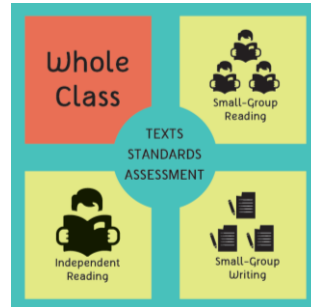




The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts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



Title: **ELA Summit 4 LA**

Grade: **4**

Publisher: **K12 Inc.**

Copyright: **2019**

Overall Rating: **Tier 3, Not representing quality**

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

| STRONG | WEAK                                 |
|--------|--------------------------------------|
|        | 1. Quality of Texts (Non-negotiable) |
|        |                                      |
|        |                                      |
|        |                                      |
|        |                                      |
|        |                                      |
|        |                                      |
|        |                                      |

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

<sup>2</sup> A range of texts are texts written at different reading levels.



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

- Review the **required**<sup>3</sup> 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 2-4. Materials must meet all of the **Non-negotiable** in order for the review to continue to Section II<sup>4</sup>.
- 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 II: Additional Criteria of Superior Quality**.

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

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

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

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

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<sup>3</sup> **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.

<sup>4</sup> For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 -4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO)            | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|--|--|-----------------------------------|---|
| <b>Section I. K-12 Non-negotiable Criteria of Superior Quality</b><br><b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III.</b>  |  |                                   |   |
| <p><b>Non-negotiable</b></p> <p><b>1. QUALITY OF TEXT SETS:</b><br/>           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 type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> | <p><b>Required</b></p> <p><b>1a)</b> Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,<sup>5</sup> as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p> <p><b><i>A text analysis that includes complexity information is provided.</i></b></p> <p><b>Required</b></p> <p><b>1b)</b> 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.</p> | <p><b>No</b></p> <p><b>No</b></p> | <p>The materials provide texts that are not appropriately complex for the identified grade level according to the requirements outlined in the standards. According to the Louisiana quantitative guidance, a text for the 4th to 5th grade band should have a quantitative complexity between 740 and 1010 Lexile. However, only 26 of the 52 total texts fall in that range. Examples of below-grade-level text include but are not limited to Unit 1, Lesson 4’s “Glass Slipper, Gold Sandal,” with a Lexile of 620 and Unit 10, Lesson 5’s “Baseball Saved Us,” with a Lexile of 550. Twenty six texts are at or above the 4th-5th grade band qualitative complexity level. Examples of grade-level or above text include but are not limited to Unit 1’s “Yeh-Shen,” with a Lexile of 905; Unit 4’s “50th Anniversary Interview with John Glenn,” with a Lexile of 975; and Unit 10’s “Oprah Winfrey,” with a Lexile of 1070.</p> <p>At least 90% of texts are of publishable quality, but they do not offer rich opportunities for students to meet the grade-level ELA standards. While 93% of the texts in the materials are of publishable quality, half of the texts in the materials are below grade level, and therefore do not</p> |

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

| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|---|------------------------|--|
|          |   |                        | <p>offer rich opportunities for students to meet grade-level ELA standards for grade 4. Four texts of unpublishable quality are included, such as “Cave Paintings to Emojis,” “Counterfeit Money,” and “Still Standing.” Among the 4th grade-level appropriate texts, publishable quality writing includes “The Echoing Green,” by William Blake; “Bed in Summer,” by Robert Louis Stevenson; and “Jackie Robinson,” by Cynthia Amoroso.</p>   |
|          | <p><b>Required</b><br/> <b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> | <p><b>No</b></p>       | <p>Materials do not 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. While units are somewhat organized around topics, they do not contain collections of connected texts with a coherent knowledge base; furthermore, Units conclude with a “Big Ideas” assessment which is skills based rather than knowledge based. For example, Unit 6, Lesson 14 frames its assessment with the language, “What do great actors and great learners have in common? They both practice their skills. Answer some questions to review some important skills.” This assessment includes questions such as, “What is the theme of the poem ‘Try, Try Again?’” Moreover, Unit 11, Lesson 16 frames its assessment with the language, “The greatest athletes practice their skills</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|----------|--|------------------------|--|
|          |  |                        | often. Great learners do the same thing. Answer some questions to review some important skills.” This assessment includes questions such as, “What is the main idea of this part of the story?”  |
|          | <p><b>Required</b><br/> <b>1d)</b> Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p> | <b>No</b>              | <p>Within a sequence or collection, quality texts of grade level complexity are not selected for multiple, careful readings throughout the unit of study. The majority of texts in the units are read once during a unit and are not selected for multiple close reads. For example, in Unit 4, Lesson 1, students read “Go, John Glenn.” In Lesson 2, students read and listen to an interview titled “About John Glenn.” In Lesson 3, students read “Two Views of Project Mercury.” Students do not return to the texts for purposeful rereads. In Unit 6, Lesson 10, students read “Rikki Tikki Tavi” Chapter 1. In Lesson 11, they read chapter 2 of “Rikki Tikki Tavi.” Lessons 12 and 13 also focus on “Rikki Tikki Tavi,” but do not demand any re-reading or revisiting of specific sections or passages. In Unit 10, Lesson 1, students read “Pink and Say” and take a quiz on the text in Lesson 2. Although Lesson 2 requires students to answer questions from the text, there is no re-reading of selected passages. Moreover, in Lesson 3, students read “Ibrahim,” and in Lesson 5 students read “Baseball Saved Us.” Students do not return to these texts for multiple, careful readings.</p> |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO)      | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|--|---|-----------------------------|---|
| <p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>2. TEXT-DEPENDENT QUESTIONS:</b></p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>   | <p><b>Required 2a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>  | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |
|  | <p><b>Required 2b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>  | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |
| <p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>3. COHERENCE OF TASKS:</b></p> <p>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><b>Required 3a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>  | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |
|  | <p><b>Required 3b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p> | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO)      | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|---|---|-----------------------------|---|
| <input type="checkbox"/> Yes <input type="checkbox"/> No  | <p><b>Required</b><br/> <b>3c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <p>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p> | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |
| <b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>  |   |                             |   |
| <p><b>Non-negotiable*</b><br/> <b>4. FOUNDATIONAL SKILLS:</b><br/>           Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> | <p><b>Required *Indicator for grades K-2 only</b><br/> <b>4a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>   | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |
|   | <p><b>Required</b><br/> <b>4b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>   | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |
|   | <p><b>Required</b><br/> <b>4c)</b> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p>  | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|---|---|------------------------|--|
| <input type="checkbox"/> Yes <input type="checkbox"/> No<br><br>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)   | <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>   |                        |  |
|   | <p><b>Required</b><br/> <b>4d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |
|   | <p><b>Required</b><br/> <b>4e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p> | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |
|   | <p><b>Required</b><br/> <b>4f)</b> In grades K - 5, materials guide students to read grade-level text, making frequent connections between acquisition of foundation skills and meaning-making.</p>   | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |
| <b>Section III. Additional Criteria of Superior Quality</b>   |   |                        |  |
| <p><b>5. RANGE AND VOLUME OF TEXTS:</b><br/>           Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g.</a></p> | <p><b>Required</b><br/> <b>5a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between</p>   | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |



| CRITERIA   | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|--|---|------------------------|--|
| <p><a href="#">RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.</a></p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>  | literature/informational texts to help determine the appropriate balance.)  |                        |  |
|  | <b>Required</b><br><b>5b)</b> Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |
|  | <b>5c)</b> The majority of informational texts have an informational text structure rather than a narrative structure. In grades 3-12, materials include literary nonfiction (e.g. speeches, biographies, essays).  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |
|  | <b>5d)</b> Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |
| <b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b><br>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. | <b>Required</b><br><b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 5; 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. | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |
|  | <b>Required *Indicator for grades 3-12 only</b><br><b>6b)</b> The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built   | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  |
|--|--|------------------------|---|
| <input type="checkbox"/> Yes <input type="checkbox"/> No | <p>through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>  |                        |   |
|  | <p><b>Required *Indicator for grades K-2 only</b><br/> <b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>   | <b>Not Evaluated</b>   | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |
|  | <p><b>Required</b><br/> <b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (e.g., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p> | <b>Not Evaluated</b>   | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |
|  | <p><b>Required</b><br/> <b>6e)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>                  | <b>Not Evaluated</b>   | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|---|--|------------------------|--|
|   | <b>6f)</b> Materials provide additional supports for writing development in English language arts (i.e. modeled writing, student exemplars).   | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |
| <b>7. ASSESSMENTS:</b><br>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).<br><br><input type="checkbox"/> Yes <input type="checkbox"/> No | <b>Required 7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |
|   | <b>Required 7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.   | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |
|   | <b>Required 7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |
|   | <b>Required 7d)</b> Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.        | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |
|   | <b>7e)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |
| <b>8. SCAFFOLDING AND SUPPORT:</b><br>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.   | <b>Required 8a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction. | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |
|   | <b>Required 8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading          | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|--|--|------------------------|--|
| <input type="checkbox"/> Yes <input type="checkbox"/> No | strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.   |                        |  |
|  | <b>Required</b><br><b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.   | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |
|  | <b>Required</b><br><b>8d)</b> The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.   | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |
|  | <b>Required</b><br><b>8e) *Foundational Skills Indicator for grades K-2 only</b><br>Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value. | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |
|  | <b>Required</b><br><b>8f) * Foundational Skills Indicator for grades K-5 only</b><br>Materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skills supports.  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |
|  | <b>8g)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or   | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |

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

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

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

| Section  | Criteria            | Yes/No    | Final Justification/Comments  |
|--|---------------------|-----------|---|
| <b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>6</sup></b> | 1. Quality of Texts | <b>No</b> | Based on evidence found, the non-negotiable criteria were not met and the review is unable to continue. Materials provide texts that are not appropriately complex for the identified grade level will the majority of books not meeting Lexile requirements. Less than 90% of texts are of publishable quality and many of the texts are written specifically for the curriculum. Additionally, materials do not provide a coherent sequence of collected texts that build knowledge through reading, writing, listening, speaking and language. There is no evidence of speaking requirements and projects that occur at the end of the unit depend heavily on application of literary skills and do not incorporate knowledge. |

<sup>6</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY                              | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   |
|--|---|------------------------|--|
|  |   |                        | Finally, within a sequence or collection, quality texts of grade level complexity are not selected for multiple, careful readings throughout the unit of study. The texts are read once and not referred to again. |
|  | 2. Text-Dependent Questions                                 | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met.   |
|  | 3. Coherence of Tasks                                       | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met.   |
| <b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>7</sup></b> | 4. Foundational Skills                                      | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met.   |
| <b>III. Additional Criteria of Superior Quality<sup>8</sup></b>                          | 5. Range and Volume of Texts                                | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met.   |
|  | 6. Writing to Sources, Speaking and Listening, and Language | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met.   |
|  | 7. Assessments  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met.   |
|  | 8. Scaffolding and Support                                  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met.   |
| FINAL DECISION FOR THIS MATERIAL: <b><u>Tier 3, Not representing quality</u></b>         |   |                        |  |

\*As applicable

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

<sup>8</sup> 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 [2019-2020 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Ascension, Beauregard, Bossier, Caddo, Calcasieu, Caldwell, City of Monroe, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, Jefferson, Jefferson Davis, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Livingston, LSU Lab School, Orleans, Orleans/Lusher Charter School, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, RSD Choice Foundation, St. John the Baptist, St. Charles, St. James, St. Landry, St. Mary, St. Tammany, Tangipahoa, Vermillion, Vernon, West Baton Rouge, West Feliciana, and Zachary. This review represents the work of current classroom teachers with experience in grades 1-6.

Appendix I.

Publisher Response





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



Title: **ELA Summit 4 LA**

Grade: **4**

Publisher: **K12 Inc.**

Copyright: **2019**

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

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

| STRONG | WEAK                                 |
|--------|--------------------------------------|
|        | 1. Quality of Texts (Non-negotiable) |
|        |                                      |
|        |                                      |
|        |                                      |
|        |                                      |
|        |                                      |
|        |                                      |
|        |                                      |

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

<sup>2</sup> A range of texts are texts written at different reading levels.



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

- Review the **required**<sup>3</sup> 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 2-4. Materials must meet all of the **Non-negotiable** in order for the review to continue to Section II<sup>4</sup>.
- 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 II: Additional Criteria of Superior Quality**.

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

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

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

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

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<sup>3</sup> **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.

<sup>4</sup> For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 -4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  | Publisher's Response  |
|--|--|------------------------|---|---|
| <b>Section I. K-12 Non-negotiable Criteria of Superior Quality</b><br><b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III.</b>  |  |                        |   |   |
| <p><b>Non-negotiable</b></p> <p><b>1. QUALITY OF TEXT SETS:</b><br/>           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 type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> | <p><b>Required</b></p> <p><b>1a)</b> Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,<sup>5</sup> as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p> <p><b><i>A text analysis that includes complexity information is provided.</i></b></p> | <p><b>No</b></p>       | <p>The materials provide texts that are not appropriately complex for the identified grade level according to the requirements outlined in the standards. According to the Louisiana quantitative guidance, a text for the 4th to 5th grade band should have a quantitative complexity between 740 and 1010 Lexiles. However, only 26 of the 52 total texts fall in that range. Examples of below-grade-level text include but are not limited to Unit 1, Lesson 4's "Glass Slipper, Gold Sandal," with a Lexile of 620 and Unit 10, Lesson 5's "Baseball Saved Us," with a Lexile of 550. Twenty six texts are at or above the 4th-5th grade band qualitative complexity level. Examples of grade-level or above text include but are not limited to Unit 1's "Yeh-Shen," with a Lexile of 905; Unit 4's "50th Anniversary Interview with John Glenn," with a Lexile of 975; and Unit 10's "Oprah Winfrey," with a Lexile of 1070.</p> | <p>K12's guidelines for 4-5 at-level Lexile scores are in alignment with Louisiana's state range. The majority of core texts selected fall between 740 and 1010, but due to the spiral nature of our curriculum, rather than a steady increase in Lexile levels, a more recursive pattern can be found. Additionally, since Lexile scores are quantitative measures of a text's complexity, sometimes a text with more advanced qualitative complexity but lower Lexile are peppered into the program. For example, Glass Slipper Gold Sandal relies heavily on the reader's ability to quickly and fluently make inferences. Baseball Saved Us deals with topics inappropriate for Grade 2 children (unfair internment of Japanese-Americans during WW2), but appropriate for students in higher grades who can better extrapolate themes to everyday life. Alternately, sometimes a text's qualitative measures are so low that a slightly higher Lexile is a counterbalance, as is the case with Yeh-Shen. The storyline is very familiar to students acquainted with the fairy tale of Cinderella, and can easily be followed. But for a handful of complex sentences and the addition of foreign words which can falsely</p> |

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

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   | Publisher's Response  |
|----------|--|------------------------|--|---|
|          |  |                        |  | raise a text's Lexile level, the texts are ideal candidates for the age range, theme of the unit, and knowledge of ELA.   |
|          | <p><b>Required</b><br/> <b>1b)</b> 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.</p>  | <b>No</b>              | <p>At least 90% of texts are of publishable quality, but they do not offer rich opportunities for students to meet the grade-level ELA standards. While 93% of the texts in the materials are of publishable quality, half of the texts in the materials are below grade level, and therefore do not offer rich opportunities for students to meet grade-level ELA standards for grade 4. Four texts of unpublishable quality are included, such as "Cave Paintings to Emojis," "Counterfeit Money," and "Still Standing." Among the 4th grade-level appropriate texts, publishable quality writing includes "The Echoing Green," by William Blake; "Bed in Summer," by Robert Louis Stevenson; and "Jackie Robinson," by Cynthia Amoroso.</p> | <p>The texts included in the course are used to address all Louisiana Student standards for the related grade. We provide content based on readings from authors such as Tomie DePaola, Kate DiCamillo, Allen Say, Jane Yolen, Madeline L'Engle, Thanhha Lai, Rudyard Kipling, Sir Arthur Conan Doyle, Patricia Polacco, and Gail Gibbons, among many others. The four texts "Cave Paintings to Emojis," "Counterfeit Money," "Still Standing: the Leaning Tower of Pisa" and "The Many Colors of Birds" (I'm assuming this is the 4<sup>th</sup> because they're all part of the same collection – K12 World Magazine) are high quality nonfiction articles, created specifically to teach a variety of topics as outlined in CCSS (math, history, technology, and science) while simultaneously teaching CCSS-related concepts such as text structure (compare/contrast, cause/effect, sequence, problem/solution).</p> |
|          | <p><b>Required</b><br/> <b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement</p> | <b>No</b>              | <p>Materials do not 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. While units are somewhat organized around topics, they do not contain collections of connected texts with a coherent knowledge base; furthermore,</p>  | <p>Within units (excepting the Choice Project unit), the texts are related by a common theme or topic. EX: G4 U3 = mysteries; G4 U4 = flying; G4 U9 = developing strong personal character; G4 U11 = coral reefs G5 = moments in history, author study, biography, Niagara Falls, women of NASA/Project Mercury.</p>  |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  | Publisher's Response  |
|----------|---|------------------------|---|---|
|          | <p>with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> |                        | <p>Units conclude with a “Big Ideas” assessment which is skills based rather than knowledge based. For example, Unit 6, Lesson 14 frames its assessment with the language, “What do great actors and great learners have in common? They both practice their skills. Answer some questions to review some important skills.” This assessment includes questions such as, “What is the theme of the poem ‘Try, Try Again’?” Moreover, Unit 11, Lesson 16 frames its assessment with the language, “The greatest athletes practice their skills often. Great learners do the same thing. Answer some questions to review some important skills.” This assessment includes questions such as, “What is the main idea of this part of the story?”</p> | <p>Big Ideas days are found at the end of each unit, and serve three different purposes: a cumulative review of content taught to date (this is called a Skills Update), a chance to practice test items found on standardized texts (this called Explore), and then either a mini read/respond project, a critical skills practice, or a written respond-to-a-prompt activity.</p> <p>The questions on the Lesson Openers for skills practice days (What do great actors and great learners have in common?) are designed to be hooks that help reinforce the important notion that practicing skills is important. With regard to demonstrating knowledge, in English Language Arts one does this by showing they understand and can find the main idea, theme, supporting details, character traits, etc. Taken as individual skills to be mastered, they come together as the knowledge base for ELA. Assessing students understanding of how space ships work or how to make a quilt might show a broad increase in general knowledge, but has nothing to do with ELA-related knowledge. Applying skills demonstrates knowledge. Assessments therefore provide users with a new text and then ask that they demonstrate knowledge mastery by finding main ideas, by explaining how a character impacts a plot, and other standards-related ELA skills.</p> |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   | Publisher's Response  |
|----------|--|------------------------|--|---|
|          | <p><b>Required</b><br/> <b>1d)</b> Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p> | <p><b>No</b></p>       | <p>Within a sequence or collection, quality texts of grade level complexity are not selected for multiple, careful readings throughout the unit of study. The majority of texts in the units are read once during a unit and are not selected for multiple close reads. For example, in Unit 4, Lesson 1, students read "Go, John Glenn." In Lesson 2, students read and listen to an interview titled "About John Glenn." In Lesson 3, students read "Two Views of Project Mercury." Students do not return to the texts for purposeful rereads. In Unit 6, Lesson 10, students read "Rikki Tikki Tavi" Chapter 1. In Lesson 11, they read chapter 2 of "Rikki Tikki Tavi." Lessons 12 and 13 also focus on "Rikki Tikki Tavi," but do not demand any re-reading or revisiting of specific sections or passages. In Unit 10, Lesson 1, students read "Pink and Say" and take a quiz on the text in Lesson 2. Although Lesson 2 requires students to answer questions from the text, there is no re-reading of selected passages. Moreover, in Lesson 3, students read "Ibrahim," and in Lesson 5 students read "Baseball Saved Us." Students do not return to these texts for multiple, careful readings.</p> | <p>With every single text in the program students engage in repeated readings, or deep readings, or close readings, of the text.</p> <p>In Unit 4 Lesson 1, students read Go, John Glenn and then conduct repeated rereadings of the text as they dive into the identifying a main idea and its supporting details. In Lesson 2, students remember what they read in Go, John Glenn and then build on that reading by reading a first and a second hand account of the content read in Go, John Glenn. Students then engage in close readings of the two accounts to learn how to distinguish between the accounts to learn why firsthand accounts are important. This skill is then built upon in the next lesson, where students read "Two Views of Project Mercury." They then conduct guided rereadings as they learn to compare and contrast texts. And, all along they are preparing to write their own accounts of events.</p> <p>In Rikki Tikki Tavi, students will read a chapter on each day, but after they've read the chapter, deep readings of the chapter are required and used to teach students how to make and support inferences; they study the impact of the author's word choice by rereading specific passages in other lessons as well.</p> |

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO)      | JUSTIFICATION/COMMENTS WITH EXAMPLES  | Publisher's Response   |
|---|--|-----------------------------|---|--|
|   |  |                             |   | Pink and Say, Ibrahim, and Baseball Saved Us all provide time for the student to read the text and then participate in multiple rereadings of passages as they learn about perspective, making inferences, drawing conclusions, and cause-and-effect relationships in the plot of a story. |
| <p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b><br/> <b>2. TEXT-DEPENDENT QUESTIONS:</b><br/> 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 type="checkbox"/> Yes      <input type="checkbox"/> No</p>  | <p><b>Required 2a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>   | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |  |
|   | <p><b>Required 2b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>   | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |  |
| <p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b><br/> <b>3. COHERENCE OF TASKS:</b><br/> 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,</p> | <p><b>Required 3a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p> | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |  |
|   | <p><b>Required 3b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating</p>  | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |  |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   | Publisher's Response |
|--|---|------------------------|--|----------------------|
| syntax, and fluency, as needed, so that students can gain meaning from text.<br><br><input type="checkbox"/> Yes <input type="checkbox"/> No   | the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.   |                        |  |                      |
|  | <p><b>Required</b><br/> <b>3c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <p>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p> | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |                      |
| <b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>   |   |                        |  |                      |
| <b>Non-negotiable*</b><br><b>4. FOUNDATIONAL SKILLS:</b><br>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 | <p><b>Required *Indicator for grades K-2 only</b><br/> <b>4a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>   | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |                      |
|  | <p><b>Required</b><br/> <b>4b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>   | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |                      |
|  | <p><b>Required</b><br/> <b>4c)</b> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes</p>   | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |                      |



| CRITERIA   | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  | Publisher's Response |                      |   |  |
|--|---|------------------------|---|----------------------|----------------------|---|--|
| <p>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>and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p> | <p>Not Evaluated</p>   | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |                      |                      |   |  |
|  | <p><b>Required 4d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>  |                        |   |                      | <p>Not Evaluated</p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |  |
|  | <p><b>Required 4e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>   |                        |   |                      | <p>Not Evaluated</p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |  |
|  | <p><b>Required 4f)</b> In grades K - 5, materials guide students to read grade-level text, making frequent connections between acquisition of foundation skills and meaning-making.</p>   |                        |   |                      | <p>Not Evaluated</p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |  |
| <p><b>Section III. Additional Criteria of Superior Quality</b></p>   |   |                        |   |                      |                      |   |  |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY  | MEETS METRICS (YES/NO)      | JUSTIFICATION/COMMENTS WITH EXAMPLES  | Publisher's Response |
|--|---|-----------------------------|---|----------------------|
| <p><b>5. RANGE AND VOLUME OF TEXTS:</b><br/>Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> | <p><b>Required</b><br/><b>5a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>   | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |                      |
|  | <p><b>Required</b><br/><b>5b)</b> Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>  | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |                      |
|  | <p><b>5c)</b> The majority of informational texts have an informational text structure rather than a narrative structure. In grades 3-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>   | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |                      |
|  | <p><b>5d)</b> Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>   | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |                      |
| <p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b><br/>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</p>  | <p><b>Required</b><br/><b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 5; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p> | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |                      |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO)      | JUSTIFICATION/COMMENTS WITH EXAMPLES  | Publisher's Response |
|--|--|-----------------------------|---|----------------------|
| <p>meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> | <p><b>Required *Indicator for grades 3-12 only</b><br/> <b>6b)</b> The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>  | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |                      |
|  | <p><b>Required *Indicator for grades K-2 only</b><br/> <b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>   | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |                      |
|  | <p><b>Required</b><br/> <b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (e.g., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p> | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |                      |
|  | <p><b>Required</b><br/> <b>6e)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction and writing after</p>   | <p><b>Not Evaluated</b></p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |                      |

| CRITERIA  | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES   | Publisher's Response |
|---|--|------------------------|--|----------------------|
|   | texts as a way to develop more complex sentence structure and usage.   |                        |  |                      |
|   | <b>6f)</b> Materials provide additional supports for writing development in English language arts (i.e. modeled writing, student exemplars).   | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |                      |
| <b>7. ASSESSMENTS:</b><br>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).<br><br><input type="checkbox"/> Yes <input type="checkbox"/> No | <b>Required</b><br><b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |                      |
|   | <b>Required</b><br><b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.   | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |                      |
|   | <b>Required</b><br><b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |                      |
|   | <b>Required</b><br><b>7d)</b> Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.        | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |                      |
|   | <b>7e)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |                      |
| <b>8. SCAFFOLDING AND SUPPORT:</b><br>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.   | <b>Required</b><br><b>8a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction. | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |                      |
|   | <b>Required</b><br><b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in   | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |                      |

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|--|--|------------------------|--|----------------------|
| <input type="checkbox"/> Yes <input type="checkbox"/> No | grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.  |                        |  |                      |
|  | <b>Required</b><br><b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.   | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |                      |
|  | <b>Required</b><br><b>8d)</b> The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.   | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |                      |
|  | <b>Required</b><br><b>8e) *Foundational Skills Indicator for grades K-2 only</b><br>Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value. | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |                      |
|  | <b>Required</b><br><b>8f) * Foundational Skills Indicator for grades K-5 only</b><br>Materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skills supports.  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |                      |
|  | <b>8g)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met. |                      |

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY   | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  | Publisher's Response                    |
|--|--|------------------------|---|---|
|  | <p>difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p> <p><b>8h)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p> |                        |   |   |
| <p><b>FINAL EVALUATION</b><br/> <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.<br/> <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.<br/> <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.</p> |  |                        |   |   |
| <p><b>Compile the results for Sections I-III to make a final decision for the material under review.</b></p>   |  |                        |   |   |
| Section  | Criteria   | Yes/No                 | Final Justification/Comments  |   |
| <p><b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>6</sup></b></p>  | <p>1. Quality of Texts</p>   | <p><b>No</b></p>       | <p>Based on evidence found, the non-negotiable criteria were not met and the review is unable to continue. Materials provide texts that are not appropriately complex for the identified grade level will the majority of books not meeting Lexile requirements. Less than 90% of texts are of publishable quality and many of the texts are written specifically for the curriculum. Additionally, materials do not provide a coherent sequence of collected texts that build knowledge through reading, writing, listening, speaking and language. There is no evidence of speaking requirements and projects that occur at the end of the unit depend heavily on application of literary</p> | <p>Click or tap here to enter text.</p> |

<sup>6</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

| CRITERIA   | INDICATORS OF SUPERIOR QUALITY                              | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES  | Publisher's Response |
|--|---|------------------------|---|----------------------|
|  |   |                        | skills and do not incorporate knowledge. Finally, within a sequence or collection, quality texts of grade level complexity are not selected for multiple, careful readings throughout the unit of study. The texts are read once and not referred to again. |                      |
|  | 2. Text-Dependent Questions                                 | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met.  |                      |
|  | 3. Coherence of Tasks                                       | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met.  |                      |
| <b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>7</sup></b> | 4. Foundational Skills                                      | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met.  |                      |
| <b>III. Additional Criteria of Superior Quality<sup>8</sup></b>                          | 5. Range and Volume of Texts                                | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met.  |                      |
|  | 6. Writing to Sources, Speaking and Listening, and Language | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met.  |                      |
|  | 7. Assessments  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met.  |                      |
|  | 8. Scaffolding and Support                                  | <b>Not Evaluated</b>   | This section was not evaluated because the non-negotiable criteria were not met.  |                      |
| <b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>       |   |                        |   |                      |

\*As applicable

<sup>7</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

<sup>8</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier I rating.

Appendix II.

Public Comments



There were no public comments submitted.