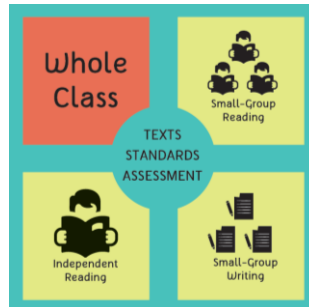



Qualified for Abbreviated Review¹

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.² In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts³ independently. Thus, a strong ELA classroom is structured with the below components.


 Title: **EL Education**

 Grade: **6-8**

 Publisher: **Imagine Learning LLC**

 Copyright: **2020**

 Overall Rating: **Tier 1, Exemplifies quality**
Tier 1, Tier 2, Tier 3 Elements of this review:

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

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

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

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

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

Click below for complete grade-level reviews:

[Grade 6 \(Tier 1\)](#) [Grade 7 \(Tier 1\)](#) [Grade 8 \(Tier 1\)](#)

¹ Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://www.edreports.org/reports/overview/learnzillion-el-education-6-8-language-arts-2020>.

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

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



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

- Review the **required**⁴ Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. For grades K-5, materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II⁵ and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

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

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

Tier 1 ratings receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

Tier 2 ratings receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

Tier 3 ratings receive a “No” for at least one of the Non-negotiable Criteria.

⁴ **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

⁵ For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>			
<p>Non-negotiable 1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <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>Required 1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. 	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. For example, in Module 1, <i>Percy Jackson & The Olympians: The Lightning Thief</i> (680L) is below the grade level band, but it is “appropriately placed at the beginning of sixth grade because of the complex plot, use of figurative language, and frequent references to classic Greek mythology” which increases the qualitative complexity of this text deeming it moderately complex. <i>Hestia</i> (870L) is considered moderately complex due to the fact that “its lower Lexile allows students to work with the text in the context of a Language Dive, in which they work with the challenging, complex structure of the second sentence of the text to help determine the text’s central idea.” Under Considerations for Task and Reader, the following rationale is provided: “Because the text is informational, it serves as a way to build a deeper knowledge about Greek mythology and its relevance today, and about the concept of central idea in an informational text, which will be helpful as students begin to read informational texts in their research. In the culminating task, students write a summary tied to a central idea, which has</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>some similarity to the summaries of literary texts that they wrote earlier. Some challenging vocabulary is examined in the context of the close read.” In Module 2, students read the anchor text, <i>The Boy Who Harnessed the Wind</i> (850L). While quantitative measures deem this text below grade level, qualitative measures add to the overall complexity level making the text appropriate for Grade 6. For example, Meaning and Purpose are considered very complex due to “the connection between scientific processes and events within each chapter is often subtle.” Chapters also combine both narrative and expository styles. Language demands are complex in that there are long sections of text where academic and domain-specific vocabulary are used to describe a scientific invention or scientific concept. Knowledge demands require students to have prior knowledge of the scientific “causes and consequences of drought, the generation of electricity, and the movement of water.” In Module 4, students read the informational text, <i>This Is How the Space Race Changed the Great Power Rivalry Forever</i> (1310L). Qualitative measures that support the complexity level include very complex text structure due to the text’s use of “an informational expository structure that is challenging for students.” While it also uses an overall chronological structure, it begins with its argument about the importance of the Space Race and what a paradigm shift it was.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>The final section of the text describes the author’s view of the beneficial technological and scientific effects of the Space Race, particularly for India. Language features are deemed very complex due to vocabulary that will likely be unfamiliar to students such as: tipping point, intercontinental, zeal, paradigm shift, and legacy. In addition, the text contains some advanced domain-specific vocabulary, such as: ballistic missile, national security, and Cold War. Knowledge demands are considered exceedingly complex because, prior to reading, students will have read two shorter texts about the Space Race and the United States’ early interest in space, so students will have encountered the basic knowledge of what the Space Race was.</p>
	<p>Required Indicator 1b) At least 90% of provided texts, including read-alouds in K-2, are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p>Yes</p>	<p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. In Module 2, students read <i>The Boy Who Harnessed the Wind</i>, by William Kamkwamba and Bryan Mealer. Students read the text to learn about how Kamkwamba used design thinking to confront the devastating effects of famine in his country, Malawi, to work towards a performance task in which they research and present another innovative solution designed to address a critical issue. Students also read “Theseus and the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Minotaur,” by American novelist, Nathaniel Hawthorne, to gain knowledge of Greek mythology. In Module 3, students read the anchor text, <i>Two Roads</i>, by Joseph Bruchac, an American writer and storyteller and winner of the Independent Publisher Book Award. The text tells a fictional account of a Creek boy named Cal, who attends Challagi Indian Industrial School, which addresses complex issues of identity with sensitivity and inclusiveness. In Module 4, students read “The Land of Red Apples,” by Zitkala-Sa, a Native American activist and writer, to gain knowledge of a young girl who leaves home to go to the East to an American Indian school. Students also read “This is How the Space Race Changed the Great Power Rivalry Forever,” by Martand Jar, to better understand the Space Race between the United States and the then Soviet Union.</p>
	<p>Required 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> 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>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. The materials include four modules, each consisting of three units of instruction. Unit 1 of each module includes the Building Background Knowledge section. In this unit, students are introduced to the anchor text which they continue to read in Unit 2 building to Unit 3 in which they complete a writing task. For example, in Module 1 - Greek Mythology, Unit 1, students read <i>The Lightning Thief</i></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>focusing on the “relevance of Greek Mythology today and how an author develops and contrasts the points of view of different characters in the text.” In Unit 2, students use vocabulary and knowledge of mythology to analyze Greek myths and compare themes and topics of various myths with those presented in <i>The Lightning Thief</i>. In Unit 3, students “reimagine a scene from <i>The Lightning Thief</i>” by writing themselves as a different demigod from Camp Half-Blood. To complete the task, students must research a Greek god and use their research and mythology terms, and knowledge acquired across the module to create and write the new character. In Module 2 - Critical Problems and Design Solutions, Unit 1, students read <i>The Boy Who Harnessed the Wind</i> as an introduction to the module topic. In the unit, students read the first nine chapters to build background knowledge on the problems a community faced in rural Malawi with limited resources and limited access to education. In Lesson 7, students conduct a close reading of “William Kamkwamba’s Electric Wind” to analyze and better understand William Kamkwamba while also strengthening vocabulary knowledge. For example, students respond to the questions: “Which habits of character listed on our anchor charts are similar to the attributes listed here? Explain the correlation.” and “What is the connotation of <i>resourcefulness</i>, <i>confidence</i>, and <i>persistence</i>? How do you</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>know?" In Unit 2, students build understanding of the "cyclical nature of design thinking and the way the author develops this key idea with specific details." By the end of Unit 3, students write an informational essay using a problem and solution structure about how William Kamkwamba used Design Thinking to solve a critical problem. Additionally, the materials utilize a Digital Vocabulary Log as part of the lesson plan. Teacher guidance states that students "Use this log to write academic vocabulary and domain-specific vocabulary as they are introduced in each lesson." Students use any of the following strategies to find the meaning of the words in their log: context, affixes, root, dictionary, or discuss the word with someone else after trying the other strategies. Students then record the words in the log along with the definition and strategy used.</p>
	<p>Required 1d) Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>Yes</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. According to the Unit Overview, "Through two Language Dives using key sentences in the anchor text and a close read of a supplemental text, students practice identifying the central idea, citing textual evidence, analyzing how individual sentences contribute to the development of a text's central ideas, and determining the meaning of words and phrases in a text." In</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Module 2, Unit 1, Lesson 2, students read <i>The Boy Who Harnessed the Wind</i>. Students skim through the prologue and note that, although it is written in first person, the narrator’s name is not given. Then, students respond to the Exit Ticket, “Why might the authors not include the narrator’s name?” Then, the teacher models how to go back into the text and reads aloud pages 4–17 of Chapter 1 as students read along silently. In Lesson 2 of Unit 1, students “closely read to analyze a portion of Chapter 11 of <i>The Boy Who Harnessed the Wind</i> for its central idea and how that central idea is conveyed through key details.” Then, students participate in a Language Dive, analyzing words and phrases that signal text structure and interpreting words with slight differences in meaning. In Module 3, students engage with texts that deepen their understanding of American Indian boarding schools. Students “develop their knowledge of the historical context of the topic by reading related informational and narrative supplemental texts.” In Unit 1, students analyze artifacts and read the anchor text, <i>Two Roads</i>. Students begin reading the text in Lesson 1. In Lesson 2, students continue to read as they analyze the text’s plot and the character, Cal. In Lesson 3, students return to the previously read chapters of <i>Two Roads</i> to “paraphrase the key ideas and demonstrate understanding of the perspective being conveyed” in the text. In Lesson 8, students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>continue to read and analyze character's point of view. In Lesson 10, students read Chapters 10-12. Students use knowledge gained from previous chapters to determine how Cal changes due to the events that occur in Chapter 12. In Unit 2, students continue reading and rereading <i>Two Roads</i> to analyze characters and points of view and identify the theme. In Lesson 10, students “use evidence from the text to support ideas during a text-based discussion” as they determine if they believe that Cal should return to Challagi Indian Industrial School. By the Unit 3 Mid-Unit Assessment, students write a literary argumentative essay about whether Cal should return to Challagi. In Module 4, students learn about accomplishments in space science. In the module, students conduct close readings of <i>Hidden Figures</i>. Through reading, students “quickly discover that popular accounts of the Space Race have generally overlooked the contributions of the West Computers.” In Unit 2, students read supplemental texts such as “From Moton to NASA,” and “Mary Winston Jackson,” and then compare the texts with information read in <i>Hidden Figures</i>. For example, in Lesson 8, students compare and contrast multiple authors’ presentations on Dorothy Vaughn. In Lesson 9, students compare the ideas presented in multiple texts about Mary Jackson.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>2. TEXT-DEPENDENT QUESTIONS:</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>Required</p> <p>2a) 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>Yes</p>	<p>A majority of questions in the materials are text-dependent and text-specific; student ideas are expressed through both written and spoken responses. Throughout Module 1, students respond to text-dependent and text-specific questions that help build understanding of Greek Mythology. In Unit 1, Lesson 3, after reading Chapter 1 of <i>The Lightning Thief</i>, students must determine “Percy’s point of view toward Mr. Brunner.” In Lesson 8, students read Chapter 6 to determine the challenges Percy faces and then respond to questions, “What is his response to those challenges?” and “What might that reveal about his character?” Students continue reading the text in Unit 2. In Lesson 7, students read Chapter 16 to respond to the following prompts: “Describe the Lotus Hotel and Casino. How do Percy, Annabeth, and Grover feel about what they see?” and “What is strange about the kids at the Lotus Hotel and Casino? How does this chapter end?” In Module 2, students read <i>The Boy Who Harnessed the Wind</i>. In Lesson 3, students read the text and respond to the following questions: “What methods do the writers use to introduce or develop William as a key individual in the first half of Chapter 1?” and “What can the reader infer about William and his character in the first half of Chapter 1?” In Lesson 11, students analyze structure as they respond to the following questions: “How does the structure of Chapter 5 help to convey the central idea?” and “How does the structure of Chapter 6</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>help to convey the central idea?" In Unit 2, students continue reading the text. In Lesson 1, students read to analyze figurative language. Students respond to the following questions: "How do we know that William is learning as he goes?" "Why might comparisons to familiar things –like bones, hoses, or giraffes – help William learn?" and "How then does the author’s use of similes help to develop the key idea that William is teaching himself to build a windmill as he builds it?" In Lesson 2, students read to determine meaning of words and phrases and the central idea of the text and how it is conveyed through details. Students answer the following questions: "What do you think a burst of bright, magnificent light looks like?" "Why is it important that William produced a burst of bright, magnificent light?" and "How do you think William felt when he saw the burst of bright, magnificent light?" In the Module 4, Unit 2, Mid-Unit Assessment, students read passages from Chapter 9 to effectively determine the central idea and the author’s point of view and purpose in a text, as well as discern figurative, connotative, and technical meanings of words as they are used in a text. For the assessment, students identify the author’s claims about Dorothy, provide evidence and reasoning to support those claims and determine the author’s point of view toward Dorothy. In Lesson 9, students read Chapter 10 of <i>Hidden Figures</i> and engage in a Turn and Talk about what</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>they notice about the photo on page 89 and what the photo tells them about the environment that Mary worked in. In Unit 2, Lesson 4, students read to determine the author’s point of view. Questions to support understanding include, “What skill did the African American women in this book need to be twice as good at?” and “Why did the West Computers feel like they had to be twice as good at math as white men with the same job?” On the Exit Ticket for the lesson, students answer the following question: “Which statement best describes the author’s point of view toward the relationships among the West Computers in this section from chapter?” and “What habits of character do the West Computers demonstrate in this excerpt of the text?”</p>
	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p>Yes</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 to advance and deepen student learning over time. Each module includes Guiding Questions that lead students through the module. For example, in Module 1, Guiding Questions focus the learning on Greek Mythology and include the following questions: “What is mythology, and what is the value of studying mythology from other cultures?” “Why have stories from Greek mythology remained popular?” and “How does point of view change with experience?” Module 1, Unit 1, focuses on the first Guiding Question, “What</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>is mythology, and what is the value of studying mythology from other cultures?" Students begin Unit 1 by reading from <i>The Lightning Thief</i>. They analyze how the author develops the point of view of the narrator (RL.6.6) and they strategize to determine the meanings of unfamiliar words and phrases, including figurative language (RL.6.4). In the second half of Unit 1, students prepare for a Socratic Seminar discussion by analyzing how Percy, the main character in the novel, responds to challenges (RL.6.5). Then, students create discussion norms to have a productive text-based discussion about the novel (SL.6.1). In Unit 1, Lesson 3, students discuss and use the Point of View anchor chart to record their discussions and findings centered around Point of View (RL.6.6). Students continue in the lesson by analyzing page 2 of the text and discussing the point of view with a partner. Then, students participate in a Quick Write, where they answer the question, "What is Percy's point of view towards Mr. Brunner?" (W.6.2). On the Mid-Unit Assessment, students apply their knowledge by explaining Percy's development of the Point of View towards Mr. Brunner/Chiron from the previous chapters (W.6.2). In Module 2, Guiding questions include the following: "How can design thinking help solve a critical problem?" and "What habits of character can help solve a critical problem to contribute to a better society?" In Unit 1,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students read the true story of William Kamkwamba in <i>The Boy Who Harnessed the Wind</i> and determine “how he used design thinking to confront the devastating effects of famine in his country, Malawi” (RI.6.3). Students work towards the performance task in which they research and present another innovative solution designed to address a critical issue. During the Solution Symposium, “students interact with their audience to explain how design thinking and habits of character led to the development of a successful solution” (W.6.7-9). Students begin Unit 1 by reading the first nine chapters of <i>The Boy Who Harnessed The Wind</i> which builds background on William Kamkwamba and the problems William’s community faced in rural Malawi, a village with limited resources and limited access to education. Through Language Dives using key sentences from <i>The Boy Who Harnessed The Wind</i>, students identify the central idea (RI.6.2), cite textual evidence (RI.6.1), analyze how individual sentences contribute to the development of a text’s central ideas (RI.6.5), and determine the meaning of words and phrases in a text (RI.6.4). After mini-lessons in the second half of Unit 2 that discuss the problems that Williams faced and addressed through science and research, students independently research a product to solve a critical problem (W.6.7). Through writing a collaborative informational essay about William in the first half of Unit 3, students deepen their</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>understanding of the design thinking process and explore how William Kamkwamba used this process to solve a problem. The unit builds towards the performance task, Solution Symposium. During the Symposium, students present and share interactive displays of their research on an innovative solution to a critical problem (SL.6.4).</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. In Module 2, Unit 2, students read and analyze <i>The Boy Who Harnessed the Wind</i>. On the Unit 2 Mid-Unit Assessment, which uses an excerpt from the text to assess students’ abilities to interpret the figurative and connotative meanings of unfamiliar words, students analyze information portrayed in various media formats and explain how a small portion of a text contributes to the central idea. Students delineate the many problems William faced. Students begin independently researching an innovator who, like William, designed a product to solve a critical problem. Research skills are assessed in the Unit 2 End-of-Unit Assessment. Through writing a collaborative informational essay about William in the first half of Unit 3, students deepen their understanding of the design thinking process and explore how William</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Kamkwamba used this process to solve a problem. The unit builds towards the performance task, a Solution Symposium, in which students present and share interactive displays of their research on an innovative solution to a critical problem. The Solution Symposium engages audience members in a conversation in which the students respond to questions: “How was design thinking used to solve this problem?” and “How were habits of character used to solve this problem?” Following the symposium, as the Unit 3 End-of-Unit Assessment, students collaborate to discuss how habits of character help people like those featured in their research solve critical problems. In Module 4, Unit 1, students read engaging informational texts about important events in the Space Race of the mid-twentieth century, leading up to the Apollo 11 moon landing. In the first half of Unit 1, much of the work around these texts is related to point of view, such as John F. Kennedy’s point of view toward space travel. In the Mid-Unit Assessment, students apply this work to a new text, analyzing the author’s point of view toward the Apollo 11 astronauts and mission and toward the future of humans in space. The informational texts of the second half of Unit 2 add deeper complexity to students’ understanding of the Space Race. Students read arguments that challenge the United States’ decision to invest in space exploration, especially when civil rights</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>abuses were taking place at home. In preparation for the End-of-Unit Assessment, which features similar tasks, students practice tracing the arguments posed in these texts, identifying the authors' main claims, and identifying the evidence and reasoning that the authors use to support their claims. In Unit 2, students read <i>Hidden Figures</i> and discover that popular accounts of the Space Race have overlooked the contributions of the West Computers. In the first half of Unit 2, students analyze the way the author introduces and illustrates Dorothy, Mary, and Katherine in the text. Students also practice identifying claims about the West Computers that can be supported using evidence from the text. Students apply this learning and complete similar tasks during the Mid-Unit Assessment. In the second half of Unit 2, and End-of-Unit Assessment, students read supplemental texts about the West Computers and compare and contrast the authors' presentations of events with Shetterly's presentation of the same events in <i>Hidden Figures</i>. In Unit 3, students engage in the Painted Essay structure to analyze a model argument essay that addresses the prompt: "What makes Dorothy Vaughan's accomplishments remarkable?" Using a similar prompt about Mary Jackson or Katherine Johnson, students write collaborative argument essays that prepare them to produce independent arguments later in the unit. Informed by research</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>conducted across Units 2 and 3, students' independent essays present arguments about the remarkable accomplishments of their focus figure: a major contributor to space science, outside of the anchor text, whose important work is also comparatively unknown. On the Performance Task of Module 4, students create illustrated pages for a narrative nonfiction picture book about the accomplishments of focus figures. These picture books provide engaging visual support to students' presentations of their focus figure arguments during the End-of-Unit Assessment. During this assessment, students also delineate the arguments of their classmates and reflect on their learning across the module as a whole.</p>
	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p>Yes</p>	<p>Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. In Module 1, students begin Unit 1 by reading <i>The Lightning Thief</i>. Students analyze how the author develops the point of view of the narrator, and then strategize to determine the meanings of unfamiliar words and phrases, including figurative language. In the second half of Unit 1, students “prepare for a Socratic Seminar discussion by analyzing how Percy, the main character, responds to challenges.” Then, students create discussion norms to engage in productive text-based discourse about the novel. In the second half of the unit, students write a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>literary analysis essay using the Painted Essay structure, comparing and contrasting the treatment of events in the movie <i>Percy Jackson and the Olympians: The Lightning Thief</i> with the same events in the novel. In Module 3, Unit 1, students begin to build background knowledge surrounding the anchor text, <i>Two Roads</i>. In Lesson 1, students begin to explore the novel while being instructed to “look through their new anchor text with their partner and discuss what they notice and wonder about <i>Two Roads</i>.” Students continue with this task while teachers “Clarify that the novel is historical fiction; while the main character is fictional, his experiences represent a true and painful part of American history” and “Direct students to the Work to Become Ethical People Anchor Chart, and focus on the habits of respect and compassion.” The lesson continues with students analyzing historical resources and to focus on what they think they will be learning in this module using the I Notice/I Wonder Note Catcher Handout. In Module 4, Unit 2, students read <i>Hidden Figures</i> and supplemental texts about the West Computers to compare the accounts. By Lesson 15, students compare and contrast authors’ presentations of events in Moon Landing. In the lesson, students use the Compare and Contrast Authors’ Presentations of Events: The Moon Landing handout to analyze how “Shetterly’s and NASA’s presentations of the moon landing</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			compare and contrast in terms of the content included, the authors’ methods used to convey content, and the points of view being conveyed.” Students then engage in a round of Brain Ball in which they toss a ball around a circle while students take turns sharing their responses recorded on their handouts.
	<p>Required</p> <p>3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> • Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening). 	Yes	<p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. For example, in Module 2, Unit 1, Lesson 9, students participate in a Language Dive to determine the figurative and connotative meanings of the word morose as it is used in Chapter 5 of <i>The Boy Who Harnessed The Wind</i>. In the lesson, students also utilize the Text Guide to record their definitions of the words: woeful, surplus, feeble, and dismal. Module 3, Unit 1, Lesson 4, students conduct a close read of “The Land of Red Apples” to analyze the text’s point of view as well as determine the meaning of unfamiliar words or word usage. Students read the sentence, “My body trembled more from fear than from the snow I trod upon.” After determining the gist of the sentence, the teacher draws</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students' attention to the word trembled and asks, "How is the connotation of the word trembled different than the connotations of the other words with similar denotations like shook and wiggled?" The materials include teacher embedded Conversation Cues if more direction is needed. In Module 4, Unit 2, Lesson 2, students engage in an entrance ticket and focus on the word <i>segregation</i> . Students read the designated excerpt from the text and the list of laws that legalized segregation after the Civil War, with a focus on the word segregation. After reading, students engage in a Turn and Talk responding to the question, "Based on these laws, what might segregation mean?"
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the	Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A	Not applicable for this grade level.
	Required *Indicator for grades K-1 only Indicator 4b) Materials provide grade-appropriate instruction and practice for the concepts of print (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).	N/A	Not applicable for this grade level.
	Required *Indicator for grades K-1 only 4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words;	N/A	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>capacity to comprehend texts across a range of types and disciplines.</p> <p><input 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>clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>		
	<p>Required *Indicator for grades K-5 only 4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-5 only Indicator 4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency words using multisensory techniques.</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-5 only 4f) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-5 only 4g) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>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>Required *Indicator for grades K-5 only</p> <p>4h) Materials provide instruction and practice in word study.</p> <ul style="list-style-type: none"> • In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>) • In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. 	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-2 only</p> <p>4i) Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only</p>	N/A	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	4j) Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.		
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 5a) Materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) <ul style="list-style-type: none"> • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. 		See EdReports for more information.
	Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).		
	5c) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills	Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
for college and career readiness, and help students meet the language standards for the grade. <input type="checkbox"/> Yes <input type="checkbox"/> No	to engage effectively, as determined by the grade-level standards. ⁶		
	Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information , using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.		
	Required 6c) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. <ul style="list-style-type: none"> • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing). 		
	Required 6d) Materials address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. <ul style="list-style-type: none"> • For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage. 		

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 8c) Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>		
	<p>Required 8d) Materials provide additional supports for expressing understanding through formal discussion and writing development (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).</p>		
	<p>Required 8e) Materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>		
	<p>Required 8f) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>		
	<p>8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.</p>		

FINAL EVALUATION

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality⁷	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	Yes	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making

⁷ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁸	4. Foundational Skills	N/A	Not applicable for this grade level.
III. Additional Criteria of Superior Quality⁹	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: Tier 1, Exemplifies quality			

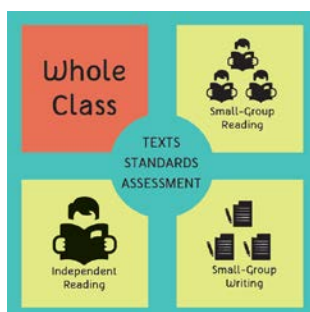
⁸ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

⁹ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.



Qualified for Abbreviated Review¹

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.² In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts³ independently. Thus, a strong ELA classroom is structured with the below components.



Title: **EL Education**

Grade: **7**

Publisher: **Imagine Learning LLC**

Copyright: **2020**

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

Tier 1, Tier 2, Tier 3 Elements of this review:

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

¹ Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://www.edreports.org/reports/overview/learnzillion-el-education-6-8-language-arts-2020>.

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

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



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

- Review the **required**⁴ Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. For grades K-5, materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II⁵ and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

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

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

Tier 1 ratings receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

Tier 2 ratings receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

Tier 3 ratings receive a “No” for at least one of the Non-negotiable Criteria.

⁴ **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

⁵ For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</p> <p>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>			
<p>Non-negotiable</p> <p>1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <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>Required</p> <p>1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. 	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. For example, In Module 1, students read <i>A Long Walk to Water</i> (720L) which is below grade level; however, it is considered “appropriately placed at the beginning of Grade 7” due to “the alternating plot structure; frequent changes of setting and perspective; and content that revolves around issues like drought, civil war, and displacement.” All of this greatly increases the qualitative complexity of this text to make it interesting and complex for Grade 7. In Module 2, “Kindness Contagion” does not have an applicable level that places it in the grade band. However, guidance notes that “This text helps build knowledge of the concept of social contagion, which is useful for the rest of the module. Since the text itself is an argument, and the structure of the text is so challenging, students work with the text over three lessons.” In Module 4, students engage with the text “Five Things You Can Do to Reduce Plastic Pollution” (1240L). While quantitative analysis places the text above the grade level, it is appropriate for Grade 7. Guidance states, “The text is relatively short, with an engaging topic, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students work with it in a supported, guided close read so that it is accessible to all students.” The meaning of the text is mostly straightforward. In the close read, students look deeply at the author’s point of view, which requires some inferring. Some of the vocabulary and terminology about the World Bank will be unfamiliar to students. Students work directly with some of these terms during the guided close read of the text, with direct teacher support. This section of the text includes many complex sentences; however the second part of the text, on five things individuals can do, is less complex, with mostly familiar vocabulary and more simple and compound sentences. Some specific knowledge in the text will be new to students; therefore, some prior knowledge about the World Bank may be needed.</p>
	<p>Required Indicator 1b) At least 90% of provided texts, including read-alouds in K-2, are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p>Yes</p>	<p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. In Module 1, students read <i>A Long Walk to Water</i>, by Korean-American author, Lina Sue Parks, about the hardships two children experience and how they overcome those challenges with courage and perseverance. In Module 3, students read <i>One Last Word</i>, by Children’s Literature Legacy Award winning author Nikki Grimes, which is a collection of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>poems and illustrations that pay homage to poets of the Harlem Renaissance. In the module, students also read “The Boy and the Bayonet,” by American poet and novelist Paul Laurence Dunbar. The short story builds knowledge of the Harlem Renaissance “making it function almost as a primary source for the period” for this module. In Module 4, students watch the documentary, <i>A Plastic Ocean</i>, by Craig Leeson, and read the book, <i>Trash Vortex</i>, by Danielle Smith-Llera which informs students about the consequences of plastic pollution in the ocean as well as methods for mitigating the problem. Students use their anchor text and articles in Units 1 and 2 to gather background knowledge about the problem, as well as explore possible solutions to reducing plastic pollution at different points in the plastic life cycle. The design of this module aims to support students as they process sensitive or challenging passages.</p>
	<p>Required 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> 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 	<p>Yes</p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. The materials include four modules, each consisting of three units of instruction. Unit 1 of each module includes the Building Background Knowledge section. In this unit, students are introduced to the anchor text which they continue to read in Unit 2 building to Unit 3 in which they complete a writing task. For</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.		<p>example, in Module 2, Unit 1, students begin reading <i>A Long Walk to Water</i> which focuses on how the setting shapes the characters and plot, how an author develops and contrasts the points of view of different characters in the text, and how themes are developed throughout the story. After analyzing how the theme develops throughout the story, students create discussion norms to have productive, academic discussions about the text. Then, in Unit 2, students research to respond to the questions generated while reading <i>A Long Walk to Water</i> during Unit 1, including questions about <i>Lost Girls</i>. In the second half of Unit 2, students use the Painted Essay structure to write an informative essay comparing and contrasting how <i>A Long Walk to Water</i> and an informational text dealing with the subject matter of the Lost Children of Sudan. Finally, in Unit 3, students compare <i>A Long Walk to Water</i> to the audiobook version of the text and explore how authors develop tone, mood, and expression to write a narrative children's ebook about a Lost Boy or Girl of Sudan and convert them into e-books to publish.</p> <p>Module 2, Unit 1, students begin the unit by reading three chapters from the anchor text, <i>Patient Zero</i>, by examining the text features and structures incorporated in each chapter. Students examine examples of epidemics in the 17th century to the early 20th century. In the first half of the unit, students determine the meanings of words and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>phrases, especially technical terms associated with epidemiology. In the second half of the unit, students “focus on the interactions among the individual epidemiologists or scientists, the events during the epidemics, and the ideas about disease at the time, as well as consider the mindsets, tools, and character traits that enabled the scientists to solve these medical mysteries.” Then, in Unit 2, students “complete the mid-unit assessment, read a new article about social epidemics and analyze the argument by identifying and evaluating claims, evidence, and reasoning.” By the end of Unit 2, students think critically about the latest research about how emotions, ideas, and behaviors spread. Finally, in Unit 3, they engage in their own research to develop a podcast script related to a social or disease epidemic.</p>
	<p>Required 1d) Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>Yes</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. In Module 2, Unit 1, Lesson 1, students closely read <i>Kindness Contagion</i> to determine two or more central ideas as the teacher reads it aloud. After students turn and talk about what was read, they read an excerpt from paragraph 2 of <i>Kindness Contagion</i> to determine the meaning of phrases. After reading an excerpt from paragraph 3, students identify the emerging ideas of the text so far. Although they analyzed <i>Kindness</i></p>

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			<p><i>Contagion</i> in Lesson 1, students reread the article in Lesson 2 and reconsider their understanding of complex text. In Lesson 2, the teacher reads <i>Kindness Contagion</i> aloud to demonstrate an understanding of the gist of each paragraph and identify important vocabulary words in each paragraph. In Module 3, Unit 1, Lesson 2, students look more closely at the connections between art forms in the Harlem Renaissance by studying the musical “Shuffle Along.” Then, in Lesson 3, students listen to a performance of the song to compare the two mediums. Students read the dialogue of the article and song lyrics from the second excerpt together as a class. Students consult their notes from the first excerpt to review where the scene takes place and the relationship between the characters. In the first half of Module 4, Unit 1, students study the documentary <i>A Plastic Ocean</i>, noting the transcript’s portrayal of a subject as compared to the film’s portrayal. Students also analyze the film’s main ideas and supporting details, as well as how the ideas in the video introduce the issue of plastic pollution. Students identify and analyze the speakers’ arguments by evaluating their claims as well as the soundness of their reasoning and the relevance and sufficiency of their evidence. In the second half of the unit, students analyze the anchor text <i>Trash Vortex</i> for the author’s purpose and central ideas. Students then learn to analyze the text for how the author distinguishes her position from that</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>of others. In the first half of Unit 2, students read three articles and revisit their anchor texts to understand what interventions can be taken at each stage of the plastic life cycle: beginning, middle, and end. Students practice analyzing how authors develop their points of view as well as how different authors writing about the same topic shape their presentations of key information. Students also practice finding the meanings of words using relationships between words. In the second half of the unit, students write pair and independent essays, discussing which place in the plastic life cycle is the best place to target to reduce pollution. In Unit 3, students return to <i>Trash Vortex</i> and the supporting articles read in Unit 2, as they write their documentary script over the course of the first half of the unit. In the second half of Unit 3, students work in their triads to create a storyboard, using visuals to clarify their claims and findings as well as to emphasize the points in their documentary script.</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 2. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p>	<p>Required 2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>A majority of questions in the materials are text-dependent and text-specific; student ideas are expressed through both written and spoken responses. In Module 2, students respond to text-dependent and text-specific questions that build students' understanding of how epidemics begin and spread. In Unit 1, "students begin exploring the history of medical epidemics and focus on people's mindsets and contributions, and how they behaved differently from those</p>

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<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>around them.” Questions that support understanding include “How does the explanation of the inaccurate and incomplete information about the causes of death (18 and 20) add to the reader’s understanding of Graunt’s theory and the section ‘Graunt’s Legacy’ (23)?” from Lesson 3 and “What is the author suggesting about how the cesspool and the water pump might be related to the spread of cholera?” from Lesson 5. In Module 3, students respond to questions that support their understanding of the Harlem Renaissance. In Unit 2, students explore the social and political context of the Harlem Renaissance by reading short informational texts and examining visual art. After reading “The Boy and the Bayonet” students answer, “What do you think the text is mostly about at this point?” “What theme could be emerging or beginning to develop at this point in the text?” and “What questions do you have about what is happening and what is to come in the text?” In Unit 3, students explore the contemporary legacy of the Harlem Renaissance by examining short informational and literary texts, visual art, and performances to further develop their sense of how the Harlem Renaissance continues to have an impact today. In Lesson 4, students read “David’s Old Soul” and respond to questions such as “What is the effect of David comparing himself to a ‘tree’ and a ‘raft’?” and “How does ‘David’s Old Soul’ expand upon the themes in ‘The</p>

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			<p>Negro Speaks of Rivers’? How do the lines that Grimes chose for the Golden Shovel help demonstrate this connection?” In Module 4, students read texts and respond to questions that support their understanding and build knowledge toward understanding plastic pollution and how it affects humans, animals, and the environment. In Unit 2, students continue to explore the issue while focusing on what can be done to address the problem. In Lesson 1, students read “Five Weird Materials That Could Replace Plastic.” Text-based questions include, “Based on this sentence, what is the likely purpose of the paragraph?” “How does the rest of the paragraph help to develop this purpose?” and “Why might the author begin with the benefits of plastic before moving on to talking about the negative effects?” At the end of the Unit Assessment, students write an argument essay defending the idea that the middle of the plastic life cycle is the best place to target to reduce plastic pollution. Students use knowledge gained in the unit to support their claims.</p>
	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p>Yes</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 to advance and deepen student learning over time. The Module 1 Overview includes the following focus questions: “What can we learn from those who have survived the greatest tragedies and become</p>

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			<p>even more determined to help others?” and “How can we share these kinds of stories to inspire and educate?” In the module, students analyze narratives and create their own stories as they learn about the Lost Boys and Girls of Sudan. Students begin Unit 1 by reading the novel <i>A Long Walk to Water</i>. Students focus on how the setting shapes the characters and plot, how the author develops and contrasts the points of view of different characters in the text, and how themes are developed throughout the story. As they analyze and discuss the text, students also create discussion norms in order to have productive discussions about the text at the end of the unit. In Unit 1, Lesson 3, the Daily Lesson Plan provides opportunities for students to analyze how the setting shapes characters and plot (RL.7.3) and explain how the author develops point of view (RL.7.6). As they read the first two chapters of the book, <i>A Long Walk to Water</i>, students reflect on the learning targets by responding to the question, “How does the setting shape the characters and plot in Chapter 2 of <i>A Long Walk to Water</i>?” (RL.7.3). In Module 3, the Guiding Questions guide students through the module in order to deepen their learning through tasks and use the language of the standards, such as, “How does collaboration influence artistic renaissance?” In Unit 1, students “compare musical and textual techniques in the play ‘<i>Shuffle Along</i>’ and how these techniques affect meaning and</p>

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			<p>develop themes” (RL.7.2). Then, students complete the Mid-Unit Assessment of Unit 1 in which they compare and contrast versions of “Lift Every Voice and Sing” (RL.7.7). In Lessons 1-7 of Unit 2, students read two short stories, “His Motto” and “The Boy and the Bayonet,” to analyze the texts for point of view (RL.7.6) and the interactions between story elements such as character, plot, and setting (RL.7.3). Then, in the second half of Unit 2, students write a literary essay to discuss how three pieces of work from the Harlem Renaissance are connected by themes (W.7.2). In Module 4, Lesson 5, students compare the way the transcript of <i>A Plastic Ocean</i> portrays a subject to the way it is portrayed in the video, delineate a speaker’s argument and claims in <i>A Plastic Ocean</i> (RI.7.7), and evaluate a speaker’s evidence and reasoning in <i>A Plastic Ocean</i> (RI.7.9). Students also work in small groups to analyze a claim made in the video for hyperbolic language (RI.7.4). In Lessons 8-11, students read <i>Trash Vortex</i> to determine the author’s purpose and to identify the point of view. In Lesson 8, students determine two or more central ideas and the author's purpose in <i>Trash Vortex</i>. Questions that support student understanding include, “What is happening in this paragraph? What words and phrases show what is happening?” and “What purpose does this paragraph serve in the excerpt? How does it add to the text?” (RI.7.6). Students also determine, “How</p>

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			<p>does the information in this text compare to the documentary <i>A Plastic Ocean</i>? How do the two anchor texts work together to inform each other?” and “What were some of the purposes of the film? How do those purposes compare to the purposes in the text <i>Trash Vortex</i>?” (RI.7.7).</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. In Module 1, Unit 1, students read the novel, <i>A Long Walk to Water</i>, to build background knowledge. During the first half of the unit of reading, students focus on “catching questions about the conflict described and analyzing how the setting shapes the characters and plot and how an author develops and contrasts the points of view of different characters in the text.” In the second half of the unit, students begin to analyze how themes have developed throughout the story and then create norms for discussions about the text at the end of the unit. In Unit 2, students begin the unit by researching to answer the questions generated while reading <i>A Long Walk to Water</i> during Unit 1, including questions about the Lost Girls of Sudan. Then, Students watch clips of the documentary “God Grew Tired of Us,” about the <i>Lost Boys of Sudan</i>, analyzing the main ideas and supporting details and explaining how the</p>

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			<p>ideas clarify what they have been researching. In Unit 3, students compare <i>A Long Walk to Water</i> to the audiobook version of the text, exploring how authors and readers develop tone, mood, and expression. In Unit 3, students read <i>A Long Walk to Water</i> to “witness evidence of respect, empathy, collaboration, perseverance, taking initiative, and making the world a better place and discuss what these look and sound like in the text” to make connections with this text as well as other texts in the collection and express their understanding of the topics, themes, and ideas presented in the texts. Students plan, write, and revise a narrative telling the story of a Lost Boy or Girl of Sudan for third-grade, elementary school students throughout Unit 3. For the Performance Task, students create an illustrated ebook for their story, including a foreword explaining the second Sudanese civil war and the habits of character evident in the story they have written. Then, students work in triads to create a podcast about a social or medical epidemic that concerns them or their community. In Module 2, Unit 1, students explore the history of medical epidemics. In Lesson 2, begin reading <i>Patient Zero</i>. To support understanding, students identify the structures the author uses to organize the text. Students work in groups to identify the differing structures and then respond to questions, “Why do you think it is important to keep track of the text</p>

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			<p>structures the author uses?” and “Why does it make sense to analyze this particular text by looking at its sections?” As students continue to read the text, they also continue to identify the author’s uses of text structure. In Lesson 5, students explain their responses to questions, “How is the section ‘Cures for a Penny’ mostly structured?” and “What is the author suggesting about how the cesspool and the water pump might be related to the spread of cholera?” Students make inferences and use evidence and clues from the text to support their inferences. Lessons 8-11 focus on students reading to analyze interactions among individuals in the text. In Lesson 11, students engage in a Think-Pair-Share to explain, “What habits of character and academic mindsets did you see in this excerpt?” “Who demonstrated them?” and “What did they look/sound like?” This lesson includes a Language Dive that supports students’ understanding of the infinitive phrase “She refused to believe something.” The teacher is prompted to, “Help students to notice that in this sentence, the word something and the infinitive phrase “to believe that she was transmitting typhoid” are functioning in the same way: as the noun phrase that is the direct object of refused.” Over the course of the unit, students choose an epidemic topic, conduct research, write a script for their podcast, and use technology to record and sound edit their podcast. In Module 4, students develop an understanding of</p>

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			<p>plastic pollution and how it affects the environment. Students explore the problems of plastic pollution and how they can be addressed. By Unit 3, students explain a personal action they can make to respond to the issue of plastic pollution. For example, students prepare to present a Documentary Pitch by creating a storyboard with images, captions, and a script about plastic pollution and then presenting their Documentary Pitch in a formal way emphasizing clear points and utilizing their Storyboard to “clarify and emphasize points.”</p>
	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p>Yes</p>	<p>Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. In Module 3, Unit 1, students begin the unit exploring collaboration in the Harlem Renaissance, noting how the Harlem Renaissance was an explosion and confluence of art, music, and literature. Throughout the first half of the unit, students explore literary texts and the art and music they inspired, to develop their ability to compare and contrast these versions and analyze the effects of techniques unique to each medium and note thematic connections. First, students examine scenes and songs from the iconic Broadway musical Shuffle Along. Next, students analyze the songs’ musical techniques volume, tone, and tempo noting</p>

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			<p>how the musical and textual techniques affect meaning and develop themes such as love persevering through tough times. For the Mid-Unit Assessment, students examine the thematic connections between the poem “Lift Every Voice and Sing” and the song and sculpture inspired by the text. Students compare the different versions, analyzing the effects of the techniques unique to each medium and how they develop themes around how black Americans collaborate to survive, thrive, and create art. In the second half of the unit, students continue exploring Harlem Renaissance literature by analyzing poems that develop themes about drawing strength from the past and persevering to achieve dreams. For the End-of-Unit Assessment, students respond to selected and constructed response questions about the structure, language, and themes in Claude McKay’s “I Shall Return.” Finally, students compare McKay’s poem to artwork by Meta Warrick Fuller and Winold Reiss for thematic connections around drawing strength from and longing for home or Africa. The unit concludes with a collaborative discussion about how all the poems and artwork examined in the unit relate thematically. In Module 4, Unit 1, students respond to module Guiding Questions that include: “Where and how does plastic pollute?” and “What can be done about Plastic Pollution?” In Unit 1, students are introduced to the topic of “plastic pollution and how it affects</p>

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			<p>humans, animals, and the environment” and “study the documentary <i>A Plastic Ocean</i>, noting the transcript’s portrayal of a subject as compared to the film’s portrayal.”</p> <p>Students analyze the film’s main ideas and supporting details, as well as how the ideas in the video introduces the issue of plastic pollution. Students work collaboratively to complete note-catchers and engage in discussions to compare the film and transcript portrayals of subjects as well as to evaluate the speakers’ arguments. In the second half of Unit 1, students address the Guiding Questions and big ideas about where and how plastic pollutes, as well as what can be done about plastic pollution by analyzing the anchor text <i>Trash Vortex</i> for the author’s purpose and central ideas and how the author distinguishes her position from that of others. In Module 4 in Unit 2, students engage with a group of texts to answer the Guiding Question “What can I do about Plastic Pollution?” through 15 lessons. In the first half of Unit 2, students read three articles and revisit their anchor texts to understand what interventions can be taken at each stage of the plastic life cycle: beginning, middle, and end. Students analyze how authors develop their points of view as well as how different authors write about the same topic to shape their presentations of key information. In the second half of Unit 2, students write an argumentative essay to discuss which place</p>

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	<p>Required</p> <p>3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> • Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening). 	Yes	<p>in the plastic life cycle is the best place to target to reduce pollution.</p> <p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. For example, in Module 1, Unit 1, Lesson 2, students explore the learning targets and discuss the difference between academic and domain-specific words. After students understand the difference between academic and domain-specific vocabulary, they engage in a Turn and Talk discussing, “What words about the <i>Lost Boys</i> did you read or hear in Lesson 1? What topic or domain are these words from?” Students also gain instruction in and practice using a dictionary as a strategy for determining the meaning of unfamiliar vocabulary. Students reflect on the module’s guiding questions. After the students begin reading the anchor text of the module, <i>A Long Walk to Water</i>, they note new vocabulary and record the gist of Chapter 1 as they read. In Module 2, Unit 1, students explore the history of medical epidemics and focus on people’s mindsets and contributions, and how they behaved differently from those around them.</p>

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			Students define what a medical or biological epidemic is and explore foundational questions about epidemics and the people who fought them which “provides the conceptual scaffolding and some of the terminology necessary for extending the study of medical epidemics to social epidemics in Unit 2.” Students read three chapters from the anchor text, <i>Patient Zero</i> , “to examine a variety of text features and structures incorporated in each chapter of Patient Zero, as well as how major sections contribute to the whole text and the development of ideas and determining the meanings of words and phrases, especially technical terms associated with epidemiology.” Students also practice determining the impact of word choice on meaning and tone.
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective,	Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A	Not applicable for this grade level.
	Required *Indicator for grades K-1 only Indicator 4b) Materials provide grade-appropriate instruction and practice for the concepts of print (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).	N/A	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<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 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>Required *Indicator for grades K-1 only 4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only 4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only Indicator 4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency words using multisensory techniques.</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only 4f) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only 4g) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-</p>	N/A	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>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>Required *Indicator for grades K-5 only</p> <p>4h) Materials provide instruction and practice in word study.</p> <ul style="list-style-type: none"> • In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>) • In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. 	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-2 only</p> <p>4i) Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.</p>	N/A	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required *Indicator for grades K-5 only 4j) Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.	N/A	Not applicable for this grade level.
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 5a) Materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) <ul style="list-style-type: none"> The majority of informational texts have an informational text structure. In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. 		See EdReports for more information.
	Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).		
	5c) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills	Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
for college and career readiness, and help students meet the language standards for the grade. <input type="checkbox"/> Yes <input type="checkbox"/> No	to engage effectively, as determined by the grade-level standards. ⁶		
	Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information , using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.		
	Required 6c) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. <ul style="list-style-type: none"> • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing). 		
	Required 6d) Materials address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. <ul style="list-style-type: none"> • For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage. 		

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 8c) Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>		
	<p>Required 8d) Materials provide additional supports for expressing understanding through formal discussion and writing development (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).</p>		
	<p>Required 8e) Materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>		
	<p>Required 8f) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>		
	<p>8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.</p>		

FINAL EVALUATION

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality⁷	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	Yes	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making

⁷ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁸	4. Foundational Skills	N/A	Not applicable for this grade level.
III. Additional Criteria of Superior Quality⁹	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: Tier 1, Exemplifies quality			

⁸ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

⁹ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.



Qualified for Abbreviated Review¹

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.² In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts³ independently. Thus, a strong ELA classroom is structured with the below components.



Title: **EL Education**

Grade: **8**

Publisher: **Imagine Learning LLC**

Copyright: **2020**

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

Tier 1, Tier 2, Tier 3 Elements of this review:

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

¹ Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://www.edreports.org/reports/overview/learnzillion-el-education-6-8-language-arts-2020>.

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

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



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

- Review the **required**⁴ Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. For grades K-5, materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II⁵ and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

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

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

Tier 1 ratings receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

Tier 2 ratings receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

Tier 3 ratings receive a “No” for at least one of the Non-negotiable Criteria.

⁴ **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

⁵ For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</p> <p>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>			
<p>Non-negotiable</p> <p>1. QUALITY OF TEXTS:</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 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>Required</p> <p>1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. 	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. For example, in Module 1, students read <i>Summer of Mariposas</i> (840L) which is below the grade level band but it is considered “appropriately placed at the beginning of the eighth-grade year, where its relatively low Lexile invites all readers to the table, and carefully planned instruction supports both expert and reluctant readers in interpreting the book’s nuanced plot and themes.” Quantitative measures add to the text’s overall complexity, as well, which includes a very complex meaning or purpose. Guidance states, “The book is written in the style of magical realism; the combination of realistic events with magical and mythical elements can make the plot difficult to follow at times.” Text structure and knowledge demands are also considered very complex because the story “moves without warning between magical and realistic events” and the use of Spanish words and aphorisms from Mexican folklore and mythology. In Module 3, students read <i>Maus 1: A Survivor’s Tale: My Father Bleeds History</i> (NP) which has qualitative measures that range from moderately complex to very</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>complex. The meaning/purpose of this story is very complex because “the story contains multiple levels of meaning that can be difficult to identify” and “the author develops several abstract themes that require connections across the full text.” This text does not have an applicable level that places it in the grade band. The graphic novel format allows students to make the complex concepts both accessible and appropriate for the grade level. This “comfortable quantitative measure” balances out because it allows students to focus on metaphor, mythology, and other connections in the book. In Module 4, students engage with the text <i>Farewell to Manzanar</i> (1040L). Qualitative measures add to the text’s overall complexity. These measures include very complex meaning or purpose, text structure, and knowledge demands. The purpose of the text requires students to make inferences such as the effects of internment on Jeanne personally, as well as some effects on the Japanese American community. Connections between events and ideas in the text are also complex. Guidance states, “Within each chapter, the text connects Jeanne’s experiences at Manzanar to larger reflections on the effects of internment on herself, her family, and the Japanese American community.” The text requires students to have prior knowledge of World War II, specific detailed knowledge of the attack on Pearl Harbor, and background on</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required Indicator 1b) At least 90% of provided texts, including read-alouds in K-2, are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p>Yes</p>	<p>the political history of Japanese immigration.</p> <p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. In Module 2, students read the anchor text, <i>The Omnivore’s Dilemma</i>, by author and journalist Michael Pollan, to build background knowledge of food choices. In Unit 3, students analyze the language of <i>The Omnivore’s Dilemma</i> to “formulate an argument about a choice their community can make to eat healthily and sustainably.” In Module 3, students read <i>Maus I: A Survivor’s Tale: My Father Bleeds History</i>, by graphic novelist Art Spiegelman to gain knowledge around or better understand the “dark and complex shadows of the Holocaust.” Students also read and analyze the poem “Often a Minute,” by Magdalena Klein, which also supports students’ understanding of the Holocaust. In Module 4, students read the anchor text, <i>Farewell to Manzanar</i>, by Jeanne Wakatsuki Houston and James D. Houston, to analyze the connections that the text makes between the individuals and events of World War II. Students also read “Psychological Effects of Camp,” by Donna K. Nagata, to understand the psychological effects of Japanese</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> 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>	<p>Americans who spent time in internment camps during World War II experience.</p> <p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. The materials include four modules, each consisting of three units of instruction. Unit 1 of each module includes the Building Background Knowledge section. In this unit, students are introduced to the anchor text which they continue to read in Unit 2 building to Unit 3 in which they complete a writing task. For example, in Unit 1 of Module 1, students begin with reading <i>Summer of the Mariposas</i>, by Guadalupe Garcia McCall, with theme, point of view, and discussion norms being introduced. While reading <i>Summer of the Mariposas</i>, students closely read complex informational texts about the folklore of Mexico, such as <i>The Latin American Story Finder</i> in Unit 1, “The Peuchen” in Unit 2, and <i>La Llorona</i> in Unit 3. In the second half of Unit 1, students analyze how incidents in the story reveal aspects of a character in order to prepare for a Socratic Seminar discussion.” Then, in Unit 2 students continue to read <i>Summer of Mariposas</i>. In the first half of Unit 2, students analyze the theme over the course of the text and write summaries. In the second half of Unit 2, students write a new scene for <i>Summer of Mariposas</i> in which</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>they “modernize a different Latin American folklore ‘monster’ as a replacement for one of the other monsters chosen by McCall.” Before they write the scene, students research a monster from Latin American Folklore. Finally, in Unit 3, students read the informational author’s notes on the anchor text, <i>Summer of Mariposas</i>, and a model essay to write a summary. Students will end the unit with writing a literary analysis using the Painted Essay structure comparing and contrasting how La Llorona was portrayed in <i>Summer of the Mariposas</i> with the original story to explain how McCall has rendered the story new. In Module 3, Unit 1, students read “The Holocaust: An Introductory History” to gain vocabulary knowledge, such as Holocaust, genocide, Nazi, and upstander, and background knowledge of the “scope and gravity of the Holocaust.” In Unit 2, students analyze a model literary analysis, an expository essay that compares and contrasts the structures and themes of a poem and a novel. Students then closely read the poem, “Often a Minute” in order to write their own essay comparing the structure and theme of this poem to their anchor text, <i>Maus I</i>. In the second half of Unit 2, students read excerpts from memoirs written by victims and survivors of the Holocaust, such as <i>Abe’s Story: A Holocaust Memoir</i>. In Unit 3, students read informational accounts of upstanders during the Holocaust, including the following: “Johtje Vos, 97; Sheltered Jews in Her Home</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>in WWII Holland, Saving 36” “The Forgotten Swiss Diplomat Who Rescued Thousands from Holocaust” an excerpt from “Marek Edelman Obituary” and “Miep Gies.” Students write reflections about how these individuals took action. This work prepares students for their mid-unit assessment, in which they are presented with a reflection paragraph from an informational text and answer selected and constructed response questions about the use of punctuation and verb voice, and mood. In the second half of Unit 3, students create a graphic panel as a representation of one of the summaries they wrote. Students discuss common traits of upstanders that they saw across the texts they read and analyze a model narrative of a fictional interview with an imaginary upstander. Students plan a narrative of their own by creating a profile of a fictional upstander, creating interview questions and answers, and planning an ‘explode the moment’ with sensory details and figurative language to slow down the pacing of a key moment of the narrative. This prepares students for their End-of-Unit Assessment, in which they write the narrative.</p>
	<p>Required 1d) Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>Yes</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. In Module 2, Unit 1, students read excerpts from <i>The Omnivore’s Dilemma</i> to build background knowledge. In Lesson 1 of Unit</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>1, students closely read <i>The Omnivore’s Dilemma</i> to analyze the author’s point of view and perspective. Then students continue to read excerpts of <i>The Omnivore’s Dilemma</i> to analyze how the author uses the structure to contribute to the development of the author’s point of view and perspective. In Lesson 4 of Unit 1, students delineate the argument in a section of <i>The Omnivore’s Dilemma</i> and evaluate an argument to “assess whether Michael Pollan’s reasoning is sound and the evidence presented on the topic of industrial farming is relevant and sufficient.” Module 3 provides a list of the texts and the lesson summaries for multiple readings of the texts. In Unit 1, students begin reading <i>Maus I</i> to track character, plot, and emerging themes. In the Unit 1 Mid-Unit Assessment students analyze character, dialogue, and word choice in <i>Maus I</i>, Chapter 4. Students continue to read <i>Maus I</i> to track plot and emerging themes. In the Unit 1 End-of-Unit Assessment, students analyze passive and active voice and summarize <i>Maus I</i>. In Unit 2, students analyze a model essay and closely read a new poem, “Often a Minute” in order to plan and write their own essay comparing and contrasting structure and meaning in the poem and <i>Maus I</i>. In the Unit 2 Mid-Unit Assessment, students compare and contrast structure and meaning in a new poem and <i>Maus I</i>. As the unit continues, students read memoir accounts of victims and survivors of the Holocaust, track the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			development of themes, and write summary paragraphs. In Unit 3, students read nonfiction accounts of upstanders during the Holocaust and write reflections. By the Unit 3 End-of-Unit Assessment, students write a narrative in interview form. Within Module 4, Lessons from Japanese American Internment, Unit 1, Lesson 2, students begin reading <i>Farewell to Manadar</i> to make connections between individuals and events. Continuing in Lesson 3, students participate in a Language Dive to explore connections and the use of figurative language in <i>Farewell to Manadar</i> . In the Language Dive, students determine the meaning of unfamiliar vocabulary in Chapter 2 of the text. In Lesson 4, students watch the first segment of the “film adaptation of <i>Farewell to Manzanar</i> ” and analyze “how the film stays faithful to and departs from the text.”
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>2. TEXT-DEPENDENT QUESTIONS:</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>Required</p> <p>2a) 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>Yes</p>	<p>A majority of questions in the materials are text-dependent and text-specific; student ideas are expressed through both written and spoken responses. In Module 1, students respond to text-dependent and text-specific questions that build students’ understanding of Latin American folklore. In Unit 1, students begin reading <i>Summer of the Mariposas</i> as an introduction to the folklore of Mexico. In Module 1, Unit 1, Lesson 3, students answer the Entrance ticket which is based on an excerpt from the passage. After the students have typed in their answer, they Turn and Talk to discuss</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>questions, “How did you come up with that definition? and “What clues did the context give you?” Students complete Quick Write: Summer of Mariposas, Chapter 2, in which they respond to the following prompt: “From reading this excerpt, what do you, the reader, know that Mama doesn’t know? What effect does this create?” By the end of the unit students are prepared to engage in a Socratic Seminar by discussing, “What does the encounter with the nagual reveal about Velia, Delia, and Pita?” In Unit 2, students continue to read the text. By the end of the unit, students write a new scene for the text “in which they modernize a different Latin American folklore ‘monster’ as a replacement for one of the other monsters chosen by McCall.” In Lesson 7, students begin researching monsters from Latin American folklore. Then, students prepare to write their narratives. Students respond to questions, “If your scene is going to fit seamlessly into <i>Summer of the Mariposas</i>, what does that mean for the setting?” and “Where in the book would be an easy place to insert a new scene? Why?” In Module 2, Unit 2, after researching GMOs as a whole class, students choose and research their own topic. Students write an expository essay on how their research topic impacts access to healthy food. At the end of Unit 2, students participate in a “Desktop Teaching Activity” in which they teach a mini-lesson on the topic they research and participate in their classmates' mini-lessons</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>on other case studies. In Module 3, students read texts and respond to questions that build their understanding of the Holocaust. In Unit 1, students read <i>Maus I: A Survivor's Tale: My Father Bleeds History</i>. Questions that support student understanding of the text include the following: "Panel 5 shows a close-up of numbers on Vladek's arm. Why?" "Why do you think the author shows us this picture?" and "Why does the author show us Vladek's arm as he pedals his exercise bike? Why are both important to help us learn something about Vladek?" In Unit 2, students read the poem "Often a Minute" and then write an essay comparing the structure and theme of "Often a Minute" to <i>Maus I</i>. Students write an essay comparing the theme of <i>Maus I</i> and 'Often a Minute,' and analyzing how the differing structures contribute to that theme.</p>
	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p>Yes</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 to advance and deepen student learning over time. Module 1 includes tasks that use the language of the standards. In Unit 1, "students analyze theme and characterization in <i>Summer of the Mariposas</i>" (RL.8.2). Then, students complete the Mid-Unit Assessment for Unit 1 by writing a new scene for <i>Summer of the Mariposas</i> in which they "modernize a different Latin American folklore monster as a replacement for one of the other monsters</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>chosen by McCall.” In order to do this, students research a monster from Latin American folklore to choose (RL.8.9, W.8.7). Module 3 Guiding Questions guide students through the module to deepen their learning through tasks that use the language of the standards. At the beginning of Unit 1, students read “The Holocaust: An Introductory Overview” providing an overview of the Holocaust to build their background knowledge on the scope and gravity of the Holocaust. Then, at the end of Unit 1, students write a summary of the entire anchor text, <i>Maus I</i>, including a statement of a major theme developed throughout the text (RI.8.2). In the first half of Unit 2, students read a poem, “Often a Minute,” and write an essay comparing the structure and theme of this poem to their anchor text, <i>Manus I</i> (W.8.2). After reading informational texts about upstanders during the Holocaust in Unit 3, students “create a fictional upstander” and write a narrative piece about that fictional character (W.8.3). In Module 4, the Guiding Questions include: “What were the causes and impacts of Japanese American internment camps?” “What are the main lessons that can be learned from Japanese American internment?” and “How can people effectively apply the lessons of internment to their own communities?” In Unit 1, students are introduced to the anchor text. They analyze how the text makes connections among and distinctions</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>between important individuals, ideas, or events, tracking these connections and distinctions in a note-catcher (RI.8.3). They also begin to develop an anchor chart to highlight significant ideas that emerge from the text, including the ways in which Jeanne and her family members are impacted by internment. To further develop the background knowledge needed to interpret the events described in the text, students examine images and primary source documents that center on other Japanese American internment experiences. Also in Unit 1, students watch two segments of the <i>Farewell to Manzanar</i> film (RI.8.7). They focus on key moments, noting the extent to which the film stays faithful to or departs from the text. Students also examine how significant ideas from the text are conveyed in the film. The assessments of the unit evaluate students' abilities to "analyze the connections and distinctions made in a new chapter of the text" and to "discuss the causes and impacts of Japanese American internment in a collaborative discussion" (W.8.1).</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts</p>	<p>Required 3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. In Module 1, Unit 1, students read the novel <i>Summer of Mariposas</i> to build background knowledge. The focus of the first half of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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>unit of reading is “theme and point of view, as well as discussion norms, as students discuss their responses to the text” as students “analyze how differences in the points of view of the characters and the reader create effects like suspense or humor.” Students read <i>Summer of the Mariposas</i>, and they closely read complex informational texts about the folklore of Mexico. With the Unit 1 Mid-Unit Assessment, students “explain what effect is created by differences in the points of view of the characters and the reader in Chapter 9 of <i>Summer of the Mariposas</i>.” In the second half of the unit, students analyze how incidents in the story reveal aspects of a character in order to prepare for a Socratic Seminar discussion. In Unit 2, students continue to read <i>Summer of the Mariposas</i>. The first half of the unit focuses on the text’s theme and how the theme develops. In the Unit 2 Mid-Unit Assessment, students determine a theme and analyze its development in Chapter 16, and write an objective summary. In the second half of Unit 2, in Lesson 6, students analyze a model of a narrative essay to plan to prepare to write their own narrative. Then in Lesson 7, they choose a Latin American monster to research that they later write about in a narrative piece. For the Unit 2 End-of-Unit Assessment, students express “their ability to develop and finalize the narrative that they prepared for and planned over the course of Lessons 6–10 of Module 1, Unit 2.”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>In Module 4, Unit 1, students explore the topic of Japanese American internment. As in previous modules, in Lesson 1 of Unit 1, students discover the topic by examining multiple artifacts. They are then introduced to the culminating Performance Task and the Guiding Questions of the module, “What were the causes and impacts of Japanese American internment camps?” “What are the main lessons that can be learned from Japanese American internment?” and “How can people effectively apply the lessons of internment to their own communities?” In Lesson 2, students begin reading the anchor text, <i>Farewell to Manzanar</i>. Throughout the unit, they track connections and distinctions among individuals, ideas, and events in the text and answer selected and constructed response questions about vocabulary and language to consider meaning in the text. In Unit 2, students continue to explore the topic of Japanese American internment and analyze how significant ideas from <i>Farewell to Manzanar</i> are conveyed in the film adaptation of the text. In the first half of the unit, students read part 2 of <i>Farewell to Manzanar</i> and continue to track connections and distinctions between individuals, ideas, and events in the text and answer selected and constructed response questions about connection and distinctions, point of view, vocabulary, and language to consider meaning in the text. For example, students consider how the authors use figurative language to make a connection between the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>narrator Jeanne Wakatsuki's baton and her father to convey Jeanne's anger toward her father. This work prepares students for the Unit 2 Mid-Unit Assessment. Students also watch the third segment of the film adaptation of <i>Farewell to Manzanar</i> in Lesson 3 and continue to track the extent to which the film <i>Farewell to Manzanar</i> stays faithful to or departs from the text. In Unit 3, students focus on understanding key lessons from Japanese American internment. In the first half of the unit, students read a series of informational texts to understand the redress movement and the long-term impact and effects of Japanese American internment. From their reading of these texts, students generate enduring lessons from internment and then find evidence from the anchor text, <i>Farewell to Manzanar</i>, and other supplemental texts read in Unit 2 to deepen their understanding of these lessons. For example, students use text-based evidence to identify the lesson that in times of terrible struggle, people can draw strength from their identities and communities. They also engage in collaborative discussions. This work prepares students for the Unit 3 Mid-Unit Assessment, a text-based discussion on lessons from Japanese American internment and the redress movement.</p>
	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing,</p>	<p>Yes</p>	<p>Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	speaking, listening, and language through quality, grade-level complex texts.		<p>quality, grade-level complex texts. In Module 2, Unit 1, Lesson 1, students infer and examine the Performance Task and module Guiding Questions. In Lesson 2, students read Section 1 of <i>The Omnivore's Dilemma</i> to analyze the author's purpose and point of view. After reading, students participate in a Language Dive in response to their reading which states, "I decided to become a food detective, to find out where our food comes from and what exactly it is we are eating." Questions to support understanding include: "What does this sentence mean to you?" "How does this sentence add to your understanding of the guiding questions?" "What did Michael Pollan decide to become?" "What kinds of words and phrases usually follow verbs?" and "What do you notice about the direct object that follows the verb decided?" As the unit continues, Lesson 5 requires students to read section 5 of <i>The Omnivore's Dilemma</i>. Then students delineate and evaluate the argument in <i>The Omnivore's Dilemma</i>, assessing whether the reasoning is sound and the evidence is relevant and sufficient. Finally, students practice delineating a speaker's argument and specific claims in a video about farmers markets. In the final lesson of the unit, Lesson 14, students analyze written texts, infographics, and videos while answering selected response questions on local sustainable food. Then they begin conducting their independent research task</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>where they analyze two texts that provide conflicting information. In Module 4, Unit 1, Lessons from Japanese American Internment, students answer the Guiding Questions of the modules through the lessons in three units, including: “What were the causes and impacts of Japanese American internment camps?” Students build background knowledge through 12 lessons. To begin Unit 1, students begin reading <i>Farewell to Manzanar</i> to “analyze how the text makes connections among and distinctions between important individuals, ideas, or events.” To further develop the background knowledge needed to interpret the events described in the text, students examine images and primary source documents that center on other Japanese American internment experiences. Students analyze the film’s main ideas and supporting details, as well as how the ideas in the video introduces the issue of plastic pollution. The assessments of Unit 1 evaluate students’ abilities to analyze the connections and distinctions made in a new chapter of the text and to discuss the causes and impacts of Japanese American internment in a collaborative discussion. In Module 4, Unit 2, students finish reading <i>Farewell to Manzanar</i> and watch the two final segments of the <i>Farewell to Manzanar</i> film. They continue to analyze connections and distinctions, identify significant ideas, and evaluate the film’s depiction of events in the text. Then, students take the Unit 2 Mid-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required</p> <p>3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> • 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>Yes</p>	<p>Unit Assessment which challenges them to demonstrate their analytical skills with a new chapter of the text. In the second half of Unit 2, students first revisit the Painted Essay structure to “analyze a model literary argument essay” and respond to the prompt: “One significant idea in the text Farewell to Manzanar is that Jeanne’s youth impacts her understanding of events in the text. How effectively does the film Farewell to Manzanar convey this significant idea?” Then, students use a similar prompt about the significant idea that Papa feels conflicted loyalties to both the United States and Japan, to produce their own independent argument essay for the Unit 2 End-of-Unit 2 assessment.</p> <p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. For example, in Module 1, Unit 2, Lesson 1, students use vocabulary strategies to define the words: analyze, characteristics, effective, and literary. The teaching notes explain, “Follow the same routine to focus students on the words analyze (to separate into parts for close study; examine and explain), characteristics</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>(features or qualities of something), effective (successful in producing a desired or intended result), and literary (having to do with literature) and to use a dictionary to define the words or the vocabulary strategies on the Close Readers Do These Things Anchor Chart.” In Module 2, Unit 1, Lesson 2, students participate in a Language Dive in <i>The Omnivore’s Dilemma</i> to explore the author’s purpose in <i>The Omnivore’s Dilemma</i> and how infinitive phrases function in sentences. Questions that support understanding include, “Can you figure out what a detective is?” and “Can you figure out what a food detective is?” Within Module 3, Unit 1, Lesson 3, students deepen their knowledge of the Holocaust by determining the meaning of unknown words and phrases as they read an overview of the history of the Holocaust and reflect on thinking questions. Students build their background knowledge about World War II and the Holocaust as they participate in a protocol using Holocaust Glossary Strips. Students read the word and definition on their strip, underlining important keywords that help them understand the information given.</p>
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
<p>Non-negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in</p>	<p>Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every</p>	N/A	<p>Not applicable for this grade level.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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.</p> <p><input 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>student to become proficient in each of the foundational skills.</p>		
	<p>Required *Indicator for grades K-1 only Indicator 4b) Materials provide grade-appropriate instruction and practice for the concepts of print (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-1 only 4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only 4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only Indicator 4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency words using multisensory techniques.</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only 4f) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p>	N/A	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>		
	<p>Required *Indicator for grades K-5 only</p> <p>4g) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>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>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only</p> <p>4h) Materials provide instruction and practice in word study.</p> <ul style="list-style-type: none"> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>) In grades 3-5, materials provide instruction and practice in word study including systematic 	N/A	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.		
	Required *Indicator for grades K-2 only 4i) Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.	N/A	Not applicable for this grade level.
	Required *Indicator for grades K-5 only 4j) Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.	N/A	Not applicable for this grade level.
Section III. Additional Criteria of Superior Quality			
<p>5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RI.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.)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) Materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. 		See EdReports for more information.
	<p>Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>		
	<p>5c) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina,</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.⁶</p> <p>Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p> <p>Required 6c) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing). 		

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 6d) Materials address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage. 		
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 7a) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>		
	<p>Required 7b) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>		
	<p>Required 7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		
	<p>Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.</p>		
	<p>7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>		
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below</p>	<p>Required 8a) As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>students with understanding the text itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		
	<p>Required 8b) Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.</p>		
	<p>Required 8c) Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>		
	<p>Required 8d) Materials provide additional supports for expressing understanding through formal discussion and writing development (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).</p>		
	<p>Required 8e) Materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>		
	<p>Required 8f) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.		
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality⁷	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written

⁷ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	Yes	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (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 designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁸	4. Foundational Skills	N/A	Not applicable for this grade level.
	5. Range and Volume of Texts		See EdReports for more information.

⁸ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
III. Additional Criteria of Superior Quality⁹	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: Tier 1, Exemplifies quality			

⁹ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

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

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

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

The [2021-2022 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Baton Rouge Diocese, Beauregard, Bossier, Calcasieu, Central Community, City of Monroe, Desoto, East Baton Rouge, East Feliciana, Evangeline, Franklin, Iberia, Jefferson, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Orleans, Ouachita, Rapides, Regina Coeli Child Development Center, Richland, Special School District, St. Charles, St. John, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, Vermillion, West Baton Rouge, and West Feliciana. This review represents the work of current classroom teachers with experience in grades 6-8.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.