



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

Title: **EL Education**

Grade: **K-2**

Publisher: **Imagine Learning**

Copyright: **2019**

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

This [English Language Arts](#) review has been examined for the following changes in alignment resulting from [Act 517](#):

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

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

**Non-negotiable**

**CRITERION 4. FOUNDATIONAL SKILLS:**

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

INDICATOR	What does the current review say?	Do the materials align with expectations of Act 517?	What is the impact on this review?
<b>Required</b> <b>*Indicator for grades K-2 only</b>	Materials follow a sequence of appropriate foundational skills instruction indicated by the standards	<input checked="" type="checkbox"/> <b>Does not use three-cueing</b> ▾	Materials meet the requirements of Act 517 and remain a Tier I rating.



<p><b>3a)</b> 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.</p>	<p>while providing abundant opportunities for every student to become proficient in each of the foundational skills. The Module Overview for Module 1 provides scope and sequence charting of which foundational skill standards are taught during each module and which ones are taught throughout all modules. Each Module Overview for Foundational Skills provides a chart, showing exactly which standards are taught for each lesson in the first column. Students clearly practice foundational skills through the year.</p>	<p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	
<p><b>Required</b> <b>*Indicator for grades K-5 only</b></p> <p><b>3b)</b> In <b>grades K-2</b>, 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.</p> <p>In <b>grades 3-5</b>, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	<p>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. The module overview provides a chart which explains what texts are used to teach specific foundational skills.</p>	<p>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier I rating.</p>



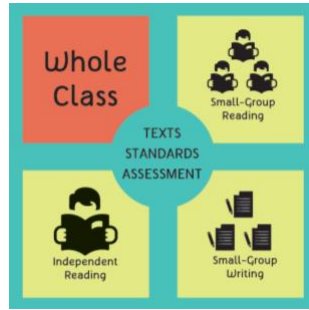
<p><b>Required</b> <b>*Indicator for grades K-5 only</b></p> <p><b>3d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>Materials encourage students 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. Each lesson is closed with the teacher posing the question, "What did you do today that is helping you become a more proficient reader?" Students are encouraged to reflect on their own learning progress. Also, during partner work the teacher encourages students to use their partner for help if they get stuck on pronouncing a word.</p>	<p>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier I rating.</p>
<p><b>Required</b> <b>*Indicator for grades K-5 only</b></p> <p><b>3e)</b> 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</p>	<p>Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading. Students read a variety of grade appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This includes monitoring that allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Students read decodable texts throughout the Skills Block. "Lesson Notes" in each daily lesson provides teachers with ways to meet the academic needs of students and provide students with immediate feedback. For example, students are</p>	<p>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier I rating.</p>



<p>the specific areas of appropriate rate, expressiveness, and accuracy.</p>	<p>divided into 4 groups: Pre Alphabetic, Partial-Alphabetic, Consolidated Alphabetic, and Full Alphabetic. The teacher assesses students in their group using the scoring assessment and provide feedback to students. In addition to the work in the Reading Foundations Skills block, students practice fluency in the Module Lessons when rereading/reciting songs, poems, and during read-alouds of some texts.</p>		
<p><b>Required</b> <b>*Indicator for grades K-2 only</b></p> <p><b>3g)</b> 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.</p>	<p>Materials provide opportunities for teachers to assess student mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. The Reading Foundations Skills block provides three types of assessments: benchmark assessments (conducted three times a year), cycle assessments (conducted weekly), and daily "snapshot" assessments suggested in each lesson.</p>	<p>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier I rating.</p>



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.<sup>1</sup> In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts<sup>2</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **EL Education**

Grade: **K-2**

Publisher: **Imagine Learning (formerly LearnZillion)**

Copyright: **2019**

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

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

<b>STRONG</b>	<b>WEAK</b>
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
3. Foundational Skills (Non-Negotiable*)	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

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

**Tier 1 ratings** received a “Yes” for all Criteria 1-8.

**Tier 2 ratings** received a “Yes” for all non-negotiable criteria, but at least one “No” for the remaining criteria.

**Tier 3 ratings** received a “No” for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

[Grade K \(Tier 1\)](#) [Grade 1 \(Tier 1\)](#) [Grade 2 \(Tier 1\)](#)

<sup>1</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>2</sup> 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.<sup>3</sup> In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts<sup>4</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **EL Education**

Grade: **K**

Publisher: **Imagine Learning (formerly LearnZillion)**

Copyright: **2019**

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

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

<b>STRONG</b>	<b>WEAK</b>
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
3. Foundational Skills (Non-Negotiable*)	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

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.

<sup>3</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>4</sup> A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b></p> <p>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.</p> <p><i>(Note: In K and 1, Reading</i></p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> 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,<sup>5</sup> as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	Materials provide texts that are appropriately complex for Kindergarten by offering read-aloud texts that allow sufficient opportunity for engagement with complex texts. For example, student’s read aloud in Unit 1, Lessons 2-5 “Llama Llama Time to Share;” in Unit 2, Lessons 5-8 “Toys Galore;” and in Unit 3, Lessons 1-7 “Have Fun Molly Lou Melon.”
	<p><b>REQUIRED</b></p> <p><b>1b)</b> At least 90% of texts are authentic<sup>6</sup> 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.</p>	Yes	At least 90% of texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. All Kindergarten ELA standards are taught and evident in the scope and sequence provided. Examples of authentic, published texts include “Llama Llama Time to Share,” “Have Fun Molly Lou Melon,” “Toys Galore,” and “Playing With Friends.”

<sup>5</sup> 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](#)”

<sup>6</sup> Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><i>Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	Yes	<p>Materials provide a coherent sequence or collection of connected texts. Modules focus on specific topics. Each unit within the module builds student knowledge on that topic. For example, Module 1 builds knowledge about toys and play, and Unit 3 specifically focuses on toys our classmates prefer. Students have opportunities to think about preference and perspectives as themes. Students build knowledge about these themes through close reads of “Playing With Friends” and “Have Fun Molly Lou Melon.”</p>
	<p><b>REQUIRED</b></p> <p><b>1d)</b> Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	Yes	<p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building. In Unit 3, Lesson 4, students closely read “Have Fun Molly Lou Melon” to determine the toys Gertie and Molly Lou prefer. Students work with a classmate to use speaking and listening skills to ask and answer the question, “Would you prefer to play with toys now or long ago?” Students read “Playing With Friends” and look for ideas about the difference between toys now and long ago. During the closing and assessment students turn and talk to ask and answer the question from earlier, “Would you prefer to play with toys now or long ago?” In Lesson 5, students draw and/or write about a toy.</p>
	<p><b>1e)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	<p>Texts increase in complexity as materials progress throughout the grade level, and texts increase in complexity across the grade bands. Although texts do not show a consistent increase quantitatively in the grade band, there is an increase from Kindergarten through Grade 2.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>2. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">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.)</a></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>2a)</b> 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.)</p>	Yes	Materials seek a balance in instructional time between literature and informational texts. In the required texts, there are approximately eleven literary texts and ten informational texts used throughout the modules. The Required Tradebook Procurement List provides text types and Lexile levels.
	<p><b>REQUIRED</b> <b>2b)</b> Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	Materials include texts of different formats. Printed texts, including short and long lengths, and poems and videos are used in the curriculum. Images and illustrations are also used to engage students in thinking about the topic or ideas in the unit.
	<p><b>2c)</b> The majority of informational texts have an informational text structure rather than a narrative structure. In grades 3-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Yes	Materials include many informational texts with an informational text structure rather than a narrative structure. Examples of texts with informational structure include “Are trees alive?”, “Toys Galore,” and “Weather Words and What They Mean.”
	<p><b>2d)</b> Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	Yes	Several connected texts are used over the course of each module to gain student interest. The "Recommended Texts and Other Resources" document provides options for additional texts for shared and independent reading.
<b>Section II. Foundational Skills (grades K-5 only)</b>			
<p><b>Tier 1 and 2 Non-Negotiable*</b> <b>3. FOUNDATIONAL SKILLS:</b> 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</p>	<p><b>REQUIRED *Indicator for grades K-2 only</b> <b>3a)</b> 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.</p>	Yes	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. The Module Overview for Module 1 provides scope and sequence charting of which foundational skill standards are taught during each module and which ones are taught throughout all modules. Each Module Overview for Foundational Skills provides a chart, showing exactly which standards are taught for each lesson in the first column. Students clearly practice foundational skills through the year.
	<p><b>REQUIRED</b> <b>3b)</b> In grades K-2, materials include engaging, content-rich,</p>	Yes	Materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>		<p>foundational skills as they are introduced. The module overview provides a chart which explains what texts are used to teach specific foundational skills.</p>
	<p><b>REQUIRED</b></p> <p><b>3c)</b> 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.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>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.</p>	Yes	<p>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. Modules include word study lists and high-frequency word lists Spelling/sound patterns and decoding of grade-level words by using sound-symbol knowledge are taught daily through each Module.</p>
	<p><b>REQUIRED</b></p> <p><b>3d)</b> 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.</p>	Yes	<p>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. Each lesson is closed with the teacher posing the question, "What did you do today that is helping you become a more proficient reader?" Students are encouraged to reflect on their own learning progress. Also, during partner work the teacher encourages students to use their partner for help if they get stuck on pronouncing a word.</p>
	<p><b>REQUIRED</b></p> <p><b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and</p>	Yes	<p>Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading. Students read a variety of grade appropriate prose, poetry, and informational texts</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>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.</p>		<p>with accuracy, rate appropriate to the text, and expression. This includes monitoring that allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p> <p>Students read decodable texts throughout the Skills Block. "Lesson Notes" in each daily lesson provides teachers with ways to meet the academic needs of students and provide students with immediate feedback. For example, students are divided into 4 groups: Pre Alphabetic, Partial-Alphabetic, Consolidated Alphabetic, and Full Alphabetic. The teacher assesses students in their group using the scoring assessment and provide feedback to students. In addition to the work in the Reading Foundations Skills block, students practice fluency in the Module Lessons when rereading/reciting songs, poems, and during read-alouds of some texts.</p>
	<p><b>REQUIRED</b>  <b>3f)</b> 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.</p>	<p><b>Yes</b></p>	<p>Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between the acquisition of foundation skills and making meaning from reading. Students read decodable texts and also participate in a comprehension conversation to ensure understanding of the text.</p>
	<p><b>3g) *Indicator for grades K-2 only</b>  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.</p>	<p><b>Yes</b></p>	<p>Materials provide opportunities for teachers to assess student mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. The Reading Foundations Skills block provides three types of assessments: benchmark assessments (conducted three times a year), cycle assessments (conducted weekly), and daily "snapshot" assessments suggested in each lesson.</p>
	<p><b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	<p><b>Yes</b></p>	<p>Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it. For example, in Skills Block, Module 1, Cycle 1, Lesson 5, Setting Purpose: The Alphabet ("t"), Card 2 of 14, Let's Prepare, the materials needed are provided in a bulleted list in the Teaching Notes. An additional tab at</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the top of the cards, labeled “Additional materials” identifies additional Teaching Supports, Student Materials, Differentiated Small Group and Independent Rotation Materials, and Additional Resources. The additional materials referenced for Differentiated Small Group and Independent Rotation Materials include the Learn Zillion Assessment Conversion Chart and guidance for Independent and Small Group Work.
<b>Section III. Questions and Tasks</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>4. COHERENCE OF TASKS:</b> 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.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p><b>Yes</b></p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. There is a coherent sequence of questions and tasks that focus on students understanding the text, making connections among the texts in the collection.</p> <p>For example, Module 2 focuses on Weather Wonders. There are three units that focus on the topic. The curriculum lists Science Standards that correspond to the information gained from the Informational texts, showing that a full understanding of the topic is expected. In Module 2, Unit 1, “Curious Sofia” is the first text used. Students are asked to think hard about all the things Sofia wanted to do and how she was able to do them. The teacher asks several questions requiring text evidence: “What did Sofia want to do when she was 5 years old?” “What did Sofia do to learn about and be prepared to care for her baby sister?” “What does Sofia want to do now that she is 6?” “What does her mom tell her she needs to do in order to pick out her own clothes?” At the end of the story, the teacher utilizes guiding questions to focus the learning over the rest of the unit: “What is weather?” and “How can I be prepared for any type of weather?” Students are grouped and asked to look at Mystery Weather photos and discuss with their group, following the Tea Party Protocol. Students then work to place word wall cards that pertain to weather on the wall. Students work on Speaking and Listening standards while having a discussion with classmates</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>5. TEXT-DEPENDENT QUESTIONS:</b></p> <p>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.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>4b)</b> 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.</p>	<p><b>Yes</b></p>	<p>about the pictures.</p> <p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. For example, in Module 2, Unit 2, Lesson 3, students reflect on previous learning in a discussion, listen to a read-aloud, and participate in a shared writing about the weather of New York using sentence frames.</p>
	<p><b>REQUIRED</b></p> <p><b>4c)</b> 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.</p> <p>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p><b>Yes</b></p>	<p>Questions and tasks support students in examining the language critical to the meaning of texts. Questions and tasks also focus on advancing depth of word knowledge. Multiple repetitions of words are seen through varied context. There are language lessons throughout the curriculum, which include teaching vocabulary in context and word study. For example, in a Mini Language Dive, the Teaching Guide states, "Ask students about the meaning of this key sentence from the text: 'What will the wind carry today?' Write and display student responses next to the sentence. Examples include, "What does this sentence mean? (Responses will vary.) Point to the question mark. Ask: 'What is this? What does it tell us?' (a question mark; it is a question) and 'What other word tells us it is a question?' (what, because it is a question word)."</p>
	<p><b>REQUIRED</b></p> <p><b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific. For example, in Module 2, Unit 2, Lesson 3, students compare the characters' apparel based on the weather and are asked, "What is the weather like in New York?" and "What do the people wear and do because of the weather?" Later in this lesson, the teacher asks students about the meaning of a key sentence from the text: "What will the wind carry today?" In Module 1, Unit 2, Lesson 9, students read fiction and analyze the impact of weather on the characters and setting. The lesson asks, "How is the weather changing on page 17?" and "Why do you think Mamma flung their shoes and hose?"</p>
<p><b>REQUIRED</b></p>	<p><b>Yes</b></p>	<p>Questions and tasks include the language of the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>5b)</b> 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. <i>(Note: not every standard must be addressed with every text.)</i></p>		<p>standards and require students to engage in thinking at the depth and complexity required by the grade level standards. Students work toward mastery of multiple standards in order to complete simple tasks before during or after reading. For example, in Module 3, students learn about living things and engage with standard RI.K.3 and W.K.2 to answer, "What patterns can we observe about how living things meet their needs? Draw a picture with labels or write words to show patterns." In Module 2, Unit 3, Lesson 8, students focus on standards L.K.1 L.K.1.a L.K.2 L.K.2.a L.K.2.c L.K.2.d L.K.6 W.K.3 and W.K.5 in order to write a narrative piece about weather called, "My Weather Story." Students use both pictures and sentences to create the setting, character's apparel, and a number of activities. The materials are divided into three components: Module Lessons, Skills Block, and Labs. The Module lessons focus on the reading, writing, speaking and listening standards in context to grade level texts. The Skills Block focuses on the language standards with an emphasis on spelling. The Labs focus on oral fluency and content knowledge. Together these components cover the span of grade level ELA standards.</p>
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> 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.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>6a)</b> 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.</p>	<p><b>Yes</b></p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Students engage in peer discussions, as well as practice formal Speaking and Listening through informal presentations. The Module 2 final performance task asks students to "create a weather fact page. The fact page includes a drawing of weather and a sentence telling a fact about weather. This assessment builds on the experiences of reading, speaking, and listening from previous lessons but involves less teacher support. It provides formative data to be used to guide instruction throughout the module." The Module 3, Unit 3 lessons focus on developing the student's ability "to participate in three separate Science Talks. During each Science Talk, students are encouraged to use sentence starters to help them share information they have learned and to demonstrate an understanding of and add on to what others have said."</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>REQUIRED *Indicator for grades 3-12 only</b>  <b>6b)</b> The 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.</p>	N/A	
	<p><b>REQUIRED *Indicator for grades K-2 only</b>  <b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Yes	<p>Materials address grade-level foundation standards that require students in the early grades to know letters, phonetic conventions, sentence structure, and spelling. Using the scope and sequence of the Skills Block, the chart shows that all grade-level foundation standards are covered including letters, phonetic conventions, sentence structure, and spelling. Foundational Skills modules are separate from the Literacy Modules.</p>
	<p><b>REQUIRED</b>  <b>6d)</b> 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).</p> <p>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.</p>	Yes	<p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. The Curriculum Map includes a component that breaks apart the Writing Standards by Module: Informative writing is addressed in Modules 2 and 3, Narrative writing is addressed in Module 2, and Opinion writing is addressed in Modules 1 and 4.</p>
	<p><b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	Yes	<p>Materials provide models for writing and student exemplars to support writing development in English language arts. Student exemplars are provided in the supporting materials of each lesson during which students examine the model. In addition, exemplars for writing tasks that are used as assessments can be found in the Assessment Overview and Resources.</p>
	<p><b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each</p>	Yes	<p>Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>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.</p>		<p>previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. Materials provide opportunities for students to analyze the syntax of a quality text to determine the text’s meaning. In Module 2, Unit 3, students first read “The Snowy Day” and brainstorm ideas for a weather story. Later in Unit 3, students write about the character and setting and complete their own Weather Story Booklet. Language standards L.K.2c and L.K.2d are addressed and assessed in the K-2 Reading Foundations Skills block. The remaining language standards are addressed in the Module lessons. The curriculum guide includes a Language Standards Curriculum Map which identifies where each standard is addressed in the modules.</p>
<p><b>7. ASSESSMENTS:</b> 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).</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p><b>Yes</b></p>	<p>Each module contains assessment checklists to be used by the teacher to informally track students' ongoing progress toward targeted standards. Opportunities to use these checklists are explicitly noted in the Modules. Students reflect on their learning and ways to reach the learning target goals at the end of each lesson.</p>
	<p><b>REQUIRED</b> <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p><b>Yes</b></p>	<p>Aligned rubrics or assessment guidelines are included and provide guidance for interpreting student performance. For most lessons, there is a Closing and Assessment time. For example in Module 1, Unit 3, Lesson 7, after Work Time, there is a Closing activity. Students reflect on their learning and complete an interview. A section, “Meeting the Students’ Needs,” accompanies the assessment that provides guidance to teachers. While this information provides guidance for ELL students with scaffolds, it does not provide scripted guidance for the teacher to utilize when analyzing student performance on assessments. In the Kindergarten Resources, rubrics are provided for Opinion Writing, Informative: Explanatory Writing, and Narrative Writing. The Lesson Narrative (for assessment lessons) provides information for teachers to utilize in the areas of Ongoing assessment, Purpose of lesson, How this lesson builds on previous work, Areas in which students may need additional support, and information for Down the road. While some guidance is provided for teachers, it is not scripted.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Instead, recommendations for providing support to students is given rather than information for teachers to utilize when analyzing or interpreting student performance.
	<b>REQUIRED</b> <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	<b>Yes</b>	Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. Assessments include lesson checklists, short responses, illustrations, and classroom discussions. The Curriculum Map identifies the varied types of assessments embedded throughout all Units in each Module. Unit 3 of each Module includes a Performance task. Students synthesize and apply their learning in an authentic and engaging way. "On-demand" assessments are also included in each unit. Formats of assessments include speaking and listening, drawing and dictation, cut and paste or sorting, selected response, short constructed response, extended response, and scaffolded writing. Checklists are also provided for teachers to informally track student progress.
	<b>REQUIRED</b> <b>7d)</b> Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.	<b>Yes</b>	Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.
	<b>7e)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>Yes</b>	Materials assess student proficiency using methods that are unbiased and accessible to all students. All assessment materials can be found in the Assessment Overview. Assessments are "on-demand" and explicitly listed in each lesson. Teachers are to score assessments and provide immediate feedback. The lessons build toward the student's ability to demonstrate mastery on the final performance assessment. The teacher is instructed to use checklists prior to each unit assessment and to make determinations by using the unit assessments as a formative measure of mastery.
<b>Section IV. Scaffolding and Support</b>			
<b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students,	<b>REQUIRED</b> <b>8a)</b> Pre-reading activities and suggested approaches to	<b>Yes</b>	Pre-reading activities and suggested approaches to teacher scaffolding are focused on understanding the text. Pre-reading activities are generally used with

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>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.</p>		<p>questions to seek background knowledge on a topic. The teacher sets up a purpose for reading the story before doing an initial read of the text.</p>
	<p><b>REQUIRED</b>  <b>8b)</b> 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 skills or 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.</p>	Yes	<p>Materials have the goal of students gaining full comprehension of complex text. The texts and assessments are integrated so that students are reading texts and are assessed on their understanding of the ideas of those texts.</p>
	<p><b>REQUIRED</b>  <b>8c)</b> 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.</p>	Yes	<p>Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the information in the text. Throughout the Module Overview, the teacher is prompted to ask students to go back to specific quotes, chunks, or sections of the text. The teacher is provided with specific questions that facilitate student understanding. In Module 4, Unit 1, Lessons 1-5 students listen to a whole book and then in sections analyze specific aspects of the text to develop understanding.</p>
	<p><b>REQUIRED</b>  <b>8d)</b> The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>	Yes	<p>The materials are easy to use and well-organized. The reading selections are centrally located within the materials. A performance task, assessments, and checklists are provided in the overview menu within each module. Separate overviews are provided for the Skills block and the Labs. All of these documents and guides are organized and easy to use.</p>
	<p><b>8e)</b> 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.).</p>	Yes	<p>Appropriate suggestions and materials are provided to support the varying student needs. Teaching notes in each lesson provide guidance to help meet student needs. Suggestions for support and addressing ELL needs are provided. For example, in Module 1, Unit 2, Lesson 9, the teaching notes state, "Meeting Students' Needs: For ELLs: Ask a student to lead the group in singing the "Toys in Our Class" song. This will give the student a sense of ownership and belonging within the classroom culture and community. As you invite students to the whole group area, provide</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			differentiated mentors by strategically seating students who may feel more comfortable singing aloud with physical motions near students who may not feel as comfortable (MMAE)."
	<b>8f)</b> 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.	<b>Yes</b>	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. Each of the four Modules provides 6 - 8 weeks of instruction making it reasonably fit into an academic school year. Materials are divided into modules that can be selected at the teacher or school's discretion. As long as teachers complete the entirety of a module, students will receive a comprehensive approach to standards coverage and depth.

#### 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 ( <b>Non-Negotiable</b> )	<b>Yes</b>	Materials are appropriately complex. Materials provide a coherent collection of texts.
	2. Range and Volume of Texts	<b>Yes</b>	Materials include a balance of literary and informational texts.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills ( <b>Non-Negotiable*</b> )	<b>Yes</b>	Materials follow a sequence of appropriate foundational skills.
III: Questions and Tasks	4. Coherence of Tasks ( <b>Non-Negotiable</b> )	<b>Yes</b>	Tasks build knowledge of texts using reading, writing, speaking and listening, and language.
	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	<b>Yes</b>	Questions are text-dependent and text-specific.
	6. Writing to Sources, Speaking and Listening, and Language	<b>Yes</b>	Instruction is provided for writing to sources in all modes of writing.
	7. Assessments	<b>Yes</b>	Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	Appropriate suggestions and materials are provided for supporting varying student needs.
FINAL DECISION FOR THIS MATERIAL: <b>Tier I, Exemplifies quality</b>			

\*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.<sup>7</sup> In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts<sup>8</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **EL Education**

Grade: **1**

Publisher: **Imagine Learning (formerly LearnZillion)**

Copyright: **2019**

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

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

<b>STRONG</b>	<b>WEAK</b>
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
3. Foundational Skills (Non-Negotiable*)	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

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.

<sup>7</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>8</sup> A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b></p> <p>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.</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> 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,<sup>9</sup> as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	<b>Yes</b>	<p>Materials provide texts that are appropriately complex for Grade 1. A Trade Book Procurement List charts the Lexile score of all books used in the curriculum. The Lexile scores range from AD160 to IG970. For example, “The Most Magnificent Thing” has a Lexile measure of 380 and is used at the beginning of the year in Module 1, Lessons 1 to 5. Students use this story for a close read over the span of 5 lessons. Qualitatively, these materials meet the criteria for the grade level. Students are engaged in multiple read-aloud opportunities of text that are adult-directed and/or above the level at which they could read themselves.</p>
	<p><b>REQUIRED</b></p> <p><b>1b)</b> At least 90% of texts are authentic<sup>10</sup> 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.</p>	<b>Yes</b>	<p>At least 90% of the texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. All Grade 1 ELA standards are taught and evident in the scope and sequence provided. Examples of authentic, published literary texts include “Summer Sun Risin’” and “City Hawk: The Story of Pale Male.” Examples of authentic informational texts include “My Math Toolbox,” “What Makes Day and Night,” and “Beaks!”</p>

<sup>9</sup> 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](#)”

<sup>10</sup> Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	Yes	<p>Materials provide a coherent sequence or collection of connected texts. Modules focus on specific topics. Each unit within the module builds student knowledge on that topic. In Module 1, Unit 1, students are exposed to text focusing on the idea of using the best tool to do a job. Students are actively engaged in responding through the use of texts such as “Tools,” “Math Toolbox,” “I like Science Tools,” “Chef’s Tools,” “The Most Magnificent Thing,” and “The Little Red Pen” where students complete response pages in the student workbook. In addition, Literacy Lab stations include small group rotations focusing on the texts. Students complete student response pages and a performance task, sort photos, label tools, and engage in oral discussions.</p>
	<p><b>REQUIRED</b></p> <p><b>1d)</b> Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	Yes	<p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building. For example, in Module 4, Unit 1, Lesson 2, students will describe the characters, setting, problem, and solution in the text “The Lion and the Bird.” In the lesson that follows, students reread the text with a different focus. In Lesson 3, students describe and write about the solution in the text “The Lion and the Bird” using evidence from the text.</p>
	<p><b>1e)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	<p>Texts increase in complexity as materials progress throughout the grade level, and texts increase in complexity across the grade bands. Although texts do not show a consistent increase quantitatively in the grade band, there is an increase from Kindergarten through Grade 2.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>2. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">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.)</a></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>2a)</b> 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.)</p>	Yes	Materials seek a balance in instructional time between literature and informational texts. In the required texts, there are seven literary texts and eleven informational texts used between Modules 1 through 4. The Required Tradebook Procurement List provides text types and Lexile levels.
	<p><b>REQUIRED</b> <b>2b)</b> Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	Materials include texts of different formats. Printed texts, including short and long lengths, and poems and videos are used in the curriculum. Images and illustrations are also used to engage students in thinking about the topic or ideas in the unit.
	<p><b>2c)</b> The majority of informational texts have an informational text structure rather than a narrative structure. In grades 3-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Yes	Materials include many informational texts with an informational text structure rather than a narrative structure. Informational texts use pictures with captions and table of contents. Texts include the following: "Tools;" "A Chef's Tools;" "My Math Toolbox;" "I Use Science Tools;" "What Makes Day and Night;" "Does the Sun Sleep?"; "Noticing the Sun, Moon, and Star Patterns;" "Birds;" "Feathers: Not Just for Flying;" "Beaks!"; "Little Kids First Big Book of Birds" and "Olivia's Birds: Saving the Gulf."
	<p><b>2d)</b> Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	Yes	Several connected texts are used over the course of each module to gain student interest. The "Recommended Texts and Other Resources" document provides options for additional texts for shared and independent reading.
<b>Section II. Foundational Skills (grades K-5 only)</b>			
<p><b>Tier 1 and 2 Non-Negotiable*</b> <b>3. FOUNDATIONAL SKILLS:</b> 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</p>	<p><b>REQUIRED *Indicator for grades K-2 only</b> <b>3a)</b> 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.</p>	Yes	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. The Module Overview for Module 1 provides scope and sequence charting of which foundational skill standards are taught during each module and which ones are taught throughout all modules. Each Module Overview for Foundational Skills provides a chart, showing exactly which standards are taught for each lesson in the first



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>			column. Students clearly practice foundational skills abundantly through the year.
	<p><b>REQUIRED</b>  <b>3b)</b> 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.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	Yes	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. The module overview provides a chart which explains what texts are used to teach specific foundational skills.
	<p><b>REQUIRED</b>  <b>3c)</b> 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.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>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.</p>	Yes	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. Modules include word study lists and high-frequency word lists. Spelling/sound patterns and decoding of grade-level words by using sound-symbol knowledge are taught daily through each Module.
	<p><b>REQUIRED</b>  <b>3d)</b> 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.</p>	Yes	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. Each lesson is closed with the teacher posing the question, "What did you do today that is helping you become a more proficient reader?" Students are encouraged to reflect on their own learning progress. Also, during partner work the teacher encourages students to use their partner for help if they get stuck on pronouncing a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>REQUIRED</b>  <b>3e)</b> 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.</p>	Yes	<p>word.</p> <p>Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading. Students read a variety of grade appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This includes monitoring that allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p> <p>Students read decodable texts throughout the Skills Block. "Lesson Notes" in each daily lesson provides teachers with ways to meet the academic needs of students and provide students with immediate feedback. For example, students are divided into 4 groups: Pre Alphabetic, Partial-Alphabetic, Consolidated Alphabetic, and Full Alphabetic. The teacher assesses students in their group using the scoring assessment and provide feedback to students. In addition to the work in the Reading Foundations Skills block, students practice fluency in the Module Lessons when rereading/reciting songs, poems, and during read-alouds of some texts.</p>
	<p><b>REQUIRED</b>  <b>3f)</b> 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.</p>	Yes	<p>Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between the acquisition of foundation skills and making meaning from reading. Students read decodable texts and also participate in a comprehension conversation to ensure understanding of the text read.</p>
	<p><b>3g) *Indicator for grades K-2 only</b>  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.</p>	Yes	<p>Materials provide opportunities for teachers to assess student mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. The Reading Foundations Skills block provides three types of assessments: benchmark assessments (conducted three times a year), cycle assessments (conducted weekly), and daily "snapshot" assessments suggested in each lesson.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	<p><b>Yes</b></p>	<p>Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it. For example, in Skills Block, Module 4, Cycle 21, Lesson 106, Chaining: Vowel Teams “oa,” “ai,” and “ea,” Card 2 of 18, Let’s Prepare, the materials needed are provided in a bulleted list in the Teaching Notes. An additional tab at the top of the cards, labeled “Additional materials” identifies additional Teaching Supports, Student Materials, Differentiated Small Group and Independent Rotation Materials, and Additional Resources. The additional materials referenced for Differentiated Small Group and Independent Rotation Materials include Word List Guidance, Word List, Word Card Template, and Sorting Words Template.</p>
<p><b>Section III. Questions and Tasks</b></p>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>4. COHERENCE OF TASKS:</b>  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.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p><b>Yes</b></p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. There is a coherent sequence of questions and tasks that focus on students understanding the text, making connections among the texts in the collection.</p> <p>For example, Module 2 focuses on The Sun, The Moon, and The Stars. There are three units that focus on the topic. The curriculum lists Science Standards that correspond to the information gained from the Informational texts, showing that a full understanding of the topic is expected. In Module 2, Unit 1, “Elvin, The Boy Who Loved the Sky” is the first text used. Students are asked to think hard about all of the things Elvin wonders about and all of the questions he asks. The teacher asks questions requiring text evidence: “What is one thing we know about Elvin?” “What does Elvin observe about the sun?” “What does Elvin observe about the moon?” “What does Elvin wonder about the moon?” Students are grouped and asked to look at the pictures from Elvin and the photographer closely. The students put on their “imaginary glasses” to look</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>closely at the pictures. Students are encouraged to describe the details they see. Students then place the word wall word cards that pertain to the sun, moon, and stars on the word wall. The teacher will then show short videos of the sun, moon, and stars while students think about questions they have about the videos. Students work on Speaking and Listening standards while responding to the video with their peers. The students then participate in a writing activity. The students complete the Noticing and Wondering Response Sheet from their workbook. The students write and draw about what they notice or wonder about the sun, moon, and stars. Students then get the opportunity to share their writing. Several other texts about the sun, moon, and stars are used in a similar format to continue to build knowledge about the topic. Texts include, "Kitten's First Full Moon," "Papa, Please Get the Moon for Me," "Summer Sun Risin'," "Sun and Moon," "What Makes Day and Night?" "What the Sun Sees, What the Moon Sees," and "Why the Sun and the Moon Live in the Sky."</p>
	<p><b>REQUIRED</b>  <b>4b)</b> 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.</p>	<p><b>Yes</b></p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts.</p> <p>Module 2 contains three units focusing on the sun, the moon, and the stars. In Unit 2, Lesson 2, Reading Informational Texts, Writing, and Speaking and Listening Standards are all addressed through a quality complex poem "What We See: The Sun, Moon, and Stars" and the read-aloud text, "What Makes Day and Night." During the opening of the lesson students read the new poem as a way to introduce the use of adjectives). Students read aloud "What Makes Day and Night" several times, answering text-dependent questions, and participating in Science Talk. Students participate in a shared writing where they begin to describe the sun and the moon.</p>
	<p><b>REQUIRED</b>  <b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the</p>	<p><b>Yes</b></p>	<p>Questions and tasks support students in examining the language critical to the meaning of texts. Questions and tasks also focus on advancing depth of word knowledge. Multiple repetitions of words are seen</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>meaning of texts measured by Criteria 1 and 2.</p> <p>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>		<p>through varied context. For example, Module 2, Units 1-3 all focus on the sun, the moon, and the stars. These texts are used as read-alouds and shared readings. Students answer text dependent questions and complete written responses applying knowledge from the texts. Texts and poems used to engross students in the vocabulary include the following: "Does the Sun Sleep?: Noticing the Sun, Moon, and Stars Patterns"; "Kitten's First Full Moon;" "Papa, Please Get the Moon for Me;" "Summer Sun Risin'"; "Sun and Moon;" "What Makes Day and Night;" "What the Sun Sees, What the Moon Sees;" and "Why the Sun and the Moon Live in the Sky."</p>
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>5. TEXT-DEPENDENT QUESTIONS:</b></p> <p>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.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific. For example, in Module 1 the focus is "Tools and Work." In Module 1, Unit 3, Lesson 1, the text, "The Most Magnificent Thing" is used as a read-aloud. Text dependent questions include: "When it says that steps were used, who used the steps?" "What makes something magnificent? What makes you think that? Would you like to add to that idea?" "What is the girl doing in the picture?" "Based on what we've learned from The Most Magnificent Thing, what will we need to make magnificent things?" In Lesson 2, the following day, students will brainstorm what they will need to build a magnificent thing. Students will complete a written response writing and drawing about their magnificent thing.</p>
	<p><b>REQUIRED</b></p> <p><b>5b)</b> 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. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p><b>Yes</b></p>	<p>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. Students work toward mastery of multiple standards in order to complete simple tasks before during or after reading. At the beginning of each Module Overview for each Module and Unit chart identifies which standards are taught during each lesson. Each lesson requires students to engage in thinking at the depth and complexity required by the standards. Each lesson begins with an overview where standards are listed, as well as, learning targets. There is also a section explaining the Purpose of the Lesson and Alignment to Standards. An example of this can be</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			found in Module 1, Unit 3, Lesson 5, which focuses on speaking and writing about a text (standards SL.1.1 SL.1.1.a SL.1.1.b SL.1.1.c and W.1.8). In Lesson 5, students sing the "Learning Target Song" singing "I can..." statements. Students are consistently called to reflect on their learning and ways they can reach their learning target goals using direct language from the standards. The materials are divided into three components: Module Lessons, Skills Block, and Labs. The Module lessons focus on the reading, writing, speaking and listening standards in context to grade level texts. The Skills Block focuses on the language standards with an emphasis on spelling. The Labs focus on oral fluency and content knowledge. Together these components cover the span of grade level ELA standards.
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> 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.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>6a)</b> 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.</p> <p><b>REQUIRED *Indicator for grades 3-12 only</b> <b>6b)</b> The 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.</p> <p><b>REQUIRED *Indicator for grades K-2 only</b> <b>6c)</b> Materials address grade-level foundation standards that</p>	<p><b>Yes</b></p> <p><b>N/A</b></p> <p><b>Yes</b></p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. For example, in Module 3, Unit 2, Lesson 1, students focus on birds and first solve a riddle using the poem, "Mystery Bird Body Parts." Students answer questions and discuss each line of the riddle using talk and turn. The teacher reads "Flight School" then asks several comprehension questions using a "total participation technique." Students answer questions using turn and talk. Students view several pictures of bird feathers and beaks. Students orally share their observations with a partner. Students then use the first part of their "Birds Research Notebook, Part II" to draw and write about their observations. Students complete this again with the feather.</p> <p>Materials address grade-level foundation standards that require students in the early grades to know letters, phonetic conventions, sentence structure, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.		spelling. Using the scope and sequence of the Skills Block, the chart shows that all grade-level foundation standards are covered including letters, phonetic conventions, sentence structure, and spelling. Foundational Skills modules are separate from the Literacy Modules.
	<p><b>REQUIRED</b></p> <p><b>6d)</b> 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).</p> <p>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.</p>	Yes	Materials include multiple writing tasks aligned to the three modes of writing. The Curriculum Map includes a component that breaks apart the Writing Standards by Module: Informative writing is addressed in Modules 1, 3 and 4; Narrative writing is addressed in Module 2; and Opinion writing is addressed in Module 4.
	<p><b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	Yes	Materials provide models for writing and student exemplars to support writing development in English language arts. Student exemplars are provided in the supporting materials of each lesson during which students examine the model. In addition, exemplars for writing tasks that are used as assessments can be found in the Assessment Overview and Resources.
	<p><b>6f)</b> 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.</p>	Yes	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. Materials provide opportunities for students to analyze the syntax of a quality text to determine the text's meaning. In Module 2, Unit 3, students first read a poem, "What the Moon Sees," then write a narrative poem of their own using the structure of the poem. Language standards L.1.2d and L.1.2e are addressed and assessed in the K-2 Reading Foundations Skills block. The remaining language standards are addressed in the Module lessons. The

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			curriculum guide includes a Language Standards Curriculum Map which identifies where each standard is addressed in the modules.
<p><b>7. ASSESSMENTS:</b> 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).</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	Each Module contains assessment checklists to be used by the teacher to informally track students' ongoing progress toward targeted standards. Opportunities to use these checklists are explicitly noted in the Modules. Students reflect on their learning and ways to reach the learning target goals at the end of each lesson.
	<p><b>REQUIRED</b> <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	Aligned rubrics or assessment guidelines are included and provide guidance for interpreting student performance. For example, in Module 1, Unit 3, Lesson 7, after Work Time there is a Closing and Assessment time. Students reflect on their learning by reviewing charts they previously created. Students answer questions with an elbow partner then complete an independent writing task. A section, "Meeting the Students' Needs," accompanies the assessment that provides guidance to teachers. While this provides information and guidance for ELL students with scaffolds, it does not provide scripted guidance for the teacher to utilize when analyzing student performance on assessments. In the Grade 1 Resources, rubrics are provided for Opinion Writing, Informative: Explanatory Writing, and Narrative Writing. The Lesson Narrative (for assessment lessons) provides information for teachers to utilize in the areas of Ongoing assessment, Purpose of lesson, How this lesson builds on previous work, Areas in which students may need additional support, and information for Down the road. While some guidance is provided for teachers, it is not scripted. Instead, recommendations for providing support to students is given rather than information for teachers to utilize when analyzing or interpreting student performance.
	<p><b>REQUIRED</b> <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. Assessments include lesson checklists, short responses, illustrations, and classroom discussions. The Curriculum Map identifies the varied assessments embedded throughout all Units in each Module. Unit 3 of each Module includes a



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Performance task. Students synthesize and apply their learning in an authentic and engaging way. "On-demand" assessments are also included in each unit. Formats of assessments include speaking and listening, drawing and dictation, cut and paste or sorting, selected response, short constructed response, extended response, and scaffolded writing. Checklists are also provided for teachers to informally track student progress.
	<b>REQUIRED</b> <b>7d)</b> Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.	<b>Yes</b>	Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.
	<b>7e)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>Yes</b>	Materials assess student proficiency using methods that are unbiased and accessible to all students. All assessment materials can be found in the Assessment Overview. Assessments are "on-demand" and explicitly listed in each lesson. Teachers are to score assessments and provide immediate feedback. The lessons build toward the student's ability to demonstrate mastery on the final performance assessment. The teacher is instructed to use checklists prior to each unit assessment and to make determinations by using the unit assessments as a formative measure of mastery.
<b>Section IV. Scaffolding and Support</b>			
<b>8. SCAFFOLDING AND SUPPORT:</b> 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.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>8a)</b> 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.	<b>Yes</b>	Pre-reading activities are generally used with questions to seek background knowledge on a topic. The teacher sets up a purpose for reading the story before doing an initial read. For example, Module 2, Unit 1, Lesson 1, before reading "Elvin, the Boy Who Loved the Sky" the teacher states, "Based on the title of the story, what do you think this story will be about? As I read this story I want you to think hard about all of the things Elvin wonders about and all of the questions he has." This activity only takes a few minutes.
	<b>REQUIRED</b> <b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in	<b>Yes</b>	Materials have the goal of students gaining full comprehension of complex text. The texts and assessments are integrated so that students are reading texts and are assessed on their understanding

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.		of the ideas of those texts.
	<b>REQUIRED</b> <b>8c)</b> 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.	<b>Yes</b>	Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the information in the text. Throughout the Module Overview, the teacher is prompted to ask students to go back to specific quotes, chunks, or sections of the text. The teacher is provided with specific questions that facilitate student understanding. For example, in Module 3, Unit 2, Lesson 5, "Feathers, Not just for Flying," the teacher is directed to read the phrase, "_ or cushion like a pillow," then asks, "What is a pillow? Why might the author's say that feathers can be like a pillow?" The teacher is also directed to display the page and read aloud the heading: "Author's Note," then ask students to define author's note.
	<b>REQUIRED</b> <b>8d)</b> The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.	<b>Yes</b>	The materials are easy to use and well-organized. The reading selections are centrally located within the materials. A performance task, assessments, and checklists are provided in the overview menu within each module. Separate overviews are provided for the Skills block and the Labs. All of these documents and guides are organized and easy to use.
	<b>8e)</b> 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.).	<b>Yes</b>	Appropriate suggestions and materials are provided to support the varying student needs. Teaching notes in each lesson provide guidance to help meet student needs. Suggestions for support and addressing ELL needs are provided. For example, in Module 2, Unit 1, Lesson 1, the teaching notes state, "As you review the meaning of observe, offer an alternative to auditory information by introducing a physical gesture indicating the word's meaning. For ELLs, invite a small group of volunteers to briefly model the Picture Tea Party protocol for the group. Cold call students to repeat or add to what the volunteers said, using the sentence frames. This will provide an opportunity to check for comprehension while giving some students practice using the sentence frames before the protocol

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			begins."
	<b>8f)</b> 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.	<b>Yes</b>	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. Each of the four Modules provides 6 - 8 weeks of instruction making it reasonably fit into an academic school year. Materials are divided into modules that can be selected at the teacher or school's discretion. As long as teachers complete the entirety of a module, students will receive a comprehensive approach to standards coverage and depth.

#### 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 ( <b>Non-Negotiable</b> )	<b>Yes</b>	Materials are appropriately complex. Materials provide a coherent collection of texts.
	2. Range and Volume of Texts	<b>Yes</b>	Materials include a balance of literary and informational texts.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills ( <b>Non-Negotiable*</b> )	<b>Yes</b>	Materials follow a sequence of appropriate foundational skills.
III: Questions and Tasks	4. Coherence of Tasks ( <b>Non-Negotiable</b> )	<b>Yes</b>	Tasks build knowledge of texts using reading, writing, speaking and listening, and language.
	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	<b>Yes</b>	Questions are text-dependent and text-specific.
	6. Writing to Sources, Speaking and Listening, and Language	<b>Yes</b>	Instruction is provided for writing to sources in all modes of writing.
	7. Assessments	<b>Yes</b>	Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.
IV: Scaffolding and Support	8. Scaffolding and Support	<b>Yes</b>	Appropriate suggestions and materials are provided for supporting varying student needs.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies 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.<sup>11</sup> In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts<sup>12</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **EL Education**

Grade: **2**

Publisher: **Imagine Learning (formerly LearnZillion)**

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

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

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

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.

<sup>11</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>12</sup> A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b>            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.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards</i></p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> 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,<sup>13</sup> as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Materials provide texts that are appropriately complex for Grade 2. The Lexile measures range from 460L to 950L. The majority of texts fall within the Lexile band for this grade level. Qualitatively, the materials meet the criteria for the grade level. Students are engaged in multiple read-aloud opportunities of text that are adult-directed and/or above the level at which they could read themselves. For example, in Unit 1, Lessons 4-5, students engage in a read-aloud of “The Dot.” In Unit 2, Lessons 1-6, students engage in a read-aloud of “Off to Class: Incredible and Unusual Schools from Around the World.”</p>
	<p><b>REQUIRED</b></p> <p><b>1b)</b> At least 90% of texts are authentic<sup>14</sup> 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.</p>	Yes	<p>At least 90% of the texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. All Grade 2 ELA standards are taught and evident in the scope and sequence provided. Examples of authentic, published literary texts include “Off to Class: Incredible and Unusual Schools From Around the World,” “The Invisible Boy,” “The Dot,” and “The Important Book.”</p>

<sup>13</sup> 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](#)”

<sup>14</sup> Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><i>for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p><b>Yes</b></p>	<p>Materials provide a coherent sequence or collection of connected texts. Modules focus on specific topics. Each unit within the module builds student knowledge on that topic. For example, in Unit 1, students explore the topic of school. Through the various lessons, students build understanding of school through layering of content using the texts “What Do I Already Know About Schools?” and “What Does School Mean to You?” Within this collection, quality texts of grade-level complexity are selected for multiple, careful readings. Students work with a text for several days and respond to the text, completing response pages in the student workbooks. Students complete response pages, a performance task, and Lab stations all connected to the theme or topic.</p>
	<p><b>REQUIRED</b></p> <p><b>1d)</b> Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>Yes</b></p>	<p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building. For example, in Module 2, Unit 2, Lesson 8, students use evidence from the text, “Other Types of Fossils,” to answer questions about different types of fossils. Students categorize different types of fossils by discussing ideas with a partner. In Module 2, Unit 2, Lesson 9, students use evidence from the text, “Other Types of Fossils,” to answer questions about different types of fossils.</p>
	<p><b>1e)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p><b>Yes</b></p>	<p>Texts increase in complexity as materials progress throughout the grade level, and texts increase in complexity across the grade bands. Although texts do not show a consistent increase quantitatively in the grade band, there is an increase from Kindergarten through Grade 2.</p>

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<p><b>2. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">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.)</a></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>2a)</b> 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.)</p>	Yes	Materials seek a balance in instructional time between literature and informational texts. In the required texts, there are nine literary texts and twelve informational texts used throughout Modules 1 through 4. The Required Tradebook Procurement List provides text types and Lexile levels.
	<p><b>REQUIRED</b> <b>2b)</b> Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	Materials include texts of different formats. Printed texts, including short and long lengths, and poems and videos are used in the curriculum. Images and illustrations are also used to engage students in thinking about the topic or ideas in the unit.
	<p><b>2c)</b> The majority of informational texts have an informational text structure rather than a narrative structure. In grades 3-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Yes	Materials include many informational texts with an informational text structure rather than a narrative structure. Examples of texts with informational structure include “Off to Class: Incredible and Unusual Schools around the World,” “Paleontology: The Study of Prehistoric Life” by Susan Heinrichs Gray, and “What is Pollination?” by Bobbie Kalman.
	<p><b>2d)</b> Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	Yes	Several connected texts are used over the course of each module to gain student interest. The "Recommended Texts and Other Resources" document provides options for additional texts for shared and independent reading.
<p><b>Section II. Foundational Skills (grades K-5 only)</b></p>			
<p><b>Tier 1 and 2 Non-Negotiable*</b> <b>3. FOUNDATIONAL SKILLS:</b> 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,</p>	<p><b>REQUIRED *Indicator for grades K-2 only</b> <b>3a)</b> 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.</p>	Yes	<p>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.</p> <p>The Module Overview for Module 1 provides scope and sequence charting of which foundational skill standards are taught during each module and which ones are taught throughout all modules. Each Module Overview for Foundational Skills provides a chart, showing exactly which standards are taught for each lesson in the first column. Students clearly practice foundational skills through the year.</p>



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<p>comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p><b>REQUIRED</b>  <b>3b)</b> 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.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	Yes	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. The module overview provides a chart which explains what texts are used to teach specific foundational skills.
	<p><b>REQUIRED</b>  <b>3c)</b> 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.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>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.</p>	Yes	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. Modules include word study lists and high-frequency word lists. Spelling/sound patterns and decoding of grade-level words by using sound-symbol knowledge are taught daily through each Module.
	<p><b>REQUIRED</b>  <b>3d)</b> 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.</p>	Yes	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. Each lesson is closed with the teacher posing the question, "What did you do today that is helping you become a more proficient reader?" Students are encouraged to reflect on their own learning progress. Also, during partner work the teacher encourages students to use their partner for help if they get stuck on pronouncing a word.
	<p><b>REQUIRED</b></p>	Yes	Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral

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	<p><b>3e)</b> 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.</p>		<p>and silent reading. Students read a variety of grade appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This includes monitoring that allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p> <p>Students read decodable texts throughout the Skills Block. "Lesson Notes" in each daily lesson provides teachers with ways to meet the academic needs of students and provide students with immediate feedback. For example, students are divided into 4 groups: Pre Alphabetic, Partial-Alphabetic, Consolidated Alphabetic, and Full Alphabetic. The teacher assesses students in their group using the scoring assessment and provide feedback to students. In addition to the work in the Reading Foundations Skills block, students practice fluency in the Module Lessons when rereading/reciting songs, poems, and during read-alouds of some texts.</p>
	<p><b>REQUIRED</b> <b>3f)</b> 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.</p>	Yes	<p>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. Students read decodable texts and also participate in a comprehension conversation to ensure understanding of the text read.</p>
	<p><b>3g) *Indicator for grades K-2 only</b> 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.</p>	Yes	<p>Materials provide opportunities for teachers to assess student mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. The Reading Foundations Skills block provides three types of assessments: benchmark assessments (conducted three times a year), cycle assessments (conducted weekly), and daily "snapshot" assessments suggested in each lesson.</p>
	<p><b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	Yes	<p>Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it. For example, in Skills Block, Module 3, Cycle 14, Lesson</p>

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			66, Words Rule, Card 2 of 11, Let’s Prepare, the materials needed are provided in a bulleted list in the Teaching Notes. An additional tab at the top of the cards, labeled “Additional materials” identifies additional Teaching Supports, Student Materials, Differentiated Small Group and Independent Rotation Materials, and Additional Resources. The additional materials referenced for Differentiated Small Group and Independent Rotation Materials include Sentence Builders with C-le Endings and the Word List for Sentence Builders.
<b>Section III. Questions and Tasks</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>4. COHERENCE OF TASKS:</b> 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.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p><b>Yes</b></p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. There is a coherent sequence of questions and tasks that focus on students understanding the text, making connections among the texts in the collection.</p> <p>For example, Module 2 focuses on Learning through Science and Story: Fossils Tell of Earth’s Changes. There are three units that focus on the topic. The curriculum lists Science Standards that correspond to the information gained from the Informational texts, showing that a full understanding of the topic is expected. In Module 2, Unit 1, “Stone Girl, Bone Girl: A Story of Mary Anning of Lyme Regis” is the first text used. Students are asked, “What do paleontologists do?” The teacher lets students know that Mary Anning is a real paleontologist and are reminded to listen carefully during the read-aloud. The teacher asks several questions requiring text evidence: “Why the book is called “Stone Girl, Bone Girl?” “How do character (sic) respond to major events in the story?” “What does the ‘She Sells Seashells’ poem have to do with Mary Anning?” Students then utilize the Strategies to Answer Selected Response Questions anchor chart. They turn and talk with an elbow partner to answer questions. Students then utilize strategies to answer questions; these strategies include “use details</p>

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			<p>from the text to choose the best answer.” Students work together and complete the Intro to Selected Response Questions sheet. Students answer, “What is this story mostly about?” Students work with a partner to use a strategy to answer the question together. Students then work toward “another habit of character Mary showed called ‘initiative’ and add this to the Working to Become Effective Learners anchor chart. At the end of the lesson, students are challenged to “listen for examples of perseverance and initiative when you reread the book tomorrow!”</p>
	<p><b>REQUIRED</b>  <b>4b)</b> 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.</p>	<p><b>Yes</b></p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. For example, in Module 1, Unit 3, Lesson 9, students work with their writing partner, use unit texts to edit their writing, and practice speaking and listening to Readers Theatre scripts.</p>
	<p><b>REQUIRED</b>  <b>4c)</b> 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.</p> <p>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p><b>Yes</b></p>	<p>Questions and tasks support students in examining the language critical to the meaning of texts. Questions and tasks also focus on advancing depth of word knowledge. Multiple repetitions of words are seen through varied context. There are language lessons throughout the curriculum, which includes vocabulary and word study. For example, in a Mini Language Dive: "Ask students about the meaning of chunks from the short constructed response question from 'Fossils and the Earth Long Ago': "Selected Response Questions: 'According to the article / what can we learn from studying fossils? / Below, show one thing we can learn from studying fossils. / Draw a picture / and write a sentence about it. Write and display student responses next to the chunks."</p>

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<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>5. TEXT-DEPENDENT QUESTIONS:</b></p> <p>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.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific. For example, in Module 2, Unit 1, Lesson 4, students listen to a close read of “Stone Girl, Bone Girl” and answer text dependent questions to solidify their knowledge of key events in the text. Examples of text dependent questions include: “How did Mary Anning respond to challenges in her life?” “Which habit of character did Mary Anning show when she responded to this challenge?” and “How did Pepper respond to Mary’s dancing on the beach? What did Pepper do when he saw his daughter dancing?” Student’s ideas are expressed through both written and spoken responses. In Module 2, Unit 2, Lesson 7, students speak and write about fossils. In this lesson, students work in pairs to describe the steps of fossilization. The task states, “Cut and paste the pictures of the steps of fossilization in the correct order. Add a sentence to describe what happens in each step.” Students are encouraged to politely agree and disagree with classmates ordering and explain their thinking using the “Science Talk Protocol.” After pair work students return to the whole group and compare answers to measure their success on the task and discuss the challenges they faced while ordering the steps.</p>
	<p><b>REQUIRED</b></p> <p><b>5b)</b> 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. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p><b>Yes</b></p>	<p>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. Students work toward mastery of multiple standards in order to complete simple tasks before during or after reading. For example, Module 2, Unit 1, Lesson 7 focuses on standards RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.7 SL.2.2 and W.2.8. In this lesson students listen to a read aloud and answer the questions: “What did Mary do when she heard her dog barking? What does ‘Her heart missed a beat’ mean? What was challenging for Mary in this part of the story? How did Mary respond? What habit of character was she using?” Then students write a retell of the beginning, middle, and end of the story. The materials are divided into three components: Module Lessons, Skills Block, and Labs. The Module lessons focus on the reading, writing, speaking and listening standards in</p>

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			context to grade level texts. The Skills Block focuses on the language standards with an emphasis on spelling. The Labs focus on oral fluency and content knowledge. Together these components cover the span of grade level ELA standards.
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> 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.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>6a)</b> 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.</p>	Yes	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Students engage in peer discussions, as well as practice formal Speaking and Listening through Reader's Theatre and presentations. In Module 2 students complete 3 units aimed to develop grade level mastery of listening, speaking, reading, and writing standards In the Module 2 performance task students demonstrate mastery of standards W.2.3, W.2.5, L.2.1, L.2.2, and SL.2.5. Throughout the module students complete lessons and discussions to prepare them for this comprehensive assignment.
	<p><b>REQUIRED *Indicator for grades 3-12 only</b> <b>6b)</b> The 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.</p>	N/A	
	<p><b>REQUIRED *Indicator for grades K-2 only</b> <b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Yes	Materials address grade-level foundation standards that require students in the early grades to know letters, phonetic conventions, sentence structure, and spelling. Using the scope and sequence of the Skills Block, the chart shows that all grade-level foundation standards are covered including letters, phonetic conventions, sentence structure, and spelling. Foundational Skills Modules are separate from the Literacy Modules.
	<p><b>REQUIRED</b> <b>6d)</b> 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</p>	Yes	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. The Curriculum Map includes a component that breaks apart the Writing Standards by Module: Informative writing is addressed in Modules 1 and 3, Narrative writing is addressed in Module 2, and Opinion writing is addressed in Module 4.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>based on text(s).</p> <p>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.</p>		
	<p><b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p><b>Yes</b></p>	<p>Materials provide models for writing and student exemplars to support writing development in English language arts. Student exemplars are provided in the supporting materials of each lesson during which students examine the model. In addition, exemplars for writing tasks that are used as assessments can be found in the Assessment Overview and Resources.</p>
	<p><b>6f)</b> 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.</p>	<p><b>Yes</b></p>	<p>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. Materials provide opportunities for students to analyze the syntax of a quality text to determine the text’s meaning. In Module 2, Unit 3, Lesson 4, students listen to part of “The Big Dinosaur” read aloud, focusing on temporal words in the book. During Work Time B, students use temporal words to order the imagined actions of a paleontologist. Language standards L.2.2c and L.2.2d are addressed and assessed in the K-2 Reading Foundations Skills block. The remaining language standards are addressed in the Module lessons. The curriculum guide includes a Language Standards Curriculum Map which identifies where each standard is addressed in the modules.</p>
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of</p>	<p><b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p><b>Yes</b></p>	<p>Each module contains assessment checklists to be used by the teacher to informally track students' ongoing progress toward targeted standards. Opportunities to use these checklists are explicitly noted in the Modules. Students reflect on their learning and ways to reach the learning target goals at the end of each lesson.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p><b>Yes</b></p>	<p>Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. For most lessons, there is a Closing and Assessment time. For example in Module 1, Unit 3, students share their work with a partner, following the Pinky Partners protocol. They provide “helpful and specific feedback” to their partner. A section, “Meeting the Students’ Needs,” accompanies the assessment that provides guidance to teachers. While this provides information and guidance for ELL students with scaffolds, it does not provide scripted guidance for the teacher to utilize when analyzing student performance on assessments. In the Grade 2 Resources, rubrics are provided for Opinion Writing, Informative: Explanatory Writing, and Narrative Writing. The Lesson Narrative (for assessment lessons) provide information for teachers to utilize in the areas of Ongoing assessment, Purpose of lesson, How this lesson builds on previous work, Areas in which students may need additional support, and information for Down the road. While some guidance is provided for teachers, it is not scripted. Instead, recommendations for providing support to students is given rather than information for teachers to utilize when analyzing or interpreting student performance.</p>
	<p><b>REQUIRED</b>  <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p><b>Yes</b></p>	<p>Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. Assessments include lesson checklists, short responses, illustrations, and classroom discussions. The Curriculum Map identifies the varied types of assessments embedded throughout all Units in each Module. Unit 3 of each Module includes a Performance task. Students synthesize and apply their learning in an authentic and engaging way. “On-demand” assessments are included in each unit. Formats of assessments include speaking and listening, drawing and dictation, cut and paste or sorting, selected response, short constructed response, extended response, and scaffolded writing. Checklists are also provided for teachers to informally track student progress.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>REQUIRED</b> <b>7d)</b> Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.	<b>Yes</b>	Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.
	<b>7e)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>Yes</b>	Materials assess student proficiency using methods that are unbiased and accessible to all students. All assessment materials can be found in the Assessment Overview. Assessments are "on-demand" and explicitly listed in each lesson. Teachers are to score assessments and provide immediate feedback. The lessons build toward the student's ability to demonstrate mastery on the final performance assessment. The teacher is instructed to use checklists prior to each unit assessment and to make determinations by using the unit assessments as a formative measure of mastery.
<b>Section IV. Scaffolding and Support</b>			
<b>8. SCAFFOLDING AND SUPPORT:</b> 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.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>8a)</b> 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.	<b>Yes</b>	Pre-reading activities and suggested approaches to teacher scaffolding are focused on understanding the text. Pre-reading activities are generally used with questions to seek background knowledge on a topic. The teacher sets up a purpose for reading the story before doing an initial read of the text.
	<b>REQUIRED</b> <b>8b)</b> 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 skills or 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.	<b>Yes</b>	Materials have the goal of students gaining full comprehension of complex text. The texts and assessments are integrated so that students are reading texts and are assessed on their understanding of the ideas of those texts.
	<b>REQUIRED</b> <b>8c)</b> 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.	<b>Yes</b>	Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the information in the text. Throughout the Module Overview, the teacher is prompted to ask students to go back to specific quotes, chunks, or sections of the text. The teacher is provided with specific questions that facilitate student

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>REQUIRED</b></p> <p><b>8d)</b> The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>	Yes	<p>understanding.</p> <p>The materials are easy to use and well-organized. The reading selections are centrally located within the materials. A performance task, assessments, and checklists are provided in the overview menu within each module. Separate overviews are provided for the Skills block and the Labs. All of these documents and guides are organized and easy to use.</p>
	<p><b>8e)</b> 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.).</p>	Yes	<p>Appropriate suggestions and materials are provided to support the varying student needs. Teaching notes in each lesson provide guidance to help meet student needs. Suggestions for support and addressing ELL needs are provided. For example, in Module 1, Unit 2, Lesson 9, the teaching notes state, "Meeting Students' Needs: For ELLs: Place students in small groups according to language proficiency. Ensure that beginning and intermediate ELLs are grouped with advanced and proficient students. If possible, consider grouping students who speak the same home language together. If students are able, invite them to interpret parts of the script in their home languages. (MMAE) For ELLs: Some students may be nervous or need additional support with the speaking skills necessary for reading their parts. Allow students to observe and repeat interactions according to their comfort and ability level. Consider allowing two students to share the same part to scaffold participation. Encourage students to participate even if they are uncomfortable, but refrain from pressuring them. (MMAE)"</p>
	<p><b>8f)</b> 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.</p>	Yes	<p>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. Each of the four Modules provides 6 - 8 weeks of instruction making it reasonably fit into an academic school year. Materials are divided into modules that can be selected at the teacher or school's discretion. As long as teachers complete the entirety of a module, students will receive a comprehensive approach to standards coverage and depth.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>FINAL EVALUATION</b>			
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8.			
<i>Tier 2 ratings</i> 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.			
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts ( <b>Non-Negotiable</b> )	Yes	Materials are appropriately complex. Materials provide a coherent collection of texts.
	2. Range and Volume of Texts	Yes	Materials include a balance of literary and informational texts.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills ( <b>Non-Negotiable*</b> )	Yes	Materials follow a sequence of appropriate foundational skills.
III: Questions and Tasks	4. Coherence of Tasks ( <b>Non-Negotiable</b> )	Yes	Tasks build knowledge of texts using reading, writing, speaking and listening, and language.
	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	Yes	Questions are text-dependent and text-specific.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	Instruction is provided for writing to sources in all modes of writing.
	7. Assessments	Yes	Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	Appropriate suggestions and materials are provided for supporting varying student needs.
FINAL DECISION FOR THIS MATERIAL: <b>Tier I, Exemplifies quality</b>			

\*As applicable

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

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

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

The [2018-2019 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Ascension, Bossier, Caddo, Central, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, InspireNOLA, Jefferson, KDHSA (Jefferson Parish Charter), Lafayette, Lincoln, Livingston, Orleans, Ouachita, Pointe Coupee, Rapides, Recovery School District, RSD - Choice Foundation, RSD – FirstLine, RSD – NOCP, St. Charles, St. Mary, St. Tammany, Tangipahoa, Vermilion, West Baton Rouge, West Feliciana, Zachary. This review represents the work of current classroom teachers with experience in grades 1-8.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.