yes	The materials represented in this curriculum increase gradually in quantitative complexity throughout the grade level. Texts do increase across the grade band. Examples include: 3rd (520-820L): Pop's Bridges (610L), The Extra Good Sunday (790L), and Life on the Ice (890L); 4th (740-940L): Coming Distractions (740L), Hurricanes (890L), and Antarctic Journal (910L); and 5th (830-1010L): Cave of the Crystals (890L), and The Black Stallion (960L), and Lewis and Clark (1020L). The student leveled readers increase in complexity but are specialized to each sub-group according to struggling readers, on-level readers, advanced readers, and ELL readers.	
2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g.	**REQUIRED** **2a)** In grades K-12, ELA 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	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
RL.K.9, RL.1.5, RI.1.9, 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	literature/informational texts to help determine the appropriate balance.)			
	REQUIRED **2b)** Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
Section II. Foundational Skills (grades K-5 only)				
Tier 1 and 2 Non-Negotiable* **3. 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	**REQUIRED *Indicator for grades K-2 only** **3a)** Materials follow a 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.	N/A		
	REQUIRED **3b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	The materials demand knowledge of grade level phonics patterns and word analysis skills as the vocabulary becomes increasingly more complex. To assist in acquiring the vocabulary, students have multiple opportunities to access the vocabulary through word work with the phonics patterns that are consistent through an entire lesson, in every text used. For example, in Lesson 14, the spelling focus includes vv (vowel vowel) patterns. Some examples of these words are cruel, diet, actual, realize, and theater.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
comprehend texts across a range of types and disciplines. ☐ Yes ☒ No			Students will encounter words with this spelling in the leveled readers and anchor texts. The students also have ample opportunity to learn the vocabulary in context using the various stories and Vocabulary in Context cards. Explicit, direct instruction also assists in this criteria.	
*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**REQUIRED** **3c)** 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, including high-frequency 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	The materials represented in this curriculum provide explicit, direct instruction in word study in context and includes systematic examination of grade level morphology, decoding of multisyllabic words though syllabication, and automaticity with grade level regular and irregular spelling patterns. The phonics and words recognition standard RF 5.3a requires using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. This is evidenced in Lesson 11 Early American Government, focusing on VCCV words and stressed syllables with words such as hollow, tunnel, baggage, supply, village, and button.	
	REQUIRED **3d)** Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	Yes	The materials represented in this curriculum encourage students to self-monitor and use context to confirm or self-correct word recognition and understanding; directs students to re-read purposefully to acquire accurate reading. There is built in direct instruction of self-selection and self-correction strategies that are in turn required to be used in independent reading. There is the opportunity to record these things in the Reader's Notebook. The instruction of these strategies can be evidenced in Lesson 11 on page T21. The evidence of this can also be referenced in the Vocabulary Readers that are scaffolded for each lesson. The fluency sections of the	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			lessons encourage students to self-monitor and self-correct. This is evident in Lesson 11 on pages T12, T21, T41, and T48. Other strategies include the use of small group activities that are scaffolded in each lesson, writing tasks, and other exercises. Echo reading, choral reading, and independent reading is addressed throughout. Vocabulary in context cards allow for practice in self-correcting word recognition.	
	REQUIRED **3e)** 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 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.	No	The materials represented in this curriculum have ample opportunities that allow students to achieve reading fluency in oral and silent reading (Oral Language instruction, Language Readers, Independent Reading, Direct Fluency instruction. The fluency section includes informational and literary texts. The teacher models different fluency strategies such as phrasing with the use of pauses in Lesson 21 on page T 50. Phonics section also includes model and students practice with partners and receive feedback from the teacher. Strategies for monitoring include audio-assisted reading, peer reading and assistance, shared reading, repeated readings (texts being used as anchor texts are read multiple times; many of the other texts are also read multiple times such as those being used for foundational skills instruction. Modeling and Practice in every lesson; audio book and teacher modeling for read aloud. The opportunity for assessment are found throughout the curriculum and include fluency test passages, oral reading fluency with qualitative reading inventories, running records, cold reads, intervention assessments, weekly fluency, language, and decoding assessments. However, there is no evidence of tracking a student's expressiveness or rate but rather just generally tracking accuracy. Many of these resources are used in every lesson and can be found within the teacher guide or the Grab and Go Resources.	As noted, Journeys presents multiple models, resources, and opportunities for practice. Journeys lays the groundwork for fluency success by developing and extending students' oral language and vocabulary skills, building students' high-frequency word reading abilities, and continuously strengthening students' decoding skills. At every grade level, the program's fluency instruction and daily practice build students' automaticity and prosody. In the Journeys program, fluency skills are taught explicitly once each week and reviewed, practiced, and applied daily. Throughout the lesson, students are reminded to use the lesson's targeted fluency skill/strategy as they read the text selections and self-selected texts. Journeys employs research-based fluency-building techniques such as audio-assisted reading, peer-assisted reading, shared reading, and repeated readings. Screeners and Check-Ups • The Intervention Assessments resource and the Teacher Edition give guidance with features such as the Fluency Plan notes and prescriptive feedback in If…Then format. Reading rate is addressed in the Intervention Assessments resource under Administering and Scoring the Assessments; Oral Reading Fluency, pp. T14-T15 and in the Progress Monitoring Checklists for each grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				• Fluency Test passages can be used with a small group (groups are rotated weekly) to assess fluency skills including appropriate rate and expressiveness. • Oral Reading Fluency passages and Qualitative Reading Inventories (QRIs) are provided for progress monitoring. • The Literacy and Language Guide includes support for Reading Running Records. • Each Leveled Reader Teacher Guide provides a running record that returns an accuracy rate, as well as information about errors made during reading which impact fluency. • The Cold Reads component provides practice and assessment for fluency. As indicated on the Teacher Administration pages, these passages can be read silently for practice or administered orally for formative assessment of a student's ability to read fluently. The Cold Reads resource provides 30 short fluency passages of increasing Lexile levels/complexity for students to read "cold" without pre-reading instruction. The passages enable teachers to quickly and informally check a student's progress with fluent reading. • The Observation Checklists and Periodic Assessments in the Grab-and-Go Kits provide teachers with helpful tools for ongoing assessments.
	REQUIRED **3f)** Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	No	The materials guide students to read grade level text with purpose and understanding. However, there is a lack of evidence of students having to make connections between the acquisition of foundational skills and making meaning from reading. Students are primarily instructed in foundational skills in isolation prior to utilizing in the lessons. The skill is not used to help students make meaning from reading but rather as an opportunity to practice the foundational skill for the purpose of acquiring and developing that isolated	Best teaching practices reflected in Journeys consistently ensure that students apply their foundational skills to complex texts and tasks that are part of each weekly lesson. Explicit instruction follows a proven model of Teach/Model, Guided Practice, and Apply across the full range of foundational literacy skills beginning with phonological and phonemic awareness and phonics and decoding at the primary grades and reading fluency, spelling-phonics, and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			skill. Also, the curriculum has majority of texts that don't reach complexity requirements for the grade level, hindering ability to read grade level texts and master grade level standards.	vocabulary instruction through the intermediate grade levels. Content that requires students to make frequent connections between acquisition of foundational skills and making meaning from reading include the following: • Spelling-Phonics Connection – Please see spelling instruction in the Teacher Edition for each lesson. Suggestions are provided for Days 1-5 with a specific connection to the Anchor Text on Day 2. Journeys spelling instruction is built on the efficacy-based pedagogy of Dr. Shane Templeton. Spelling instruction in Journeys is focused on learning spelling patterns and word parts, rather than on rote memorization of unrelated words. These spelling patterns dovetail with weekly phonic/decoding elements taught at each grade level. In this way, Journeys leverages the reciprocal relationship between encoding and decoding. Once students learn a spelling pattern, they can generalize it to numerous words, further enhancing reading and writing fluency. With a focus on word building and word sorting activities, students are actively engaged in discoveries about spelling patterns and cementing the generalizations that reinforce decoding and apply to writing. As students' progress, instruction and guided practice explore other patterns, such as spelling frequent morphemes, then more rare morphemes, learning the spellings at syllable junctures, and then those of multi-syllabic words. Vocabulary and spelling connections become stronger through a focus on word derivations. This is because words linked in spelling are often linked in meaning. The spellings of the words 'sign' and 'signal' offer one example. Not only are they similar in spelling; they are similar in meaning.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				• Vocabulary Instruction – Also built on the legacy work of Dr. Templeton, systematic vocabulary instruction in Journeys builds an expanding academic word knowledge base through explicit instruction in select vocabulary. Students expand their networks of known words exponentially as they learn strategies to unlock word meanings independently. Every week, the Vocabulary in Context feature initiates instruction with the Anchor Text. This resource provides a pictorial glossary and context sentences in the Student Edition for each of the general academic vocabulary terms needed to comprehend the week's Anchor Text. With this resource, learners have ongoing access to the meanings of the week's key terms. A Language Detective feature prompts students to use their new vocabulary in meaningful ways that involve a closer analysis of word categories and word parts, supporting long-term retention. Vocabulary in Context has audio support in both Spanish and English in the Student eBooks, and in myNotebook, students have the ability to create personalized word lists. The Teacher's Edition pages for the Vocabulary in Context feature provide explicit instruction. In addition to actively learning each week's general academic vocabulary, students also learn specific strategies that help them unlock unknown word meanings as they encounter them in their own texts. Vocabulary Readers reinforce general academic and domain vocabulary taught in every Anchor Text, providing an additional context for practicing and applying the new terms. This approach accelerates growth, because once students know the meanings of the most frequently used prefixes, suffixes, and roots, they are able to apply this knowledge to unlocking unknown word independently, and to expand their growing word networks. Instruction in domain-specific vocabulary also extends each week's lesson. As

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				students expand word knowledge, increasingly rich and varied word forms are included, along with a focus on word awareness and application in both formal and informal discourse. • Students practice foundational skills in their Reader's Notebook directly connecting skills with the text students are reading, as well as through engaging Interactive White Board Lessons. • Formative Assessments in every lesson help teachers determine which students need re-teaching as well as offer specific resources for follow-up small group lessons for all learners.
	3g) *Indicator for grades K-2 only 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 should include attention to invented spelling as appropriate for its diagnostic value.	N/A		
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	The materials represented in this curriculum provide abundant and easily implemented materials so teachers can readily provide more time, attention, and practice for those students who need it including materials that are both physical and online. Materials include individual disposable editions, student and teacher texts, leveled reader library, and through the HMH App. The teachers also have the use of visual organizers and map-outs to guide use of the curriculum. Online resources for teachers and students can be found on the dashboard and include "Teacher Resources" ,"Student Resources", "myWriteSmart", "Program Assessments", and all materials that are included in the physical materials as well as interactive features, such as writing in "myWriteSmart".	
Section III. Questions and Tasks				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Tier 1 and 2 Non-Negotiable **4. 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** **4a)** 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/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	**No**	Coherent sequences of questions and tasks focus students on understanding the texts and its illustrations, but not in making connections among the texts in the collection, and expressing understanding of the topics. In Unit 3 Lesson 15, the students target skills are compare and contrast using monitoring/clarification as the primary strategy. The students are exploring the domain/idea of American History with a topic of Patriotism. While the students are guided through many tasks and asked several text-dependent questions, there is a lack of fluidity in connecting understanding of the topics and ideas which focus around the essential question (T 307), "How are patriotism and courage related?" The questions asked do not expand upon this idea or lead students to explore elements of structure, literary effects, or meaning accomplished through carefully crafted and purposeful questioning, a culminating task, or project. The questions are also not tied to the writing task that is provided(end of text task) which is an opinion piece using the persuasive essay and is focused on one story, "James Fortsen" which was a story in Lesson 14. The target skills were covered within text on page T 326, T 328, and T 337-339. There were also few questions or tasks that connected the anchor and paired text with the exception of the Text to Text portion (T 347). However, in this lesson, the text to text only asks the students to look at one text and analyze the main idea while also answering what could be learned or added to the story, skills that are not pertinent to the target skills. The questions and tasks are designed to build knowledge and skill within each lesson but there is a lack of evidence of skills and knowledge building over a unit. In Unit 5 Lesson 24 students learn about pioneers. Students listen to a read aloud of Tales of the Trail to understand individual experiences of the Oregon Trail. Students	HMH Journeys balances the need to give teachers appropriate resources for each selection while also providing authentic performance tasks in the Student Edition that draw from multiple texts. The program includes coherently sequenced text-based questions and tasks that require students to analyze the integration of knowledge and ideas across both individual and multiple texts. Examples include the following: • Each unit opens with Launch the Unit which provides multiple teaching strategies designed to establish a purpose for learning, introduce the content of the unit, and prepare students for the culminating Performance Task at the end of the unit. • The Unit Project, Research and Media Performance Task, in each unit provides an additional opportunity for integration of knowledge and ideas across multiple texts. These tasks are based on the texts children are reading in the unit and require integration of knowledge and ideas covered in the unit. • Each lesson is organized around multiple texts including a Teacher Read Aloud, an Anchor Text, and a Paired Selection. An Essential Question is included to provide a focus for key ideas across individual and multiple texts. Questions and tasks that require students to make connections and express understanding of the topics are embedded throughout the Teacher's Edition. Examples can be found in sections labeled Listening Comprehension, Classroom Collaboration, Read and Comprehend, Think Through the Text, and Dig Deeper. • In the Student Book, Your Turn activities direct students to revisit the Essential Question and Classroom Conversation activities and Performance Tasks support analysis and integration of knowledge and ideas based on the texts children have read.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			answer listening comprehension questions including: "Why did Sarah's family decide to move to Oregon?" "How does Saran's point of view influence her description of the disaster?" The questions show students understand the meaning of this text. Before reading the text, students preview the topic by learning what pioneers were and completing a think write pair share connecting to the text. After viewing the text students write a paragraph predicting what the text will be about. During the first read students answer questions about the main character Rachel, the author's use of dates, and comparing the Indians behavior to a perception of their behavior by others. The second read students practice fluency, analyze the figurative language used: "hear a pin drop" (T251). Then students discuss the essential question: "Why would a pioneer traveler record events in a journal?" Students read the paired text "Westward to Freedom" and answer questions to show understanding of this text. "What resulted from opening the Indian Territory in 1889 to settlers"; "What details support the idea that many African American pioneers became successful in business and used their wealth to help others?" Students use a Venn diagram to compare and contrast the experiences of pioneers in both texts. These questions and tasks allow students to show an understanding of text and its illustrations. However, students are not making connections among the texts to show their understanding of pioneer life over the unit.	• In the Teacher Edition, sections labeled Think Through the Text: Cite Text Evidence require students to explore ideas presented in the texts, elements of structure, and literary effects. Throughout the program, teaching notes prompt students to make meaning and expand their understanding of the content. • Activities labeled Write About Reading and Your Turn: Cite Text Evidence provide additional questions and writing tasks that connect directly to the anchor and paired texts and reinforce connections between texts. • In the sections labeled Your Turn: Cite Text Evidence, "Return to the Essential Question" tasks have students revisit topics, themes, and/or ideas introduced and developed in the lesson. • Stepped-out Performance Tasks in the Student Book create opportunities for students to synthesize and respond analytically to complex texts in every unit. These activities directly connect to the Anchor Texts and Paired Selections students have read. They are designed to build knowledge of the topics read and studied. • The Journeys Close Reader features a close reading protocol with the Paired Selection for each lesson in an interactive read/ reread format. Each close reading culminates in a short written response tied to the lesson's Essential Question. Journeys Close Readers reinforce the application of close reading and strengthen the student's understanding of the lesson topic. Via this instructional model, teachers have the option of using the Paired Selection to connect to the topic during the first read of the selection using the guided Teacher Edition instruction, to dig deeper during their second read of the selection employing the close reading protocol, or both.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				• In addition, the digital Standards-Based Assessment Resource provides valuable student practice with rigorous tasks and questions, complex text passages from multiple sources, and technology-enhanced item formats.
	REQUIRED **4b)** 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. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	No	Questions and tasks are designed so that students build and apply knowledge and skills in reading, speaking, listening, and language through complex text but lacks authentic, culminating writing tasks that connect themes, ideas, texts, etc.	HMH Journeys consistently provides tasks that build knowledge of the topics read and studied; the tasks are designed to integrate all aspects of language development including writing. Journeys teaches writing through two paths; process writing lessons and performance assessment practice, including writing to sources. • Process writing lessons are represented throughout the five-day lesson plan. In these lessons, students focus on a particular writing mode (informative, narrative, or opinion) throughout an entire unit, building from short pieces to longer pieces that integrate all the sub-skills students have learned throughout the course of the unit. The process writing lessons help students to build writing stamina, generate familiarity with the mode through repeated exposure, and stimulate creativity, because students have choice and voice in how they respond to the prompt. • Performance assessment practice, including writing to sources, occurs throughout each lesson and unit. While reading the anchor text, students are given the opportunity to respond to embedded questions that promote close reading and responding to complex text. Through dynamic online tools students respond to text-dependent questions through recorded spoken responses, highlighting of text, and taking notes online in preparation for the Write about Reading performance task. The Your Turn activity in the student book offers practice and application for Speaking and Listening about the text just read. In each lesson, the Write about Reading prompt asks students to write in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				response to the week's Anchor Text. Students are asked to craft a story, support a claim, or explain a statement. Students are provided access to their recorded conversation and notes in myNotebook, which allows them to collect and otganize text evidence to use in their writing. Students can then complete the Performance Task in myWriteSmart. Additionally, the Compare Texts section in the student book provides opportunities for students to make text-to-text and content connections through brief writing responses. Through repeated practice in responding to a single text per lesson, students gradually prepare themselves for the culminating Unit Performance Task which requires that students synthesize multiple texts in a writing response. On these Performance Task pages, which appear in the Teacher's Edition after the last lesson of each unit, students are guided through analyzing a prompt and all the steps of their response to build good habits that will help them approach a performance assessment with confidence. In most cases, the Unit Performance Task is in the same mode as a unit's writing process lessons, aligning the two paths into one culminating assignment. Extend the Topic, in each lesson on Day 5, provide additional opportunities to demonstrate understanding of the week's topic with reading, writing, listening, and speaking activities.
				Additional support is provided in Interactive Lessons for listening, speaking, and writing in the student eBook. These online resources are designed to extend and enrich.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	REQUIRED **4c)** 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.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	No	Questions and tasks do not support students in examining language. Although there are opportunities to learn new vocabulary and discuss the vocabulary, the questions and tasks do not offer an examination of language so students can analyze sentence structure and advance the depth of these targeted words. The opportunity to understand relationships among words is also not provided. The materials lack consistent, meaningful work with the words as they are used primarily in isolation to build vocabulary knowledge of words important to the lesson topic. There is a lack of evidence in vocabulary being integrated as a crucial element to drive meaning and understanding of texts. The vocabulary is isolated to the anchor text in the lessons.	Built on the efficacy-based pedagogy of Dr. Shane Templeton, systematic vocabulary instruction in Journeys builds an expanding academic word knowledge base through explicit instruction in select vocabulary. Students also expand their networks of known words exponentially as they learn strategies to unlock word meanings independently. Every week, the Vocabulary in Context feature initiates instruction with the Anchor Text. This resource provides a pictorial glossary and context sentences in the Student Edition for each of the general academic vocabulary terms needed to comprehend the week's Anchor Text. With this resource, learners have ongoing access to the meanings of the week's key terms. A Language Detective feature prompts students to use their new vocabulary in meaningful ways that involve a closer analysis of word categories and word parts, supporting long-term retention. Vocabulary in Context has audio support in both Spanish and English in the Student eBooks, and in myNotebook, students have the ability to create personalized word lists. The Teacher's Edition pages for the Vocabulary in Context feature provide explicit instruction. In addition to actively learning each week's general academic vocabulary, students also learn specific strategies that help them unlock unknown word meanings as they encounter them in their own texts. Vocabulary Readers reinforce general academic and domain vocabulary taught in every Anchor Text, providing an additional context for practicing and applying the new terms. This approach accelerates growth, because once students know the meanings of the most frequently used prefixes, suffixes, and roots, they are able to apply this knowledge to unlocking unknown word independently, and to expand their growing word networks. Instruction in domain-specific vocabulary also extends each week's lesson. As

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				students expand word knowledge, increasingly rich and varied word forms are included, along with a focus on word awareness and application in both formal and informal discourse. Additional program resources include Interactive Whiteboard Lessons provided with daily and weekly vocabulary instruction, and the Literacy and Language Guide which provides a rich resource for word study connected to the texts students are reading.
Tier 1 and 2 Non-Negotiable 5. 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 5a)** 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, 90%, are text dependent and text specific. Examples include "Everglades Forever" (Unit 2, Lesson 8-Anchor) 1. What evidence in the text suggests that the author has a particular viewpoint about the Everglades? (T 174), 2. In the first paragraph, the author describes the various habitats the students saw as they walked the trail. What main idea does the author want to convey through these details? (T 178), 3. What causes the finger glade to stay dry when the larger sawgrass prairie is wet? (T 182); "Lafff"(Unit 4, Lesson 17-Anchor) 1. What is Peter's relationship with other students? Quote accurately from the text to support your response (T 94), 2. What does Angela do when Peter disappears? What does the way she describes her reaction reveal about her attitude toward his time machine? (T 96), and 3. How does the illustration on page 519 relate to what is going on in the story? (T 100); and "Mysteries at Cliff Palace" (Unit 6, Lesson 27-Anchor) 1. How does the photograph contribute to your understanding of the structure of a kiva? (T 64). Student ideas are expressed through both written and spoken responses however, there is a lack of clarity surrounding when students should be using written or spoken responses. The numbered bubbles in the teacher's edition next to each question denote a stopping point to answer a question but did not note how it would be answered. There is evidence of guiding students to discuss however, it is generalized

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			and not directly correlated to a text dependent and specific question. Evidence of written responses to texts came primarily in the portions dedicated to writing, for example, in Unit 6 Lesson 27 on page T 90-93, but not in response to text dependent and specific questions.	
	REQUIRED **5b)** 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. Examples include: 1. How are Rudy and Miata alike and how are they different after their speeches? (Unit 1 Lesson 3 T 182-RL 5.3), 2. What details support the main idea that both armies are preparing for another battle (Unit 3 Lesson 13 T 178-RL 5.2), 3. How does the origin of the word sombrero explain its meaning? (Unit 5 Lesson 23 T 112-RI 5.4), 4. Performance Task (Unit 2 Lesson 9 T 263- RL.5.1, RL.5.6, W.5.9a, W.5.10), and 5. Performance Task (Unit 4 Lesson 19 T 259-RL.5.1, W.5.1a, W.5.1b, W.5.10). However, there are questions that do not include the language of the standards and do not address grade level standards throughout the curriculum and would not be useful in guiding students toward deeper understanding of their learning over time. Examples include: 1. How would you describe Ruben's attitude at the end of the tour? (Unit 6 Lesson 27 T 68) and 2. What do you think was the most difficult part of Forten's job on the ship? (Unit 3 Lesson 14 T 256). While the questions would have a student demonstrate understanding of a text, it does not guide the student toward mastery of any grade level standard. Many of the questions and tasks, standards based or not, are not accompanied by texts meeting grade level text complexity.	
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific,	**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	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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	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.			
	REQUIRED *Indicator for grades 3-12 only **6b)** A vast majority of oral and written tasks at all grade levels 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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED *Indicator for grades K-2 only **6c)** Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **6d)** 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. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	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 and writing after texts as a way to develop more complex sentence structure and usage.			
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☐ Yes ☐ No	**REQUIRED** **7a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
Section IV. Scaffolding and Support				
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)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	knowledge and insight. Texts must not serve as platforms to practice discrete strategies.			
	REQUIRED **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **8d)** The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8e) 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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 8.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments	
I. Text Selection	1. Quality of Texts **(Non-Negotiable)**	**No**	Due to the organization of the text sets, there are missed opportunities for knowledge building and meaning making.	Coherent units deliver accurate content and build conceptual understanding. Within and across grades, students' content-area knowledge and language is systematically developed through a clear, consistent, research-based instructional design.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	2. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	No	The materials provide instruction and diagnostic support in appropriate foundational skill areas for the grade level that lends to developing proficient readers with the capacity to comprehend texts across a range of types and disciplines. However, the students do not have ample opportunities to use foundational skills in order to read grade level texts as many texts are below the grade level band.	Utilizing research proven instructional routines, Journeys delivers explicit, systematic instruction that develops students' foundational literacy skills. That instruction is built on complex texts, appropriate for each grade level.
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	No	The materials do not contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking, listening, and writing.	Journeys offers a consistent instructional design that builds background and schema, facilitates connections and comprehension, fosters deep understanding of texts and topics, and scaffolds tasks to develop strong skillsets and content knowledge. The program has consistently provided students with measurable and meaningful academic gains across a variety of statistically significant research studies.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	The materials provide text-dependent and text-specific questions and tasks that reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade specific standards. However, the materials also contain questions and tasks that do not require the use of textual evidence to meet grade specific standards.	
	6. Writing to Sources, Speaking and Listening, and Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

*As applicable

Appendix II.

Public Comments

There were no public comments submitted.