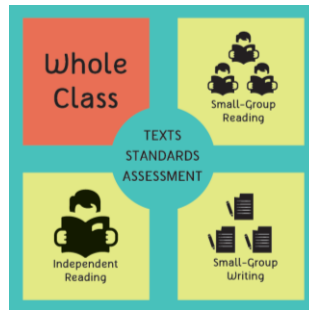




The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts 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: **KIPP Wheatley ELA**

Grade/Course: **3-5**

Publisher: **KIPP Foundation**

Copyright: **2015**

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

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

<b>STRONG</b>	<b>WEAK</b>
1. Quality of Texts (Non-negotiable)	3. Coherence of Tasks (Non-negotiable)
2. Text-Dependent Questions (Non-negotiable)	

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

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

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

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

Click below for complete grade-level reviews:

[Grade 3 \(Tier 3\)](#) [Grade 4 \(Tier 3\)](#) [Grade 5 \(Tier 3\)](#)

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

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



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>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: **KIPP Wheatley ELA**

Grade: **3**

Publisher: **KIPP Foundation**

Copyright: **2015**

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

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

<b>STRONG</b>	<b>WEAK</b>
1. Quality of Texts (Non-negotiable)	3. Coherence of Tasks (Non-negotiable)
2. Text-Dependent Questions (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 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<sup>4</sup> and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

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

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

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

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

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

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<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 2-3. 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><b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b></p> <p><b>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.</b></p>			
<p><b>Non-negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b></p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> 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.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Texts are at the appropriate level of complexity for the grade based on the qualitative and quantitative analysis and the requirements outlined in the standards. The majority of texts within the units fall between a Lexile levels of 550-790, appropriate for the grade band. For example, in Module 1: Inspiring Creativity, students engage with four texts that are centered around the theme of inspiring creativity. The sequence of the texts in Module 1 increases in complexity as the module unfolds. For example, Module 1 begins with <i>Emma’s Rug</i> (450L), by Allen Say. The text includes “imaged figures” that may lead students to question what is real and what is not. The teacher’s need to support student understanding adds to the text’s overall complexity. Students also read, <i>A River of Words</i> (280L), by Jen Bryant. Guidance suggests that teachers “support students’ engagement and comprehension of this unusual text by taking time to slowly explore and enjoy it” and, as they lead students, “help them differentiate the text elements of poems, facts and narrative.” The need for this additional guidance</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>supports the text's overall complexity. By the module's end, students engage with <i>Action Jackson</i> (650L), by Jan Greenberg and Sandra Jordan. Students' need for background knowledge in aspects of art, specifically 20th Century Western Art, adds to the text complexity. In Module 2: The Sea, students discover complex texts that are centered around the theme, the sea, and how "character traits help people respond to problems in a positive way." Students read and respond to <i>Amos And Boris</i> (820L), by William Steig. While the text is considered "largely straightforward" in that it is written in chronological narrative structure, the author's use of figurative language to "paint a picture of the events in the readers' minds" adds to its complexity. <i>Shark Attack!</i> (820L), by Cathy East Dubowski, requires students to have prior knowledge of domain-specific terms related to the ocean, seashore, and sharks. This, and the shift between narrative and informational pages, add to the text's overall complexity. <i>Titanic: The Disaster that Shocked the World!</i> (740L), by Mark Dubowski, requires that students have prior knowledge of different social classes as well as domain-specific vocabulary about the ocean and ships. Finally, in <i>Giant Squid: Searching for Sea Monster</i> (1090L), by Mary M. Cerullo and Clyde F. E. Roper, students engage with the most complex text of the module. The quantitative analysis is very complex for the grade-level, and students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>require background knowledge about the scientific process, differences between small and giant squids, as well as domain-specific vocabulary. For Module 3: We the People, students read complex texts in order to answer the Essential Question: What is the experience of an immigrant or migrant? The module includes texts such as: <i>Coming to America: The Story of Immigration</i> (890L), by Betsy Maestro. Qualitative measures add to the text's overall complexity. For example, students understanding is "supported through sub-headings, timelines and text elements, and illustrations which personalize the information." Additionally, the final pages of the book are "the most complex in the text and are largely responsible for its Lexile designation." Students also read <i>How Many Days to America? A Thanksgiving Story</i> (460L), by Eve Bunting. The knowledge demands of this text add to the text's qualitative complexity in that students need an understanding that the setting of the story occurs "set in a country during a dangerous time when citizens can be persecuted and even harmed by soldiers." Additionally, "The book does not go into any details, and even leaves the country nameless other than being set 'in the Caribbean.'" Students require background information explaining that in countries ruled by martial law, people can be in danger from their own soldiers because of their beliefs or identity or for other reasons. In <i>Going Home</i> (480L), also by</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Eve Bunting, students must infer the identity of the narrator and some of the circumstances surrounding the family’s past which adds to the text’s qualitative complexity. Students read <i>The Great Migration: Journey to the North</i>, which is a collection of poems about the Great Migration and the personal experiences of immigrants, and <i>Ellis Island (740L)</i>, by Elaine Landau. Students need to know that the Great Migration refers to the huge exodus of African Americans from the South to the North in the early to mid-20th century to escape the discrimination and danger that they faced from the racist policies and terrorism that were rampant, which is not explicitly described in the poems, adds to the qualitative and overall complexity of the text selection. Module 4: Fascinating Space, includes texts such as, <i>First Space Encyclopedia (940)</i>, by DK Publishing, <i>Plants (660)</i>, by Elizabeth Carney, <i>Eyes on the Sky (1000L)</i>, by Charlene Burssso, <i>Starry Messenger (830L)</i>, by Peter Sis, <i>Mae Jemison (710L)</i>, by Jodie Shepherd and <i>One Giant Leap (470L)</i>, by Robert Burleigh. All texts are supported with both quantitative and qualitative analyses that supports the complexity for the grade level.</p>
	<p><b>Required Indicator 1b)</b> At least 90% of provided texts, <b>including read-alouds in K-2</b>, are of <b>publishable quality</b> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality</p>	<p><b>Yes</b></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</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	of content, language, and writing that is produced by experts in various disciplines.		experts in various disciplines. Module 1 texts include <i>Emma’s Rug</i> , by Caldecott Medal winning author, Allen Say. Students discover, much like the main character, that inspiration can be found all around them. In <i>A River of Words</i> , by Jen Bryant, for which she earned the Charlotte Zolotow Honor Award, students gain the understanding that when a person is passionate about something, they will find the time to engage in that activity. Students also read <i>When Marian Sang</i> , by Pam Munoz Ryan, who also wrote <i>Esperanza Rising</i> , to experience racism in the early 1900s through the eyes of singer Marian Anderson. <i>Action Jackson</i> , by acclaimed authors Jan Greenberg and Sandrad Jordan, allows students the opportunity to appreciate art through the paintings of Jackson Pollock. Module 2 texts include, <i>Amos And Boris</i> , by Caldecott Medal Winning author and illustrator, William Steig. Students engage with the text, <i>Shark Attack!</i> by Young Adult series author, Cathy East Dubowski, to gain background knowledge and facts about sharks. In <i>Titanic: The Disaster that Shocked the World!</i> by Step into Reading book author, Mark Dubowski, students learn about the sinking of the Titanic. In Module 3, students read “Eyes on the Sky,” by Charlene Brusson, which is an article published in Cobblestone Magazine and <i>Starry Messenger</i> , by Peter Sis, a Caldecott Award winning text. Within the module students also read two text selections by award winning author Eve



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Bunting: <i>How Many Days to America? A Thanksgiving Story</i> and <i>Going Home</i>. Module 4 texts are also of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. Students read Elizabeth Carney’s <i>Planets</i> to build knowledge about planets. Peter Sis, earned a Caldecott Honor for <i>Starry Messenger</i>. Students use the text to gain a deeper understanding that Earth is not the center of the universe as discovered by Galileo. Caldecott Honor winning author, Brian Floca, tells the story of the mission of Apollo 11 in <i>Moonshot</i>. Students engage with this text to deepen their understanding of the importance of the first moon landing.</p>
	<p><b>Required</b>  <b>1c) Materials provide a coherent sequence or collection of connected texts</b> 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"> <li>In grades <b>K-2</b>, 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.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Text sets within the modules are connected by topic, theme, and common ideas that students refer to as they complete module activities, focusing questions, Essential Question responses, and module assessments. For example, in Module 1, students engage with texts that allow them the opportunity to explore how “artists use their imaginations and skill to express ideas and feelings about themselves and the world” and that “facing and overcoming challenges is part of creativity, and artists are inspired by their challenges” as they prepare for responding to the Focus</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Question: How can creative people find inspiration? In <i>Emma's Rug</i>, the main character learns to find inspiration from within herself rather than in her rug. Students also read <i>A River of Words: The Story of William Carlos Williams</i> to identify the main idea and supporting details which support the main idea by responding to questions: "What main idea did you find on pages 1–6 of <i>A River of Words</i>? What two details from this section support this main idea? How do they support it?" Students read <i>When Marian Sang</i> and respond to the Focus Question: How can Marian Anderson inspire creative people today? After reading, students reread page 14 of <i>When Marian Sang</i> and "write a question about Marian Anderson's experience of segregation under Jim Crow laws." After drafting their questions, students exchange questions with a partner and answer the new question, which includes providing supporting evidence, to express their understanding of the text. In Lesson 24, students participate in a Socratic Seminar by defending their responses to the prompt, "Is Marian Anderson historically important enough to be on the back of a five-dollar bill?" In Module 3, students read texts selected specifically to build knowledge and vocabulary about immigration and the experiences of immigrants. Students read and gain knowledge to answer the Essential Question: What is the experience of an immigrant or migrant? Students begin the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>module by reading <i>Coming to America</i>. In Lesson 4, students identify main ideas throughout the text and explain how the paragraphs and ideas connect. In Lesson 20, students conduct a Socratic Seminar to compare and contrast the messages of immigration presented in the texts <i>Going Home</i> and <i>How Many Days to America?</i> to respond to the focusing question: Why do people immigrate or relocate? By the end of the module, in Lesson 31, students read and compare two texts, <i>Ellis Island</i> and <i>Coming to America</i> to respond to the focusing question: How did mass immigration impact America? In this lesson, students compare and contrast points and details presented in the two texts. In Module 4, students read texts selected specifically to build vocabulary and knowledge to address the theme of space exploration through various activities in reading, writing, speaking, and language. Students read and gain knowledge to respond to the Essential Question: How and why do people explore space? To begin, in Lesson 1, students read <i>First Space Encyclopedia</i> to use text features to locate information within the text. By mid-module, in Lesson 11, students read and respond to the focusing question What tools do people use to learn about space? by making inferences into how the words and images presented in the text, <i>Starry Messenger</i>, convey information about Galileo Galilei. At the end of the module, in Lesson 29, students focus on the question: What</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>problems do people have to solve to get to space? In this lesson, students read two texts and compare and contrast the information presented. Students read <i>Moonshot</i> and <i>One Giant Leap</i> about the flight and moon landing of Apollo 11 in order to compare and contrast the texts.</p>
	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>Yes</b></p>	<p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Throughout the units, students read and re-read text selections for a variety of purposes to help deepen their understanding of the texts. In Module 1, Lesson 1, students engage in an echo read with the teacher in order to practice reading with expression during dialogue. Then, students re-read for deeper understanding using the Stop and Jot strategy for <i>Emma's Rug</i>. For this routine, students read independently and stop when they "come to details that are important to understanding the story." As the moments are identified, students record them and use them for further discussion and reference. In Lesson 7, students return to the text to explain how the solution to <i>Emma's Rug</i> "builds on earlier events in the text." In Module 2, Lessons 9 and 10, students read <i>Shark Attack!</i> to gain a better understanding of the role sharks play in the food chain. Students return to the text in Lesson 15, to compare and contrast the important details from <i>Shark Attack!</i> with those from "Tagging and Tracking the Sharks." In Lesson 32, students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>return to the text again to identify how the important points in <i>Giant Squid: Searching for a Sea Monster</i> and <i>Shark Attack!</i> are the same and different and to respond to the Focus Question, How did different people respond to the problems faced while studying giant squid? In Module 4, Lesson 11, students are introduced to and read <i>Starry Messenger</i> to determine “What tools do people use to learn about space?” In the lesson, students gain understanding from both illustrations and text to better understand Galileo and the importance of his discovery of the telescope. Students return to the text in Lesson 12, to analyze connections between sentences and paragraphs in the text. Students return to the text again in Lesson 16, students explain “how the words and images on pages 28-29 of <i>Starry Messenger</i> work together to tell about the text.” Finally, in Lesson 20, students use knowledge acquired during reading to conduct a Socratic Seminar by explaining why Mae Jemison and Galileo Galilei studied space.</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>2. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of</p>	<p><b>Required</b>  <b>2a) A majority of questions in the materials are text dependent and text specific;</b> student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. For example, in Module 2, Lesson 13, students answer text-dependent questions after completing a Read and Retell on the text <i>Shark Attack!</i> In this lesson, students use the handout Text-Dependent Questions for <i>Shark Attack!</i>, Day 3, as they determine “What does the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			<p>diagram on pages 40–41 show? How do these details help you understand the main idea you identified?” This lesson also includes text-specific questions. For example, on the Exit Ticket for the lesson, students explain, “Which key detail best supports the main idea that sharks come in all sizes and shapes?” In Module 3, students read <i>Coming to America</i>. In Lesson 4, students complete the Exit Ticket for the lesson by identifying “the main ideas from page 9 and the first paragraph on page 10.” In Lesson 6, students “Explain why Ellis Island was closed, based on the events on page 28 of the text.” After reading <i>How Many Days to America?</i> students are asked to “Describe the narrator’s point of view of his father” and include “details from the text to support your answer.” After reading <i>Going Home</i>, students respond to the question “How does Carlos’s point of view of his parents’ plan to return to Mexico differ from your point of view?” In Module 4, Lesson 24, students focus on the texts <i>One Giant Leap</i> and <i>Mae Jemison</i>. Students complete a skim re-read of both texts in order to answer the questions: “What important point about experimenting is the same in both texts?” “What details support the point?” “What important point about experimenting is only in <i>Mae Jemison</i>?” and “What important point about experimenting is only in <i>One Giant Leap</i>?”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> 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><b>Yes</b></p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. In Module 1, Focus Writing Task 1, students write an essay for the school newspaper explaining “why students should have more ways to show their creativity” in school (W.3.1). In Checkpoint Assessment 1, Question 5, students write to answer “Do you think the author made a good comparison between the clouds and the sheep? Explain how two different parts of the poem support your opinion.” (W.3.1). Language of the standards are also observed in daily Exit Tickets. For example, the Exit Ticket for Lesson 1 requires students to “Brainstorm two questions that will help you understand the characters and events in <i>Emma’s Rug</i>. Use details from the text in your question to show what you already understand and what you want to understand.” (RL.3.3). In Module 3, Lessons 10 and 11, students determine the narrator’s point of view using the Reading Thinking Steps Anchor Chart. Students “reread pages 12-19 of “How Many Days To America? A Thanksgiving Story” and then skim and scan to find details that explain the narrator’s point of view about events and people.” Students then answer text-dependent questions such as, “Describe the narrator’s point of view of his father. Include details from the text to support your</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>answer.” (RL.3.6). In Module 4, as students read <i>Planets</i>, they are prompted to “determine the meaning of unfamiliar words and phrases and build their literal understanding of the text.” (RL.3.4). After reading <i>First Space Encyclopedia</i>, students determine the main ideas of the text by explaining “What the author is teaching us.” (RL.3.2). While reading <i>Mae Jemison</i> students are tasked with explaining how paragraphs in the text connect (RI.3.8).</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>3. COHERENCE OF TASKS:</b>  Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>Required</b>  <b>3a) Coherent sequences of questions and tasks</b> 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><b>Yes</b></p>	<p>Coherence 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, students focus on creativity and why it is important. This theme is represented throughout all texts in the module. For example, students read <i>Emma’s Rug</i>, a fictional story about a child their own age. The central theme of the story is creativity and inspiration, which connects students to biographical texts about creative groundbreakers, such as poet William Carlos Williams (<i>A River of Words</i>), singer Marian Anderson (<i>When Marian Sang</i>), and artist Jackson Pollock (<i>Action Jackson</i>). In Module 1, Lesson 15, students “Use the illustrations to reread <i>A River of Words</i>. Look for details in the images that describe the characters, setting, events, and ideas.” They then use this to answer questions to help understand the meaning of the text such as “How does</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the illustration of Williams’s poems on prescription pads show Williams’s love of poetry?” and “How does the illustrator help you understand how Willie feels about poetry?” In Module 3, students demonstrate their understanding of immigration and migration across multiple texts in order to answer the Essential Question: What is the experience of an immigrant? In Lesson 2, students read <i>Coming to America: The Story of Immigration</i> and work to answer the focus question “How does immigration affect people’s lives?” Students complete a picture read of the text to determine clues provided about the text through the illustrations. In Lesson 18, students read both texts, <i>Going Home</i> and <i>How Many Days to America: A Thanksgiving Story</i> to respond to the question, “Why do people immigrate or relocate?” Students complete a skim and scan to determine what is different between the books by the same author. In Module 4, Lessons 27 and 28, students read <i>Moonshot</i>, an informational text that details the flight of Apollo 11. Questions that support student understanding include, “How does the illustration on pages 21-22 depict the condition of weightlessness?” and “What conditions make life difficult on a spacecraft in space?” In Lesson 29, students use texts <i>Moonshot</i> and <i>One Giant Leap</i> to “Explain what is the same, what is different, and how the texts disagree about the way the astronauts felt on the moon.”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Each Module includes opportunities for students to build, apply, and integrate knowledge through reading, writing, speaking, listening, and language. In Module 1, Lesson 18, students work in pairs as they read <i>When Marian Sang</i> aloud and use sticky notes to “mark words or pictures that show the gist of what happens.” Then, students Turn and Talk to listen to and answer text-based questions with a partner. Once that is completed, students write evidence to prove their answer to the question “Which of these is the main idea of page 16 of <i>When Marian Sang</i>?” In Module 2, Lesson 10, after reading <i>When Marian Sang</i>, students use knowledge of adjectives and adverbs to strengthen their writing skills. Students complete a “sift and sort, using adjectives and adverbs to add rich descriptions to their selections.” Then, students conduct a Turn and Talk with a partner explaining how the Sift and Sort helped better their rough draft writing. In Module 4, students read texts in order to, “build understanding of the Earth’s telescopes and other tools used to understand space...the work of renowned astronaut Mae Jemison and study the first lunar landing.” Students read informational text to help develop and answer the Essential Question, “How and why do people</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>explore space?" In Lesson 2, students respond to the Focus Question "What neighbor does Earth have in space?" Students utilize the strategies of choral reading and turn and talk to engage with the text <i>Planets</i>. Students practice locating information efficiently using text features as the transferable takeaway of the lesson. The Exit Ticket requires students to use text features to answer text-based questions and select the appropriate text-specific evidence. Students then write an informative article that includes key features of informative writing.</p>
	<p><b>Required</b>  <b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>	<p><b>No</b></p>	<p>Questions and tasks do not 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 do not focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words and do not engage students with multiple repetitions of words in varied contexts. According to the overview guide for Vocabulary Acquisition and Use, "KIPP Wheatley is not a comprehensive vocabulary curriculum. To support vocabulary instruction, reading lessons include a list of text-specific Tier 2 and Tier 3 words. For reference, the module includes the following literary terms. As needed, reinforce these terms with definitions from the glossary of literary terms in the Teacher Resource Guide." Materials do not include direct vocabulary</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			instruction other than the Vocabulary in Context mentioned in the Reading for Gist. The vocabulary instruction does not meet the breadth and depth of the standards. While teacher guidance includes questions to support students in developing vocabulary in context, the expectation of RL 4 (Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language) is not evident at the lesson level the majority of the time. The materials include a Vocabulary & Language Routines guide that includes instructional routines on how to teach Tier 2 and Tier 3 words, but the guidance is not embedded within individual lessons.
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<b>Non-negotiable*</b> <b>4. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the	<b>Required *Indicator for grades K-5 only</b> <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a> ) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A	
	<b>Required *Indicator for grades K-1 only</b> <b>Indicator 4b)</b> Materials provide grade-appropriate instruction and practice for the <b>concepts of print</b> (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	
	<b>Required *Indicator for grades K-1 only</b> <b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words;	N/A	

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><b>Required *Indicator for grades K-5 only</b>  <b>4d)</b> Materials provide systematic and explicit <b>phonics</b> 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><b>Required *Indicator for grades K-5 only</b>  <b>Indicator 4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency words using</b> multisensory techniques.</p>	<p>N/A</p>	
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4f)</b> Resources and/or texts provide ample <b>practice</b> 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 <b>self-monitor</b> to confirm or <b>self-correct</b> 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><b>Required *Indicator for grades K-5 only</b>  <b>4g)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> 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>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> 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 <b>rate, expressiveness, and accuracy.</b></p>		
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4h) Materials provide instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>• 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>)</li> <li>• 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.</li> </ul>	N/A	
	<p><b>Required *Indicator for grades K-2 only</b></p> <p><b>4i) Materials provide opportunities for teachers to assess</b> 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	
	<p><b>Required *Indicator for grades K-5 only</b></p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>4j)</b> Foundational Skill materials are <b>abundant and easily implemented</b> so that teachers can spend time, attention and practice with students who need foundational skill supports.		
<b>Section III. Additional Criteria of Superior Quality</b>			
<p><b>5. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required</b> <b>5a)</b> Materials seek a <b>balance in instructional time between literature and informational texts.</b> (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"> <li>• The majority of informational texts have an informational text structure.</li> <li>• In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p><b>Required</b> <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p><b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills</p>	<p><b>Required</b> <b>6a)</b> Materials include a <b>variety of opportunities</b> 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</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
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. <sup>5</sup>		
	<b>Required *Indicator for grades 3-12 only</b> <b>6b) The majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b> , using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>Required</b> <b>6c) Materials include multiple writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. <ul style="list-style-type: none"> <li>• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>• In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>Required</b> <b>6d) Materials address the grammar and language</b> 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"> <li>• 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.</li> </ul>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.

<sup>5</sup> 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><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative and self-assessment measures.</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> <b>7b)</b> Materials <b>assess student understanding of the topics, themes, and/or ideas</b> 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><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p><b>Required</b> <b>7c)</b> Aligned <b>rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</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> <b>7d)</b> Measurement of progress via assessments include <b>gradual release of supporting scaffolds</b> for students to measure their independent abilities.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p><b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> to all students.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
<p><b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>8a)</b> As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with <b>understanding the text</b> 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><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p><b>Required</b> <b>8b)</b> Materials <b>do not confuse or substitute</b> 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><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
	<b>Required</b> <b>8c)</b> Materials include <b>guidance and support</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>Required</b> <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>Required</b> <b>8e)</b> Materials are <b>easy to use and well organized</b> 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> <b>8f)</b> Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>8g)</b> The content can be <b>reasonably</b> 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.	<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.**

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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>Yes</b>	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 do 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	<b>Yes</b>	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	<b>No</b>	Coherence sequences of questions and tasks focus students on understanding the text

<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
			and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. However, questions and tasks do not support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)</b> <sup>7</sup>	4. Foundational Skills	<b>N/A</b>	
<b>III. Additional Criteria of Superior Quality</b> <sup>8</sup>	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>Tier 3, Not representing quality</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.



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: **KIPP Wheatley ELA**

Grade: **4**

Publisher: **KIPP Foundation**

Copyright: **2015**

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

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

<b>STRONG</b>	<b>WEAK</b>
1. Quality of Texts (Non-negotiable)	3. Coherence of Tasks (Non-negotiable)
2. Text-Dependent Questions (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 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<sup>4</sup> and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

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

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

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

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

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

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<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 2-3. 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><b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b>  <b>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.</b></p>			
<p><b>Non-negotiable</b>  <b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> 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.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Texts are at the appropriate level of complexity for the grade based on the qualitative and quantitative analysis and the requirements outlined in the standards. The majority of texts within the units fall between a Lexile level of 770-910, appropriate for the grade band. For example, the sequence of texts in Module 1: The Heart, Literally and Figuratively, increases in complexity as the module unfolds. Texts include <i>Escape North! The Story of Harriet Tubman</i> (440L), by Monica Kulling. While the Lexile is on the lower range, qualitative measures add to the overall complexity of the text. Students must have prior knowledge of the Underground Railroad, Quakers and their roles, the Fugitive Slave Act, and the Civil War to fully comprehend the text. In <i>Love That Dog</i> (1010L), by Sharon Creech, students view poetry through the eyes of the narrator as he discovers that “poetry offers a way to reflect on events in our lives.” Quantitative and qualitative analysis are both deemed complex for the grade level as students engage with complex language and sentence structure that is</p>

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			<p>unusual and varied. The teacher's, Miss Stretchberry, conversations must be inferred from Jack's responses in his journal writings, which also add to the complexity of the text. <i>The Circulatory Story</i> (850L), by Mary K. Corcoran, explores the aspects of the circulatory system and includes funny cartoons as well as scientific drawings to describe the system's purpose. Knowledge demands of scientific terminology and the author's use of figurative language contribute to the text's qualitative complexity. In Module 2: Extreme Settings, students discover three complex texts that are centered around the theme of "Extreme Settings" and how "the environment affects a person's attitudes and actions." Texts include <i>Snowflake, Extreme Weather</i>, and <i>Hatchet</i>. <i>Hatchet</i> (1020L), by Gary Paulsen, is the most complex text within the module. Qualitative analysis notes that flashbacks and memories make the chronological narrative difficult as well as student's need to separate thoughts from actual actions within the story. Additionally, students' need for prior knowledge of life in the wilderness, survival challenges, and Canadian geography add to the text's complexity. For Module 3: Perspectives on Revolution, students read complex texts as they prepare to respond to the focus question: How did different people in England and America view the Revolutionary War? Students read <i>Can't You Make Them Behave, King George?</i> (860L), by Jean Fritz.</p>



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			<p>Qualitative measures add to the text’s overall complexity including point of view which requires students to determine that the text is told from the perspective of King George III. The author’s use of figurative language and robust vocabulary, such as proclamation, heirs, coronation, harpsichord, and archbishop, add to the text’s complexity. Students also read, <i>George v. George</i> (1120L), by Rosalyn Schanzer, to respond to the question “How did different people in England and America view the Revolutionary War?” Qualitative measures that add to the text’s complexity include dual perspectives, prior knowledge of the British government and the lives of American colonists, as well as familiarity with the cause-and-effect structure. In <i>Colonial Voices: Hear Them Speak</i> (640L), by Kay Winters, students continue to compare various points of view represented by the different stories within the text. This, in conjunction with shifts from first and third-person narration, adds to the text's overall complexity. In Module 4: Greek Mythology, students read complex texts in order to answer the Essential Question: What do myths and stories teach us about ourselves and our world? To begin, students read <i>The Gods and Goddesses of Olympus</i> (1080L), by Alike. The text is both quantitatively and qualitatively complex. The text includes domain-specific vocabulary and figurative language often used in mythology in conjunction with students' need for prior</p>

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			<p>knowledge of Greek mythology, which supports its overall complexity level. <i>Gifts from the Gods: Ancient Words and Wisdom from Greek and Roman Mythology</i> (1060L), by Lise Lunge-Larsen, incorporates complex vocabulary in conjunction with brief, embedded, definitions to provide the reader with context that supports understanding of the complex text. Students also read the novel <i>The Lightning Thief</i> (740L), by Rick Riordan. While the quantitative measure is lower for grade level, qualitative measures such as: vocabulary, language that is “contemporary and idiomatic” and the need for background knowledge of Greek Mythology makes the text appropriately complex for students.</p>
	<p><b>Required Indicator 1b)</b> At least 90% of provided texts, <b>including read-alouds in K-2</b>, are of <b>publishable quality</b> 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>Yes</b></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. Module 1 texts include <i>Escape North! The Story of Harriet Tubman</i>, by children’s book author, Monica Kulling. Students read the text to gain a better understanding of Harriet Tubman and her role as the conductor of the Underground Railroad. Students read <i>Love That Dog</i>, by Newbery Medal winner, Sharon Creech. As students read this novel, they, along with the main character, learn that “it’s ok to express feelings.” In their final text of the module, students read <i>The</i></p>

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			<p><i>Circulatory Story</i>, by science columnist, Mary K. Corcoran, which introduces students to the human digestive system. In Module 2, students read Caldecott Medal winning, <i>Snowflake Bentley</i>, by Jacqueline Briggs Martin, to connect to scientific study and extend their knowledge of snowflakes. Students read Newbery Honor winning novel <i>Hatchet</i>, by Gary Paulsen. While reading, students learn that “Facing difficult challenges helps us grow up and discover strengths we didn’t know we had.” In Module 3, texts include <i>Can’t You Make Them Behave, King George?</i> by Newbery Honor-winning author, Jean Fritz; <i>George v. George</i>, by award winning author and illustrator, Rosalyn Schanzer; <i>Colonial Voices: Hear Them Speak</i>, by children’s book author, Kay Winters; <i>Samuel’s Choice</i>, by Richard Berleth; and <i>Toliver’s Secret</i> by historical fiction novelist, Esther Brady. Module 4 texts include, <i>The Gods and Goddesses of Olympus</i>, by Aliki (Brandenberg), the Jane Addams Children’s Book Award winner for picture books. In this book, students explore “the beginnings of Earth as retold through the Greek creation Myth.” Students read <i>Gifts from the Gods</i>, by graphic novelist, Lise Lunge-Larsen, to gain knowledge about the “origins of words that come from the Greek language.” Students read “Athena and Arachne: How Spiders Came to Be” and “Orpheus and Eurydice” from <i>Greek Myth Plays</i>, by author Carol Pugliano-Martin, to determine how</p>

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			multiple versions of a myth can be similar and different. Students read <i>The Lightning Thief</i> from the <i>Percy Jackson &amp; the Olympians</i> series, by Rick Riordan, which was a Young Reader’s Choice Award winner, an American Library Association Notable Book, and a New York Times Notable Book.
	<p><b>Required</b></p> <p><b>1c)</b> Materials provide a <b>coherent sequence or collection of connected texts</b> 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"> <li>In grades <b>K-2</b>, 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.</li> </ul>	<b>Yes</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. Text sets within the modules are connected by topic, theme, and common ideas that students refer to as they complete module activities, focusing questions, Essential Question responses, and module assessments. In Module 1, students engage in texts and tasks that allow them the opportunity to gain an understanding of the human heart, “the literal heart at the center of our circulatory system, and the figurative heart, which reflects compassion, emotion, and connection to others.” Module texts are centered around the Essential Question: What does it mean to have an excellent heart, literally and figuratively? To begin, students read <i>Escape North! The Story of Harriet Tubman</i> to better understand Tubman’s roles as the conductor in the Underground Railroad, suffragette, and spy in the Civil War. As students read, they understand that Tubman had love for people, even as her heart broke when she left her family, she continued to help others.

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			<p>In <i>Love That Dog</i>, students read this series of poems in journal form to uncover how the main character’s once hatred for poetry leads to a change of heart as Jack learns that “it’s okay to express feelings.” Students also read the informational text, <i>The Circulatory Story</i> to gain an understanding of the aspects of the body’s circulatory system. In Module 3, Perspectives on Revolution, students read texts selected to build knowledge and vocabulary on the connected topic of the American Revolution in the Module through reading, writing, listening, speaking, and language. Students also build knowledge throughout the module to answer the Essential Question: How does a narrator’s point of view shape a text? In Module 3, Lesson 11, students compare and contrast points of view in the stories within the text “Colonial Voices: Hear Them Speak,” by Kay Winters. Students analyze the text to determine how different points of view or opinions can be representative of the same event. In Module 4, Greek Mythology, students read texts selected to build knowledge and vocabulary on the topic of Greek Mythology through the Module through reading, writing, listening, speaking, and language. Students read and gain knowledge in Lesson 19 in order to answer the module Essential Question: What do myths and stories teach us about ourselves and our world? In this lesson, students read “Pandora’s Box” from <i>Greek Myth Plays</i>, by Carol Pugliano-Martin, to</p>

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	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>Yes</b></p>	<p>determine how myths and their characters are relevant today.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Throughout the Modules, students read and re-read text selections for a variety of purposes to help deepen their understanding of the texts. For example, in Module 1, students reread <i>Love That Dog</i> for multiple purposes. In Lesson 15, their initial reading of the text, students read to focus on characters, settings, and events that take place while focusing on the question, “How does Jack display a change of heart?” In Lesson 16, students read in order to better describe the main character Jack’s attitude while also identifying pieces of text that support their opinion of the character. In Lesson 17, students complete a partner reread using the Quick Draw strategy then reread independently for Deeper Understanding to identify details that describe the speaker’s character. In Module 2, Extreme Settings, Lesson 17, students read <i>Hatchet</i> using the Tape Assisted Listening strategy while thinking about how they would respond if they were in Brian's situation. Students then read for deeper meaning using the Skim and Scan strategy to identify important characters, setting, and events. In Module 3, Lesson 1, students use the Focus Question: How did different people in England and America</p>

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			view the Revolutionary War? as a focal point for their initial reading of <i>Can't You Make Them Behave, King George?</i> After reading, students “draw inferences about King George using details and examples” from the text. In Lesson 2, students return to the text to explain how the author uses reasons and evidence to support particular points in the text. In Lesson 3, students engage in a teacher read aloud with the text <i>Can't You Make Them Behave, King George?</i> During the Read for Deeper Meaning, students reread the text with a partner to determine a main idea which supports texts read later in the module.
<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 checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>2a) A majority of questions in the materials are text dependent and text specific;</b> student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. For example in Module 1, Lesson 19, students read lines of the poem “Love that Dog” to “share important information we learned about Jack’s character.” Students then answer text-dependent and text-specific questions using the Stop and Jot strategy, such as “Jack says the anonymous poet’s poem ‘is really a poem really really and a good poem, too.’ What inference can you draw about Jack’s feelings?” At the end of the lesson, students Turn and Talk about their findings to respond to the question “How does Jack’s willingness to put his name on his poem show that his feelings toward poetry are shifting?” In Module 3, Lesson 30, students read and respond to the text <i>Toliver’s Secret</i></p>

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			<p>while working to answer the Focus Question: What ways are there to fight for freedom besides being a soldier? In the lesson, students use the Roundtable Discussion strategy to answer text-dependent and text-specific questions such as “How does the author show Ellen’s fear on page 110?” “What lessons does Ellen learn about herself in this chapter?” “What is one message that the author has about trust?” and “How does Ellen fight for freedom on the road to Elizabethtown?” In Module 4, students read <i>The Lightning Thief</i> as the anchor text of the module. Students respond to questions such as, “Where did the bull-man come from? How do you know?” “Why can’t Percy’s mother cross the property line to the summer camp? What clues support your answer?” and “Why does Percy say ‘I know there was hope’ when Grover says ‘food’?”</p>
	<p><b>Required</b>  <b>2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity</b> 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><b>Yes</b></p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. Module 2 uses the language of the standards within the questions and tasks as observed in the End of Module Assessment. In Module 2, students “learn to fluently interpret visual information like graphs, maps, and photographs” (RI.4.7). Questions 5-7 in the End of Module Assessment ask students to read a timeline and use it to answer text-</p>



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			<p>dependent questions. For example, Question 5 asks, “How does the timeline help you understand the text?” In Module 3, students read “The Boston Massacre: The British Perspective.” After reading, students “Determine the main idea of the text and explain how it is supported by key details.” (RI.4.2). After reading <i>George v. George</i> students complete the Exit Ticket: Name the main idea and a key point on page 18 of <i>George vs. George</i>. Then students explain how the author uses evidence to support that key point. Students are reminded to “Make sure to explain how the reasons or evidence help you understand the key point” (RI.4.1). Students also read <i>Toliver’s Secret</i>. In Lesson 28, students summarize pages 80-81 of the text (RL.4.2). In Module 4, Lesson 2, students make connections between the text, <i>The Gods and Goddesses of Olympus</i>, and the clip of the video “Greek Gods” (RL.4.7). In Lesson 9, students use the Reader’s Theater strategy to perform, “Athena and Arachne: How Spiders Came to Be” from <i>Greek Myth Plays</i>. In both lessons, students make connections between the text and visual presentations using the Reading Thinking Steps Anchor Chart. Using the anchor chart, students identify elements in the text and match those details to the illustration and performance (RL.4.7).</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>3. COHERENCE OF TASKS:</b></p>	<p><b>Required</b>  <b>3a) Coherent sequences of questions and tasks</b> focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the</p>	<p><b>Yes</b></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</p>

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<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><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p>collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>		<p>their understanding of the topics, themes, and ideas presented in the texts.</p> <p>In Module 1, the theme is represented in all of the texts throughout the lessons. In Lesson 1, students read <i>Questions About the Heart</i> to gather information about the focus question, “What does it mean to have a good heart?” Students read quotes written by doctors to discover “the heart in different ways.” In Lesson 2, students begin reading <i>Escape North! The Story of Harriet Tubman</i>. Students read the text in chunks to determine what it means to “have a good heart.” In Lesson 11, students determine important events from Harriet’s life based on the illustrations. Students then participate in a Socratic Seminar to answer the questions, “How did Harriet Tubman help others?” and “How did she show that she was good-hearted?” In Module 3, students read texts in preparation for responding to the Essential Question: How does a narrator’s point of view shape a text? In Lesson 7, students read <i>George vs. George</i> to explain how different people in England and America viewed the Revolutionary War. In Lesson 18, students use the Magazine Read Strategy to examine text features and images from “Massacre in King Street” and “The Boston Massacre, 1770: The British Perspective.” After reading, students respond to questions that support their understanding of the texts such as, “Why do you think Preston started by saying that two British soldiers were attacked?” “What is the</p>

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			<p>topic of both texts?” “What does each text say about how the massacre began?” and “What information from the texts helps answer your questions from TDQ 3?” In Module 4, students read texts centered around the Essential Question: What do myths and stories teach us about ourselves and our world? Students demonstrate their understanding of Greek mythology across multiple texts in the module. For example, in Lesson 3, students read the text <i>Gifts from the Gods</i> to determine “What is a myth?” During the text-dependent questions, students are asked “Why did the author include the image on page 40?” The focus question for Lesson 15 prepares students to respond to “How are myths and their characters relevant today?” by reading <i>The Lightning Thief</i>. In Lesson 29, students use knowledge acquired by reading <i>The Lightning Thief</i> and “Orpheus and Eurydice” to explain how multiple versions of a myth are similar and different. In Lesson 33, after reading <i>The Lightning Thief</i> and “Pandora’s Box,” students explain what “myths and stories teach us about ourselves and our word.”</p>
	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Each Module includes opportunities for students to build, apply, and integrate knowledge through reading, writing, speaking, listening, and language. In</p>

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			<p>Module 2, students close-read texts to explain connections between facts, analyze how writers support points with examples and reasoning, and learn to interpret visual information such as graphs, maps, and photographs. While reading <i>Hatchet</i>, students analyze how an author develops a character and depicts a setting and its impact. In Lesson 21, students practice listening skills with the novel <i>Hatchet</i> using the Tape-Assisted Reading strategy. In Lesson 23, students practice speaking and listening using the Back to Back and Face to Face method to answer text-dependent questions: “The author describes Brian’s dream on pages 78-79 without really saying how it tells Brian the way to start a fire. What is the effect of this choice?” “What does Brian want on pages 77-79? What happens as a result?” “What does Brian want in Chapter 9? What happens as a result?” and “What does the author want you to learn about Brian in Chapter 9?” In Module 3, students “explore a historical era...immerse themselves in reading about the American Revolution and question how point of view shapes the way historical events are presented.” In Lesson 3, students identify and list main ideas and details of the text <i>Can’t You Make Them Behave King George?</i> in a graphic organizer. In Lesson 9, students then use that text and <i>George vs. George</i> to compare information about the main ideas from both texts to respond to the focus question, “What do these authors</p>

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			<p>want readers to understand about King George’s feelings about the war at the end of his life?” Students then use the Pass the Chalk strategy to engage in a collaborative discussion and answer the lesson focus question. In Module 4, students “read both Greek myths and literature based on the myths to reflect on the relevance of ancient archetypes, the power of stories to convey important life lessons, and the use of symbolism to suggest meaning.” As described in the module overview, students focus on narrative writing and its elements. Students build knowledge over the Module in order to respond to the Essential Question: What do myths and stories teach us about ourselves and our world? In Writing Lesson 9, students learn about comparative and superlative adjectives and adverbs. They also complete a Sift and Sort to address the revisions of the narrative conclusion. In Lesson 15, students apply knowledge of text structures to <i>The Lightning Thief</i> by determining how the structural elements help to understand the text using partner talk.</p>
	<p><b>Required</b>  <b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>No</b></p>	<p>Questions and tasks do not 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 do not focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words and do not engage students with multiple repetitions of</p>

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	students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).		words in varied contexts. According to the overview guide for Vocabulary Acquisition and Use, “KIPP Wheatley is not a comprehensive vocabulary curriculum. To support vocabulary instruction, reading lessons include a list of text-specific Tier 2 and Tier 3 words. For reference, the module includes the following literary terms. As needed, reinforce these terms with definitions from the glossary of literary terms in the Teacher Resource Guide.” Materials do not include direct vocabulary instruction other than the Vocabulary in Context mentioned in the Reading for Gist. The vocabulary instruction does not meet the breadth and depth of the standards. While teacher guidance includes questions to support students in developing vocabulary in context, the expectation of RL 4 (Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes) is not evident at the lesson level the majority of the time. The materials include a Vocabulary & Language Routines guide that includes instructional routines on how to teach Tier 2 and Tier 3 words, but the guidance is not embedded within individual lessons.
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<b>Non-negotiable*</b> <b>4. FOUNDATIONAL SKILLS:</b>	<b>Required *Indicator for grades K-5 only</b> <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational</a>	<b>N/A</b>	

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<p>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><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><a href="#">Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>		
	<p><b>Required *Indicator for grades K-1 only Indicator 4b)</b> Materials provide grade-appropriate instruction and practice for the <b>concepts of print</b> (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	
	<p><b>Required *Indicator for grades K-1 only 4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A	
	<p><b>Required *Indicator for grades K-5 only 4d)</b> Materials provide systematic and explicit <b>phonics</b> 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	
	<p><b>Required *Indicator for grades K-5 only Indicator 4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency words using</b> multisensory techniques.</p>	N/A	
	<p><b>Required *Indicator for grades K-5 only 4f)</b> Resources and/or texts provide ample <b>practice</b> 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	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> 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><b>Required *Indicator for grades K-5 only</b></p> <p><b>4g)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> 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 <b>self-monitor</b> to confirm or <b>self-correct</b> 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 <b>rate, expressiveness, and accuracy.</b></p>	N/A	
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4h)</b> Materials provide <b>instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>• 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>)</li> <li>• In grades 3-5, materials provide instruction and practice in word study including systematic</li> </ul>	N/A	



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.		
	<b>Required *Indicator for grades K-2 only</b> <b>4i)</b> Materials provide opportunities for teachers to <b>assess</b> 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.	<b>N/A</b>	
	<b>Required *Indicator for grades K-5 only</b> <b>4j)</b> Foundational Skill materials are <b>abundant and easily implemented</b> so that teachers can spend time, attention and practice with students who need foundational skill supports.	<b>N/A</b>	
<b>Section III. Additional Criteria of Superior Quality</b>			
<b>5. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, 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.)</a>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>5a)</b> Materials seek a <b>balance in instructional time between literature and informational texts.</b> (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"> <li>The majority of informational texts have an informational text structure.</li> <li>In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>Required</b> <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of 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> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina,	<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
	confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b>            The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>6a)</b> Materials include a <b>variety of opportunities</b> 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.<sup>5</sup></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 3-12 only</b>  <b>6b)</b> The <b>majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b>, 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</b>  <b>6c)</b> Materials include multiple <b>writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> <li>• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>• In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>

<sup>5</sup> 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><b>Required</b>  <b>6d)</b> Materials address the <b>grammar and language</b> 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"> <li>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.</li> </ul>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
<p><b>7. ASSESSMENTS:</b>  Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative and self-assessment measures.</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p><b>Required</b>  <b>7b)</b> Materials <b>assess student understanding of the topics, themes, and/or ideas</b> 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>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p><b>Required</b>  <b>7c)</b> Aligned <b>rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p><b>Required</b>  <b>7d)</b> Measurement of progress via assessments include <b>gradual release of supporting scaffolds</b> for students to measure their independent abilities.</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p><b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> to all students.</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
<p><b>8. SCAFFOLDING AND SUPPORT:</b>  Materials provide all students, including those who read below</p>	<p><b>Required</b>  <b>8a)</b> As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage</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>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 <b>understanding the text</b> 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><b>Required</b> <b>8b)</b> Materials <b>do not confuse or substitute</b> 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><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p><b>Required</b> <b>8c)</b> Materials include <b>guidance and support</b> 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><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p><b>Required</b> <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).</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> <b>8e)</b> Materials are <b>easy to use and well organized</b> 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><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p><b>Required</b> <b>8f)</b> Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> 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><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
	<b>8g)</b> The content can be <b>reasonably</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
<b>FINAL EVALUATION</b> <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.			
<b>Compile the results for Sections I-III to make a final decision for the material under review.</b>			
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>Yes</b>	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 do 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	<b>Yes</b>	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both

<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
			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	<b>No</b>	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. However, questions and tasks do not support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)</b> <sup>7</sup>	4. Foundational Skills	<b>N/A</b>	
<b>III. Additional Criteria of Superior Quality</b> <sup>8</sup>	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.

<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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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>Tier 3, Not Representing quality</b>			

\*As applicable



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>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: **KIPP Wheatley ELA**

Grade: **5**

Publisher: **KIPP Foundation**

Copyright: **2015**

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

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

<b>STRONG</b>	<b>WEAK</b>
1. Quality of Texts (Non-negotiable)	3. Coherence of Tasks (Non-negotiable)
2. Text-Dependent Questions (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 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<sup>4</sup> and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

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

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

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

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

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

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<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 2-3. 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><b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b>  <b>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.</b></p>			
<p><b>Non-negotiable</b>  <b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> 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.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Texts are at the appropriate level of complexity for the grade based on qualitative and quantitative analysis and the requirements outlined in the standards. The majority of texts within the units fall between a Lexile levels of 740-1010, appropriate for the grade band. For example, in Module 1: The Power of Sport, texts include <i>The Crossover</i>, by Kwame Alexander. While no quantitative analysis is provided for the novel written in verse, qualitative analysis is provided. Because of the novel’s difficult structure, the materials stress the need for students to conduct multiple reads of the poem to support full comprehension. Students who are not familiar with basketball or terms used to describe plays as well as knowledge of rap, hip-hop, and jazz music adds to the text’s complexity. Students also read <i>Babe Didrikson Zaharias: The Make of a Champion</i> (1060L), by Russell Freedman. This biographical text includes complex language, sports terms, and references to social and gender constraints of the time period supporting the qualitative analysis which deems the text complex overall. Students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>then focus on the newspaper article “Afghan Olympic Female Athlete Wants More Than a Medal” (1010L), by Waslat Hasrat-Nazimi. Students' prior knowledge of the roles of women in Afghanistan and the challenges women experience in sports, is why the text is also deemed complex, qualitatively. Texts in Module 2: The Nez Perce, include <i>Thunder Rolling the Mountains</i> (680L), by Scott O’Dell and Elizabeth Hall. Quantitatively, the text is low for the grade level; however, qualitative measures add to the overall complexity. The text requires students to be familiar with and have prior knowledge of “U.S. Government appropriation of millions of acres of land from Native Americans,” social injustices against Native Americans, and domain-specific Native American terms. In their next reading, students read <i>Shi-shi-etko</i> (860L), by Nicola I. Campbell. Students require prior knowledge of issues such as institutional racism and the destruction of culture and community. Issues such as these, which are referenced in the text, support the grade appropriateness of the text. In Module 3: Shakespeare: Then and Now, students read <i>Who Was William Shakespeare</i> (690L), by Celeste Davidson Mattis, as a knowledge building piece that prepares students for texts read later in the module. In <i>The Shakespeare Stealer</i> (840L), by Gary Blackwood, students discover that lying and keeping secrets creates a lot of problems. While the quantitative measure is low, qualitative measures such as</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>vocabulary and concepts that are specific to the setting add to the text’s overall complexity. In Module 4: The War Between Us, the texts build knowledge centered around the Civil War. The module begins as students read the novel <i>Bull Run</i> (810L), by Paul Fleischman. Qualitative measures, which add to the text’s overall complexity, include the use of multiple narrators, which includes their individual points of view, dialect and idiomatic language that may be unfamiliar for students in Grade 5, text structure, and prior knowledge of the events that led to the Civil War. <i>The River Between Us</i> (740L), by Richard Peck, incorporates interwoven themes related to war, slavery, deceit, morality, and gender which adds support to the qualitative complexity of the novel. Additional complexities include the use of nineteenth-century idioms, as well as French and military terms and phrases. The structure of the text is complex, as well, as it “wraps the central narrative in a frame story from another time period.” Each story incorporates its own narrator and includes both flashbacks and flash-forwards. Students must also have some understanding of the geographical aspects and distribution of states involved in the Civil War.</p>
	<p><b>Required Indicator 1b)</b> At least 90% of provided texts, <b>including read-alouds in K-2</b>, are of <b>publishable quality</b> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality</p>	<p><b>Yes</b></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,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	of content, language, and writing that is produced by experts in various disciplines.		language, and writing that is produced by experts in various disciplines. Module 1 texts include <i>The Crossover</i> , a Newberry and Correta Scott King award winning novel, by Kwame Alexander. Students gain understanding of verse while also observing how the relationships between brothers shift and grow as the boys face personal and familial challenges. <i>Babe Didrikson Zaharias: The Make of a Champion</i> , by multiple Newbery Medal winner, Russell Freedman, allows students the opportunity to be introduced to Didrikson, her accomplishments, and the impact she has had on women in sports. In the essay, “Free Minds and Hearts at Work,” by Major League Baseball player, Jackie Robinson, Robinson describes breaking racial barriers as the first African American in Major League Baseball. Students gain knowledge around the idea that “we all have a responsibility to do what we can to fight for positive change.” In Module 2, students read <i>Thunder Rolling in the Mountains</i> , a historical fiction novel, by award winning author, Scott O’Dell, to gain perspective of Chief Joseph’s daughter during the fall of the Nez Perce by the U.S. Army. In Chief Joseph’s 1879 Lincoln Hall speech, he details his perspective of the Nez Perce tribe’s relationship with representatives of the U.S. government. In <i>Shi-shi-etko</i> , a picture book by Canadian Children’s Literature Award winning author, Nicola I. Campell, students learn the importance of culture as Shi-shi-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>etko experiences the Canadian government forcing native children to attend Residential Schools. In Module 3, students read <i>Who Was William Shakespeare</i>, by Celeste Davidson Mattis, which helps students gain context around William Shakespeare’s plays and his lasting influence. Students also read <i>The Shakespeare Stealer</i>, by Gary Blackwood to discover the Widge’s journey to overcome his difficult past, to find his true self, and to embrace a community of people who care about him. Module 4 texts are also of publishable quality. For example, students read <i>Bull Run</i>, by Newbery Medal winner, Paul Fleischman. As students read, they are introduced to the battle of Bull Run as they develop an understanding that “the time period and location in which people live can influence their views and behavior.” Students also read <i>The River Between Us</i>, by award winning novelist, Richard Peck. Students gain knowledge of the Civil War as they determine that, “learning about the past can help people better understand the present.”</p>
	<p><b>Required</b>  <b>1c) Materials provide a coherent sequence or collection of connected texts</b> 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"> <li>In grades <b>K-2</b>, 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</li> </ul>	<p><b>Yes</b></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. Text sets within the modules are connected by topic, theme, and common ideas that students refer to as they complete module activities, focusing questions, Essential Question responses,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>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>and module assessments. For example, the texts within Module 1 are connected through the idea of the power of sports in a person’s life. Students read <i>The Crossover</i>, to discover how basketball shapes and changes the beliefs of the main character as he explores his feelings about growing up and becoming independent after a great loss. Students read <i>Babe Didrickson Zaharias</i> to prepare for responding to the Focus Question: How do sports make people feel equal or accepted? As they read, students develop an understanding of how Zaharias broke gender barriers in professional sports. Students also read “Q&amp;A: Jordanian Brings Resettled Refugee Children Together on the Soccer Pitch” and “Afghan Olympic female athlete wants more than a medal.” Students continue to make connections among texts as they read “Free Minds and Hearts at Work” which describes how Jackie Robinson broke racial barriers as the first African American Major League Baseball player. In <i>We are the Ship</i>, the Focus Question asks, “What can we learn from those individual athletes, teams, and coaches who have broken barriers in their sports, societies, and own lives?” The collection of texts focus on the impacts that sports have in the lives of the athletes. This includes changing points of view and challenging stereotypes. Throughout the module, students participate in a variety of reading, writing, and discussion of the texts. In Lesson 31, students make text connections as they</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>respond to questions: “What more did we learn about character traits that can help people change prejudice?” and “What did we learn about the problems changing prejudice can cause for people?” Also, in Module 2, students read a variety of texts focused on the Nez Perce tribe and their interactions with the U.S. government. For example, in Lesson 1, students develop an understanding of the importance of the Nez Perce and Chief Joseph through a historical fiction novel, <i>Thunder Rolling in the Mountains</i>, as well as <i>Nez Perce and the US Cavalry</i> and <i>Nez Perce Fight Battle of Big Hole</i>, two informational texts. Students participate in small discussions and written responses throughout the lessons. By the end of the module, Lesson 34, students express their understanding of the module by using evidence from the text selections to support their responses to the question, “What did Chief Joseph value?” as they participate in a class Socratic Seminar. Module 5 texts are centered around the Essential Question: What did African Americans in different situations have to gain or lose from the Civil War? Texts that support students’ understanding and add to students previous background knowledge from Lessons 1 through 6 include: “Split Over Slavery,” “The Fall of Fort Sumter,” “The Politics of Unrest,” “Civil War Letters,” “Fighting for Freedom,” and from “Civil War Letters” Letter from Samuel Cabbie. In Lesson 6, students make connections</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>amongst the texts by responding to the question, “Why was it important for Cabbie and other African Americans to fight in the war?” and “What does their service show about fighting for your beliefs?” In Lesson 7, students begin reading <i>Bull Run</i> to determine “What did African Americans in different situations have to gain or lose from the war?” In Lesson 17, students begin reading <i>The River Between Us</i>, in preparation for responding to the Focus Question: What were the various reasons men and boys joined the Civil War? The Focus Question for Lesson 24 asks, “How can fiction help us understand the personal impact of war? Students read “Winning the West” to form their opinion. By the end of the module, students write an opinion piece to explain, “How can fiction help us understand the personal impact of war?”</p>
	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>Yes</b></p>	<p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Throughout the Modules, students read and re-read text selections for a variety of purposes to help deepen their understanding of the texts. Each reading lesson includes a Read for Deeper Meaning section. For example, in Module 1, Lesson 4, students partner read pages 72-85 of <i>The Crossover</i>, identifying the gists of each poem. Later in the lesson, students individually re-read the section, drawing inferences about Josh’s character and his relationship with his dad. In Module 2,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students read the historical fictional text, <i>Rolling Thunder in the Mountain</i>, over the course of ten lessons. With each read and reread, students focus on how the characters’ actions, dialogue, and thoughts show their values. They make connections to complementary texts from other sources. Within the module, students also read “The Nez Perce,” a fictional account. Nez Perce is referred to throughout Module 2 as students respond to the Focus Question: How did the American Government and Nez Perce feel about the removal of Nez Perce from Nez Perce’s land? In Module 4, Lesson 17, students conduct a close read of <i>The River Between Us</i> to describe how the narrator’s point of view influences how the events in the text are described. In Lesson 18, students return to the text to “Draw an inference about Calinda’s relationship to Delphine.” In Lesson 20, students compare and contrast <i>The River Between Us</i> and <i>Bull Run</i> by writing a paragraph that explains each author’s approach to theme and how they are similar and different.</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>2. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of</p>	<p><b>Required</b>  <b>2a) A majority of questions in the materials are text dependent and text specific;</b> student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. For example, in Module 1, students read <i>The Crossover</i> and respond to questions such as, “Why is Josh having trouble sleeping?” and “Why does Josh ‘take the heat’ for passing the note on page 81?” from Lesson 4 and “What effect does the clock counting down</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
meeting other grade-specific standards.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>between each line have on readers?" and "How are the events in 'Josh's Play-by-Play' and 'Before' connected?" from Lesson 6. Questions from Lesson 8 include, "Why doesn't Josh want to be called Filthy anymore?" and "Draw an inference to explain what has changed Josh and JB's relationship." In Module 3, texts are centered around Shakespeare. To begin, students read <i>Who Was William Shakespeare?</i> After reading, students respond to questions, "Why can't the author describe Shakespeare's life from 1585 to 1592?" "What context clues help you determine the meaning of traitors on page 35?" and "What does the author want readers to understand from chapter 3 about the theater in Shakespeare's time?" In Module 4, Lesson 1, students read "Split Over Slavery." After reading, students discuss questions such as, "How does the image on page 2 support one of the text's main ideas?" and "What is the main idea of the first 2 paragraphs on page 3 of the text?" with a partner. In Lesson 12, students read from <i>Bull Run</i> and conduct a think-pair-share to respond to questions such as "Are the chapters narrated in first, second, or third person?" and "On pages 17-18, why did Virgil and the other soldiers disagree with the school master?"</p>
	<b>Required 2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> required by the grade-level standards	<b>Yes</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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)		<p>standards to advance and deepen student learning over time. For example, in Module 1, Lesson 5, after reading <i>The Crossover</i>, students answer the question “How does the narrator’s point of view affect what the readers learn about what happened to Dad?” (RL5.6). In Lesson 18, students read <i>Thunder Rolling in the Mountains</i> and <i>Shi-shi-etko</i>. Following the reading, students analyze how each author approached the shared topic (RI5.6). In Module 2, students read <i>Thunder Rolling in the Mountains</i>. After reading, students complete the Exit Ticket which requires them to “Compare and contrast Chief Joseph and Too-hul-hul-sote in a four- to six-sentence response.” Students use evidence from the text to support their ideas.” (RL.5.3). Students also read Chief Joseph's Lincoln <i>Hall Speech</i> to determine the main idea and the key details that support the main idea (RI.5.2). In Lesson 34, students participate in a Socratic Seminar by integrating information from module texts to “explain something important that Chief Joseph values.” (RI.5.9). In Module 3, students read <i>Who Was William Shakespeare?</i> In Lesson 4, students explain the influence Queen Elizabeth’s doctor had on Shakespeare’s writing which they support with evidence from the text (RI.5.1). In Lesson 7, students read “How Shakespeare Influences the Way We Speak Now.” The lesson focuses on determining the meaning of unfamiliar terms observed in Shakespeare’s writing (RI.5.4). Students also</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			read <i>The Shakespeare Stealer</i> and respond to the question, “What is a theme that the author develops in chapter 16 of <i>The Shakespeare Stealer</i> ? Tell the important topic the theme is about and include text evidence to support your theme ideas.” (RL.5.2).
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>3. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>3a) Coherent sequences of questions and tasks</b> 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><b>Yes</b></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, scaffolding ideas are offered to help students make connections. For example, students answer, “What do you learn in each poem?” “What does the character learn?” “How does the poem ‘Filthy McNasty’ (page 10) add to what we learn in ‘How I Got My Nickname’ (pages 6–7)?” “How are the poems ‘Josh Bell’ and ‘Jordan Bell’ similar?” Module 2 focuses on the topic of the conflict between the Nez Perce tribe and the US Cavalry. On Day 2, students answer “Why does the Sound of Running Feet ‘say nothing’ to her father Chief Joseph about shooting a hole in the settler’s plan?” and “What inferences can you draw about Sound of Running Feet from her interactions with the other riders?” These questions ensure students comprehend the traits and values of the Nez Perce tribe. On Day 27, students read a nonfiction text to continue developing their knowledge about the Nez Perce and answer</p>

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			<p>“What is the main idea of ‘War and Resettlement?’” In Lesson 34, students use all unit texts to participate in a Socratic Seminar to answer the question “What did Chief Joseph value?” In Module 4, students read texts centered around the Civil War. In Lessons 1-6, students read texts that add background knowledge of the time and causes of the war. In Lesson 7, students begin reading <i>Bull Run</i> and respond to the Focus Question, “What did African Americans in different situations have to gain or lose from the Civil War?” In Lesson 9, students continue to read and respond to questions that support knowledge building and their responses to the Focus Question such as, “Who was the most successful general in the First Battle of Bull Run?” In Lesson 13, as students continue the reading of <i>Bull Run</i>, their focus for reading shifts to determining the “various reasons men and boys joined the Civil War.” In Lesson 16, students write a paragraph to compare and contrast the author’s, Lily Mallowy’s and Toby Boyce’s, approaches to the theme in <i>Bull Run</i>. Students are directed to, “Identify a shared theme, explain how the author approaches the theme similarly and differently in the two sets of excerpts.” In later lessons, students read <i>The River Between Us</i> and “Reconstruction I: A State Divided” to determine “some of the consequences of the Civil War for individual towns or areas.” In Lesson 32, students analyze the multiple points of view of the</p>

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	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>texts by comparing and contrasting the authors' points of view in each text.</p> <p>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. Each Module includes opportunities for students to build, apply, and integrate knowledge through reading, writing, speaking, listening, and language. For example, in Module 3, Lesson 1, students listen to a read aloud of <i>Who Was William Shakespeare</i>. During the reading, students pause to write gists of sections, in order to ensure comprehension of the texts. The teacher also proposes a variety of questions for discussion such as "What makes this a biography?" and "What context clues help you understand the meaning of 'middle class?" Students then work with a partner to re-read and discuss the meaning of content specific vocabulary words. In Lesson 3, students complete a written response to the question "What is the connection between the bubonic plague and Shakespeare's writing" providing text evidence to support their response. In Module 2, Lesson 15, students listen as the teacher reads aloud paragraphs of "A History of Native American Assimilation." When signaled, students read aloud the captions with the teacher noticing any words or phrases they might not be familiar with. Students share reactions with a partner. "How do you feel about the idea</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>that some Native Americans agreed to adopt Western cultural ways? Why do you think they did this?" Students are asked to think about all of the gists for the section of text. "What happened/what important information did the author share?" Also in Module 2, Lesson 16, students listen and follow along as the teacher reads <i>Shi-shi-etko</i>. After each page, students examine the illustrations and look for details in the images that match what they hear. Students choose one image from <i>Shi-shi-etko</i> and explain how it contributes to the text's meaning. In Module 3, Lessons 1-6, students read <i>Who Was William Shakespeare</i> to gain knowledge about the famous playwright and poet. While reading, students determine the meaning of the vocabulary Shakespeare used in his writing to understand the relationship between the bubonic plague and Shakespeare's writing, and determine the main ideas of the text and how the main ideas are supported by key details. In Lesson 7, students read "How Shakespeare Influences the Way We Speak Now." After reading, students reread and work with a partner to define the terms: earworm, unschooled, and tome. Then, students respond to the Focus Question for the lesson, "How does learning about Shakespeare's language help you understand his importance as a writer?" In Lessons 8-18, students read <i>The Shakespeare Stealer</i> to determine how</p>



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	<p><b>Required</b></p> <p><b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>	<b>No</b>	<p>“facing challenges change the way people think and act.”</p> <p>Questions and tasks do not 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 do not focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words and do not engage students with multiple repetitions of words in varied contexts. According to the overview guide for Vocabulary Acquisition and Use, “KIPP Wheatley is not a comprehensive vocabulary curriculum. To support vocabulary instruction, reading lessons include a list of text-specific Tier 2 and Tier 3 words. For reference, the module includes the following literary terms. As needed, reinforce these terms with definitions from the glossary of literary terms in the Teacher Resource Guide.” Materials do not include direct vocabulary instruction other than the Vocabulary in Context mentioned in the Reading for Gist. The vocabulary instruction does not meet the breadth and depth of the standards. While teacher guidance includes questions to support students in developing vocabulary in context, the expectation of RL 4 (Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings) is not evident at the lesson level the majority of the time. The materials include a Vocabulary</p>

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			& Language Routines guide that includes instructional routines on how to teach Tier 2 and Tier 3 words, but the guidance is not embedded within individual lessons.
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<p><b>Non-negotiable*</b></p> <p><b>4. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient 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><b>Required *Indicator for grades K-5 only</b> <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p><b>Required *Indicator for grades K-1 only</b> <b>Indicator 4b)</b> Materials provide grade-appropriate instruction and practice for the <b>concepts of print</b> (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	
	<p><b>Required *Indicator for grades K-1 only</b> <b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A	
	<p><b>Required *Indicator for grades K-5 only</b> <b>4d)</b> Materials provide systematic and explicit <b>phonics</b> 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	
	<p><b>Required *Indicator for grades K-5 only</b> <b>Indicator 4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency words using</b> multisensory techniques.</p>	N/A	

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	<p><b>Required *Indicator for grades K-5 only</b>  <b>4f)</b> Resources and/or texts provide ample <b>practice</b> 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 <b>self-monitor</b> to confirm or <b>self-correct</b> 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	
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4g)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> 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 <b>self-monitor</b> to confirm or <b>self-correct</b> 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 <b>rate, expressiveness, and accuracy.</b></p>	N/A	
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4h)</b> Materials provide <b>instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>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-</li> </ul>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>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>)</p> <ul style="list-style-type: none"> <li>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.</li> </ul>		
	<p><b>Required *Indicator for grades K-2 only</b>  <b>4i)</b> Materials provide opportunities for teachers to <b>assess</b> 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	
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4j)</b> Foundational Skill materials are <b>abundant and easily implemented</b> so that teachers can spend time, attention and practice with students who need foundational skill supports.</p>	N/A	
<b>Section III. Additional Criteria of Superior Quality</b>			
<p><b>5. RANGE AND VOLUME OF TEXTS:</b>  Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p>	<p><b>Required</b>  <b>5a)</b> Materials seek a <b>balance in instructional time between literature and informational texts.</b> (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"> <li>The majority of informational texts have an informational text structure.</li> <li>In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of 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> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> 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> 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.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>6a)</b> Materials include a <b>variety of opportunities</b> 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. <sup>5</sup>	<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> <b>6b)</b> The <b>majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b> , using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>Required</b> <b>6c)</b> Materials include multiple <b>writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.

<sup>5</sup> Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

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	<ul style="list-style-type: none"> <li>As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>		
	<p><b>Required 6d)</b> Materials address the <b>grammar and language</b> 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"> <li>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.</li> </ul>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required 7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative and self-assessment measures.</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p><b>Required 7b)</b> Materials <b>assess student understanding of the topics, themes, and/or ideas</b> 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>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p><b>Required 7c)</b> Aligned <b>rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p><b>Required 7d)</b> Measurement of progress via assessments include <b>gradual release of supporting scaffolds</b> for students to measure their independent abilities.</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
	<b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> 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> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>8a)</b> As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with <b>understanding the text</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>Required</b> <b>8b)</b> Materials <b>do not confuse or substitute</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>Required</b> <b>8c)</b> Materials include <b>guidance and support</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>Required</b> <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>Required</b> <b>8e)</b> Materials are <b>easy to use and well organized</b> 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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>Required 8f)</b> Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<b>8g)</b> The content can be <b>reasonably</b> 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.	<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>Yes</b>	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 do provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas

<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
			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	<b>Yes</b>	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	<b>No</b>	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. However, questions and tasks do not support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>7</sup></b>	4. Foundational Skills	<b>N/A</b>	

<sup>7</sup> 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
<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>Tier 3, Not representing quality</b>			

\*As applicable

<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 [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 K-5.

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: **KIPP Wheatley ELA**

Grade: **3**

Publisher: **KIPP Foundation**

Copyright: **2015**

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)	3. Coherence of Tasks (Non-negotiable)
2. Text-Dependent Questions (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 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<sup>4</sup> and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

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

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

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

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

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

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<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 2-3. 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	PUBLISHER'S RESPONSE
<b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> <b>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.</b>				
<p><b>Non-negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> 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.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Texts are at the appropriate level of complexity for the grade based on the qualitative and quantitative analysis and the requirements outlined in the standards. The majority of texts within the units fall between a Lexile levels of 550-790, appropriate for the grade band. For example, in Module 1: Inspiring Creativity, students engage with four texts that are centered around the theme of inspiring creativity. The sequence of the texts in Module 1 increases in complexity as the module unfolds. For example, Module 1 begins with <i>Emma's Rug</i> (450L), by Allen Say. The text includes “imaged figures” that may lead students to question what is real and what is not. The teacher’s need to support student understanding adds to the text’s overall complexity. Students also read, <i>A River of Words</i> (280L), by Jen Bryant. Guidance suggests that teachers “support students’ engagement and comprehension of this unusual text by taking time to slowly explore and enjoy it” and, as they lead students, “help them differentiate the text elements of poems, facts and narrative.” The need for this additional guidance</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>supports the text's overall complexity. By the module's end, students engage with <i>Action Jackson</i> (650L), by Jan Greenberg and Sandra Jordan. Students' need for background knowledge in aspects of art, specifically 20th Century Western Art, adds to the text complexity. In Module 2: The Sea, students discover complex texts that are centered around the theme, the sea, and how "character traits help people respond to problems in a positive way." Students read and respond to <i>Amos And Boris</i> (820L), by William Steig. While the text is considered "largely straightforward" in that it is written in chronological narrative structure, the author's use of figurative language to "paint a picture of the events in the readers' minds" adds to its complexity. <i>Shark Attack!</i> (820L), by Cathy East Dubowski, requires students to have prior knowledge of domain-specific terms related to the ocean, seashore, and sharks. This, and the shift between narrative and informational pages, add to the text's overall complexity. <i>Titanic: The Disaster that Shocked the World!</i> (740L), by Mark Dubowski, requires that students have prior knowledge of different social classes as well as domain-specific vocabulary about the ocean and ships. Finally, in <i>Giant Squid: Searching for Sea Monster</i> (1090L), by Mary M. Cerullo and Clyde F. E. Roper, students engage with the most complex text of the module. The quantitative analysis is very complex for the grade-level, and students</p>	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>require background knowledge about the scientific process, differences between small and giant squids, as well as domain-specific vocabulary. For Module 3: We the People, students read complex texts in order to answer the Essential Question: What is the experience of an immigrant or migrant? The module includes texts such as: <i>Coming to America: The Story of Immigration</i> (890L), by Betsy Maestro. Qualitative measures add to the text's overall complexity. For example, students understanding is "supported through sub-headings, timelines and text elements, and illustrations which personalize the information." Additionally, the final pages of the book are "the most complex in the text and are largely responsible for its Lexile designation." Students also read <i>How Many Days to America? A Thanksgiving Story</i> (460L), by Eve Bunting. The knowledge demands of this text add to the text's qualitative complexity in that students need an understanding that the setting of the story occurs "set in a country during a dangerous time when citizens can be persecuted and even harmed by soldiers." Additionally, "The book does not go into any details, and even leaves the country nameless other than being set 'in the Caribbean.'" Students require background information explaining that in countries ruled by martial law, people can be in danger from their own soldiers because of their beliefs or identity or for other reasons. In <i>Going Home</i> (480L), also by</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>Eve Bunting, students must infer the identity of the narrator and some of the circumstances surrounding the family's past which adds to the text's qualitative complexity. Students read <i>The Great Migration: Journey to the North</i>, which is a collection of poems about the Great Migration and the personal experiences of immigrants, and <i>Ellis Island (740L)</i>, by Elaine Landau. Students need to know that the Great Migration refers to the huge exodus of African Americans from the South to the North in the early to mid-20th century to escape the discrimination and danger that they faced from the racist policies and terrorism that were rampant, which is not explicitly described in the poems, adds to the qualitative and overall complexity of the text selection. Module 4: Fascinating Space, includes texts such as, <i>First Space Encyclopedia (940)</i>, by DK Publishing, <i>Plants (660)</i>, by Elizabeth Carney, <i>Eyes on the Sky (1000L)</i>, by Charlene Bursso, <i>Starry Messenger (830L)</i>, by Peter Sis, <i>Mae Jemison (710L)</i>, by Jodie Shepherd and <i>One Giant Leap (470L)</i>, by Robert Burleigh. All texts are supported with both quantitative and qualitative analyses that supports the complexity for the grade level.</p>	
	<p><b>Required Indicator 1b)</b> At least 90% of provided texts, <b>including read-alouds in K-2</b>, are of <b>publishable quality</b> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality</p>	<p><b>Yes</b></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</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	of content, language, and writing that is produced by experts in various disciplines.		experts in various disciplines. Module 1 texts include <i>Emma's Rug</i> , by Caldecott Medal winning author, Allen Say. Students discover, much like the main character, that inspiration can be found all around them. In <i>A River of Words</i> , by Jen Bryant, for which she earned the Charlotte Zolotow Honor Award, students gain the understanding that when a person is passionate about something, they will find the time to engage in that activity. Students also read <i>When Marian Sang</i> , by Pam Munoz Ryan, who also wrote <i>Esperanza Rising</i> , to experience racism in the early 1900s through the eyes of singer Marian Anderson. <i>Action Jackson</i> , by acclaimed authors Jan Greenberg and Sandrad Jordan, allows students the opportunity to appreciate art through the paintings of Jackson Pollock. Module 2 texts include, <i>Amos And Boris</i> , by Caldecott Medal Winning author and illustrator, William Steig. Students engage with the text, <i>Shark Attack!</i> by Young Adult series author, Cathy East Dubowski, to gain background knowledge and facts about sharks. In <i>Titanic: The Disaster that Shocked the World!</i> by Step into Reading book author, Mark Dubowski, students learn about the sinking of the Titanic. In Module 3, students read "Eyes on the Sky," by Charlene Brusson, which is an article published in Cobblestone Magazine and <i>Starry Messenger</i> , by Peter Sis, a Caldecott Award winning text. Within the module students also read two text selections by award winning author Eve	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>Bunting: <i>How Many Days to America? A Thanksgiving Story</i> and <i>Going Home</i>. Module 4 texts are also of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. Students read Elizabeth Carney's <i>Planets</i> to build knowledge about planets. Peter Sis, earned a Caldecott Honor for <i>Starry Messenger</i>. Students use the text to gain a deeper understanding that Earth is not the center of the universe as discovered by Galileo. Caldecott Honor winning author, Brian Floca, tells the story of the mission of Apollo 11 in <i>Moonshot</i>. Students engage with this text to deepen their understanding of the importance of the first moon landing.</p>	
	<p><b>Required</b>  <b>1c)</b> Materials provide a <b>coherent sequence or collection of connected texts</b> 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"> <li>In grades <b>K-2</b>, 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.</li> </ul>	Yes	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Text sets within the modules are connected by topic, theme, and common ideas that students refer to as they complete module activities, focusing questions, Essential Question responses, and module assessments. For example, in Module 1, students engage with texts that allow them the opportunity to explore how “artists use their imaginations and skill to express ideas and feelings about themselves and the world” and that “facing and overcoming challenges is part of creativity, and artists are inspired by their challenges” as they prepare for responding to the Focus</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>Question: How can creative people find inspiration? In <i>Emma's Rug</i>, the main character learns to find inspiration from within herself rather than in her rug. Students also read <i>A River of Words: The Story of William Carlos Williams</i> to identify the main idea and supporting details which support the main idea by responding to questions: "What main idea did you find on pages 1–6 of <i>A River of Words</i>? What two details from this section support this main idea? How do they support it?" Students read <i>When Marian Sang</i> and respond to the Focus Question: How can Marian Anderson inspire creative people today? After reading, students reread page 14 of <i>When Marian Sang</i> and "write a question about Marian Anderson's experience of segregation under Jim Crow laws." After drafting their questions, students exchange questions with a partner and answer the new question, which includes providing supporting evidence, to express their understanding of the text. In Lesson 24, students participate in a Socratic Seminar by defending their responses to the prompt, "Is Marian Anderson historically important enough to be on the back of a five-dollar bill?" In Module 3, students read texts selected specifically to build knowledge and vocabulary about immigration and the experiences of immigrants. Students read and gain knowledge to answer the Essential Question: What is the experience of an immigrant or migrant? Students begin the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>module by reading <i>Coming to America</i>. In Lesson 4, students identify main ideas throughout the text and explain how the paragraphs and ideas connect. In Lesson 20, students conduct a Socratic Seminar to compare and contrast the messages of immigration presented in the texts <i>Going Home</i> and <i>How Many Days to America?</i> to respond to the focusing question: Why do people immigrate or relocate? By the end of the module, in Lesson 31, students read and compare two texts, <i>Ellis Island</i> and <i>Coming to America</i> to respond to the focusing question: How did mass immigration impact America? In this lesson, students compare and contrast points and details presented in the two texts. In Module 4, students read texts selected specifically to build vocabulary and knowledge to address the theme of space exploration through various activities in reading, writing, speaking, and language. Students read and gain knowledge to respond to the Essential Question: How and why do people explore space? To begin, in Lesson 1, students read <i>First Space Encyclopedia</i> to use text features to locate information within the text. By mid-module, in Lesson 11, students read and respond to the focusing question What tools do people use to learn about space? by making inferences into how the words and images presented in the text, <i>Starry Messenger</i>, convey information about Galileo Galilei. At the end of the module, in Lesson 29, students focus on the question: What</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>problems do people have to solve to get to space? In this lesson, students read two texts and compare and contrast the information presented. Students read <i>Moonshot</i> and <i>One Giant Leap</i> about the flight and moon landing of Apollo 11 in order to compare and contrast the texts.</p>	
	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>Yes</b></p>	<p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Throughout the units, students read and re-read text selections for a variety of purposes to help deepen their understanding of the texts. In Module 1, Lesson 1, students engage in an echo read with the teacher in order to practice reading with expression during dialogue. Then, students re-read for deeper understanding using the Stop and Jot strategy for <i>Emma's Rug</i>. For this routine, students read independently and stop when they "come to details that are important to understanding the story." As the moments are identified, students record them and use them for further discussion and reference. In Lesson 7, students return to the text to explain how the solution to <i>Emma's Rug</i> "builds on earlier events in the text." In Module 2, Lessons 9 and 10, students read <i>Shark Attack!</i> to gain a better understanding of the role sharks play in the food chain. Students return to the text in Lesson 15, to compare and contrast the important details from <i>Shark Attack!</i> with those from "Tagging and Tracking the Sharks." In Lesson 32, students</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>return to the text again to identify how the important points in <i>Giant Squid: Searching for a Sea Monster</i> and <i>Shark Attack!</i> are the same and different and to respond to the Focus Question, How did different people respond to the problems faced while studying giant squid? In Module 4, Lesson 11, students are introduced to and read <i>Starry Messenger</i> to determine “What tools do people use to learn about space?” In the lesson, students gain understanding from both illustrations and text to better understand Galileo and the importance of his discovery of the telescope. Students return to the text in Lesson 12, to analyze connections between sentences and paragraphs in the text. Students return to the text again in Lesson 16, students explain “how the words and images on pages 28-29 of <i>Starry Messenger</i> work together to tell about the text.” Finally, in Lesson 20, students use knowledge acquired during reading to conduct a Socratic Seminar by explaining why Mae Jemison and Galileo Galilei studied space.</p>	
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>2. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of</p>	<p><b>Required</b>  <b>2a) A majority of questions in the materials are text dependent and text specific;</b> student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. For example, in Module 2, Lesson 13, students answer text-dependent questions after completing a Read and Retell on the text <i>Shark Attack!</i> In this lesson, students use the handout Text-Dependent Questions for <i>Shark Attack!</i>, Day 3, as they determine “What does the</p>	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
<p>meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			<p>diagram on pages 40–41 show? How do these details help you understand the main idea you identified?” This lesson also includes text-specific questions. For example, on the Exit Ticket for the lesson, students explain, “Which key detail best supports the main idea that sharks come in all sizes and shapes?” In Module 3, students read <i>Coming to America</i>. In Lesson 4, students complete the Exit Ticket for the lesson by identifying “the main ideas from page 9 and the first paragraph on page 10.” In Lesson 6, students “Explain why Ellis Island was closed, based on the events on page 28 of the text.” After reading <i>How Many Days to America?</i> students are asked to “Describe the narrator’s point of view of his father” and include “details from the text to support your answer.” After reading <i>Going Home</i>, students respond to the question “How does Carlos’s point of view of his parents’ plan to return to Mexico differ from your point of view?” In Module 4, Lesson 24, students focus on the texts <i>One Giant Leap</i> and <i>Mae Jemison</i>. Students complete a skim re-read of both texts in order to answer the questions: “What important point about experimenting is the same in both texts?” “What details support the point?” “What important point about experimenting is only in <i>Mae Jemison</i>?” and “What important point about experimenting is only in <i>One Giant Leap</i>?”</p>	

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	<p><b>Required</b>  <b>2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> 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><b>Yes</b></p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. In Module 1, Focus Writing Task 1, students write an essay for the school newspaper explaining “why students should have more ways to show their creativity” in school (W.3.1). In Checkpoint Assessment 1, Question 5, students write to answer “Do you think the author made a good comparison between the clouds and the sheep? Explain how two different parts of the poem support your opinion.” (W.3.1). Language of the standards are also observed in daily Exit Tickets. For example, the Exit Ticket for Lesson 1 requires students to “Brainstorm two questions that will help you understand the characters and events in <i>Emma’s Rug</i>. Use details from the text in your question to show what you already understand and what you want to understand.” (RL.3.3). In Module 3, Lessons 10 and 11, students determine the narrator’s point of view using the Reading Thinking Steps Anchor Chart. Students “reread pages 12-19 of “How Many Days To America? A Thanksgiving Story” and then skim and scan to find details that explain the narrator’s point of view about events and people.” Students then answer text-dependent questions such as, “Describe the narrator’s point of view of his father. Include details from the text to support your</p>	

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			answer.” (RL.3.6). In Module 4, as students read <i>Planets</i> , they are prompted to “determine the meaning of unfamiliar words and phrases and build their literal understanding of the text.” (RL.3.4). After reading <i>First Space Encyclopedia</i> , students determine the main ideas of the text by explaining “What the author is teaching us.” (RL.3.2). While reading <i>Mae Jemison</i> students are tasked with explaining how paragraphs in the text connect (RI.3.8).	
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>3. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>3a) Coherent sequences of questions and tasks</b> 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><b>Yes</b></p>	<p>Coherence 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, students focus on creativity and why it is important. This theme is represented throughout all texts in the module. For example, students read <i>Emma’s Rug</i>, a fictional story about a child their own age. The central theme of the story is creativity and inspiration, which connects students to biographical texts about creative groundbreakers, such as poet William Carlos Williams (<i>A River of Words</i>), singer Marian Anderson (<i>When Marian Sang</i>), and artist Jackson Pollock (<i>Action Jackson</i>). In Module 1, Lesson 15, students “Use the illustrations to reread <i>A River of Words</i>. Look for details in the images that describe the characters, setting, events, and ideas.” They then use this to answer questions to help understand the meaning of the text such as “How does</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>the illustration of Williams's poems on prescription pads show Williams's love of poetry?" and "How does the illustrator help you understand how Willie feels about poetry?" In Module 3, students demonstrate their understanding of immigration and migration across multiple texts in order to answer the Essential Question: What is the experience of an immigrant? In Lesson 2, students read <i>Coming to America: The Story of Immigration</i> and work to answer the focus question "How does immigration affect people's lives?" Students complete a picture read of the text to determine clues provided about the text through the illustrations. In Lesson 18, students read both texts, <i>Going Home</i> and <i>How Many Days to America: A Thanksgiving Story</i> to respond to the question, "Why do people immigrate or relocate?" Students complete a skim and scan to determine what is different between the books by the same author. In Module 4, Lessons 27 and 28, students read <i>Moonshot</i>, an informational text that details the flight of Apollo 11. Questions that support student understanding include, "How does the illustration on pages 21-22 depict the condition of weightlessness?" and "What conditions make life difficult on a spacecraft in space?" In Lesson 29, students use texts <i>Moonshot</i> and <i>One Giant Leap</i> to "Explain what is the same, what is different, and how the texts disagree about the way the astronauts felt on the moon."</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Each Module includes opportunities for students to build, apply, and integrate knowledge through reading, writing, speaking, listening, and language. In Module 1, Lesson 18, students work in pairs as they read <i>When Marian Sang</i> aloud and use sticky notes to “mark words or pictures that show the gist of what happens.” Then, students Turn and Talk to listen to and answer text-based questions with a partner. Once that is completed, students write evidence to prove their answer to the question “Which of these is the main idea of page 16 of <i>When Marian Sang</i>?” In Module 2, Lesson 10, after reading <i>When Marian Sang</i>, students use knowledge of adjectives and adverbs to strengthen their writing skills. Students complete a “sift and sort, using adjectives and adverbs to add rich descriptions to their selections.” Then, students conduct a Turn and Talk with a partner explaining how the Sift and Sort helped better their rough draft writing. In Module 4, students read texts in order to, “build understanding of the Earth’s telescopes and other tools used to understand space...the work of renowned astronaut Mae Jemison and study the first lunar landing.” Students read informational text to help develop and answer the Essential Question, “How and why do people</p>	

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			<p>explore space?" In Lesson 2, students respond to the Focus Question "What neighbor does Earth have in space?" Students utilize the strategies of choral reading and turn and talk to engage with the text <i>Planets</i>. Students practice locating information efficiently using text features as the transferable takeaway of the lesson. The Exit Ticket requires students to use text features to answer text-based questions and select the appropriate text-specific evidence. Students then write an informative article that includes key features of informative writing.</p>	
	<p><b>Required</b>  <b>3c) Questions and tasks support students in examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>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).</li> </ul>	<p><b>No</b></p>	<p>Questions and tasks do not 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 do not focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words and do not engage students with multiple repetitions of words in varied contexts. According to the overview guide for Vocabulary Acquisition and Use, "KIPP Wheatley is not a comprehensive vocabulary curriculum. To support vocabulary instruction, reading lessons include a list of text-specific Tier 2 and Tier 3 words. For reference, the module includes the following literary terms. As needed, reinforce these terms with definitions from the glossary of literary terms in the Teacher Resource Guide." Materials do not include direct vocabulary</p>	<p>Unfortunately, the adjacent description mischaracterizes the curriculum's approach to examining vocabulary, sentences and structure after the "Under Construction" phase. During this phase, every KIPP Wheatley Reading lesson was revised in the following ways to directly address this criterion.</p> <p>First, the "boiler plate" directions during the Read for Gist were revised to state exactly which handouts and resources should be used to address both Tier 2 and Tier 3 words. In fact, the exact phrasing provided in the review as an example was used in these lesson's directions for teachers.</p> <p>Second, lessons that do not directly grapple with the RL .4 standard now include a "Vocabulary in Context" table that provides prompts, questions and guidance for</p>

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			<p>instruction other than the Vocabulary in Context mentioned in the Reading for Gist. The vocabulary instruction does not meet the breadth and depth of the standards. While teacher guidance includes questions to support students in developing vocabulary in context, the expectation of RL 4 (Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language) is not evident at the lesson level the majority of the time. The materials include a Vocabulary &amp; Language Routines guide that includes instructional routines on how to teach Tier 2 and Tier 3 words, but the guidance is not embedded within individual lessons.</p>	<p>directing students' attention to, and analysis of, important or tricky words, phrases and sentences. This work happens when students first encounter them in phase one of close reading. The guidance provided, in real classrooms, has resulted in rich and rigorous conversations and learning about how language impacts meaning.</p> <p>Third, additional "Teacher Notes" were embedded throughout the lesson to more clearly direct teachers to the rich suite of vocabulary resources provided in the Teacher Resource Guide.</p> <p>KIPP Wheatley strives to honor teachers by creating a rigorous, joyful and engaging "floor" for them to layer on their vast knowledge of both their local context and students' strengths. We feel strongly that the revisions that were made to the curriculum balance what research finds high quality instructional materials must provide with a respect for teacher discretion and decision-making.</p>
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>				
<p><b>Non-negotiable*</b>  <b>4. FOUNDATIONAL SKILLS:</b>  Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics,</p>	<p><b>Required *Indicator for grades K-5 only</b>  <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p>N/A</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
<p>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><b>Required *Indicator for grades K-1 only Indicator 4b)</b> Materials provide grade-appropriate instruction and practice for the <b>concepts of print</b> (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		
	<p><b>Required *Indicator for grades K-1 only 4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A		
	<p><b>Required *Indicator for grades K-5 only 4d)</b> Materials provide systematic and explicit <b>phonics</b> 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		
	<p><b>Required *Indicator for grades K-5 only Indicator 4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency words using</b> multisensory techniques.</p>	N/A		
	<p><b>Required *Indicator for grades K-5 only 4f)</b> Resources and/or texts provide ample <b>practice</b> 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 <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p>	N/A		



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	<p>This should include monitoring that will allow students to receive regular feedback.</p>			
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4g)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> 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 <b>self-monitor</b> to confirm or <b>self-correct</b> 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 <b>rate, expressiveness, and accuracy.</b></p>	N/A		
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4h)</b> Materials provide <b>instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>• 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>)</li> <li>• 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</li> </ul>	N/A		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	automaticity with grade-level regular and irregular spelling patterns.			
	<b>Required *Indicator for grades K-2 only</b> <b>4i)</b> Materials provide opportunities for teachers to <b>assess</b> 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		
	<b>Required *Indicator for grades K-5 only</b> <b>4j)</b> Foundational Skill materials are <b>abundant and easily implemented</b> so that teachers can spend time, attention and practice with students who need foundational skill supports.	N/A		
<b>Section III. Additional Criteria of Superior Quality</b>				
<b>5. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>5a)</b> Materials seek a <b>balance in instructional time between literature and informational texts.</b> (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"> <li>The majority of informational texts have an informational text structure.</li> <li>In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<b>Required</b> <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>6a)</b> Materials include a <b>variety of opportunities</b> 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.<sup>5</sup></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 3-12 only</b> <b>6b)</b> The <b>majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b>, 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</b> <b>6c)</b> Materials include multiple <b>writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> <li>As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>	<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> <b>6d)</b> Materials address the <b>grammar and language</b> 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>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

<sup>5</sup> Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

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	<ul style="list-style-type: none"> <li>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.</li> </ul>			
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative and self-assessment measures.</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> <b>7b)</b> Materials <b>assess student understanding of the topics, themes, and/or ideas</b> 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><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required</b> <b>7c)</b> Aligned <b>rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</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> <b>7d)</b> Measurement of progress via assessments include <b>gradual release of supporting scaffolds</b> for students to measure their independent abilities.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> to all students.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
<p><b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend</p>	<p><b>Required</b> <b>8a)</b> As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with <b>understanding the text</b> 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><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>grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>8b)</b> Materials <b>do not confuse or substitute</b> 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><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required</b>  <b>8c)</b> Materials include <b>guidance and support</b> 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><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required</b>  <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).</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>  <b>8e)</b> Materials are <b>easy to use and well organized</b> 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><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required</b>  <b>8f)</b> Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> 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><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>8g)</b> The content can be <b>reasonably</b> 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>	<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
<b>FINAL EVALUATION</b>				
<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.				
<b>Compile the results for Sections I-III to make a final decision for the material under review.</b>				
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>Yes</b>	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 do 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	<b>Yes</b>	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity	

<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
			required by the grade-level standards to advance and deepen student learning over time.	
	3. Coherence of Tasks	<b>No</b>	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. However, questions and tasks do not support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.	
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)</b> <sup>7</sup>	4. Foundational Skills	<b>N/A</b>		
<b>III. Additional Criteria of Superior Quality</b> <sup>8</sup>	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>Tier 3, Not representing quality</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.



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: **KIPP Wheatley ELA**

Grade: **4**

Publisher: **KIPP Foundation**

Copyright: **2015**

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

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

<b>STRONG</b>	<b>WEAK</b>
1. Quality of Texts (Non-negotiable)	3. Coherence of Tasks (Non-negotiable)
2. Text-Dependent Questions (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 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<sup>4</sup> and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

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

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

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

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

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

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<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 2-3. 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	PUBLISHER'S RESPONSE
<b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> <b>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.</b>				
<p><b>Non-negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b>  Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> 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.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Texts are at the appropriate level of complexity for the grade based on the qualitative and quantitative analysis and the requirements outlined in the standards. The majority of texts within the units fall between a Lexile level of 770-910, appropriate for the grade band. For example, the sequence of texts in Module 1: The Heart, Literally and Figuratively, increases in complexity as the module unfolds. Texts include <i>Escape North! The Story of Harriet Tubman</i> (440L), by Monica Kulling. While the Lexile is on the lower range, qualitative measures add to the overall complexity of the text. Students must have prior knowledge of the Underground Railroad, Quakers and their roles, the Fugitive Slave Act, and the Civil War to fully comprehend the text. In <i>Love That Dog</i> (1010L), by Sharon Creech, students view poetry through the eyes of the narrator as he discovers that “poetry offers a way to reflect on events in our lives.” Quantitative and qualitative analysis are both deemed complex for the grade level as students engage with complex language and sentence structure that is</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>unusual and varied. The teacher's, Miss Stretchberry, conversations must be inferred from Jack's responses in his journal writings, which also add to the complexity of the text. <i>The Circulatory Story</i> (850L), by Mary K. Corcoran, explores the aspects of the circulatory system and includes funny cartoons as well as scientific drawings to describe the system's purpose. Knowledge demands of scientific terminology and the author's use of figurative language contribute to the text's qualitative complexity. In Module 2: Extreme Settings, students discover three complex texts that are centered around the theme of "Extreme Settings" and how "the environment affects a person's attitudes and actions." Texts include <i>Snowflake, Extreme Weather</i>, and <i>Hatchet</i>. <i>Hatchet</i> (1020L), by Gary Paulsen, is the most complex text within the module. Qualitative analysis notes that flashbacks and memories make the chronological narrative difficult as well as student's need to separate thoughts from actual actions within the story. Additionally, students' need for prior knowledge of life in the wilderness, survival challenges, and Canadian geography add to the text's complexity. For Module 3: Perspectives on Revolution, students read complex texts as they prepare to respond to the focus question: How did different people in England and America view the Revolutionary War? Students read <i>Can't You Make Them Behave, King George?</i> (860L), by Jean Fritz.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>Qualitative measures add to the text's overall complexity including point of view which requires students to determine that the text is told from the perspective of King George III. The author's use of figurative language and robust vocabulary, such as proclamation, heirs, coronation, harpsichord, and archbishop, add to the text's complexity. Students also read, <i>George v. George</i> (1120L), by Rosalyn Schanzer, to respond to the question "How did different people in England and America view the Revolutionary War?" Qualitative measures that add to the text's complexity include dual perspectives, prior knowledge of the British government and the lives of American colonists, as well as familiarity with the cause-and-effect structure. In <i>Colonial Voices: Hear Them Speak</i> (640L), by Kay Winters, students continue to compare various points of view represented by the different stories within the text. This, in conjunction with shifts from first and third-person narration, adds to the text's overall complexity. In Module 4: Greek Mythology, students read complex texts in order to answer the Essential Question: What do myths and stories teach us about ourselves and our world? To begin, students read <i>The Gods and Goddesses of Olympus</i> (1080L), by Aiki. The text is both quantitatively and qualitatively complex. The text includes domain-specific vocabulary and figurative language often used in mythology in conjunction with students' need for prior</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>knowledge of Greek mythology, which supports its overall complexity level. <i>Gifts from the Gods: Ancient Words and Wisdom from Greek and Roman Mythology</i> (1060L), by Lise Lunge-Larsen, incorporates complex vocabulary in conjunction with brief, embedded, definitions to provide the reader with context that supports understanding of the complex text. Students also read the novel <i>The Lightning Thief</i> (740L), by Rick Riordan. While the quantitative measure is lower for grade level, qualitative measures such as: vocabulary, language that is “contemporary and idiomatic” and the need for background knowledge of Greek Mythology makes the text appropriately complex for students.</p>	
	<p><b>Required Indicator 1b)</b> At least 90% of provided texts, <b>including read-alouds in K-2</b>, are of <b>publishable quality</b> 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>Yes</b></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. Module 1 texts include <i>Escape North! The Story of Harriet Tubman</i>, by children’s book author, Monica Kulling. Students read the text to gain a better understanding of Harriet Tubman and her role as the conductor of the Underground Railroad. Students read <i>Love That Dog</i>, by Newbery Medal winner, Sharon Creech. As students read this novel, they, along with the main character, learn that “it’s ok to express feelings.” In their final text of the module, students read <i>The</i></p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p><i>Circulatory Story</i>, by science columnist, Mary K. Corcoran, which introduces students to the human digestive system. In Module 2, students read Caldecott Medal winning, <i>Snowflake Bentley</i>, by Jacqueline Briggs Martin, to connect to scientific study and extend their knowledge of snowflakes. Students read Newbery Honor winning novel <i>Hatchet</i>, by Gary Paulsen. While reading, students learn that “Facing difficult challenges helps us grow up and discover strengths we didn’t know we had.” In Module 3, texts include <i>Can’t You Make Them Behave, King George?</i> by Newbery Honor-winning author, Jean Fritz; <i>George v. George</i>, by award winning author and illustrator, Rosalyn Schanzer; <i>Colonial Voices: Hear Them Speak</i>, by children’s book author, Kay Winters; <i>Samuel’s Choice</i>, by Richard Berleth; and <i>Toliver’s Secret</i> by historical fiction novelist, Esther Brady. Module 4 texts include, <i>The Gods and Goddesses of Olympus</i>, by Alike (Brandenberg), the Jane Addams Children’s Book Award winner for picture books. In this book, students explore “the beginnings of Earth as retold through the Greek creation Myth.” Students read <i>Gifts from the Gods</i>, by graphic novelist, Lise Lunge-Larsen, to gain knowledge about the “origins of words that come from the Greek language.” Students read “Athena and Arachne: How Spiders Came to Be” and “Orpheus and Eurydice” from <i>Greek Myth Plays</i>, by author Carol Pugliano-Martin, to determine how</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			multiple versions of a myth can be similar and different. Students read <i>The Lightning Thief</i> from the <i>Percy Jackson &amp; the Olympians</i> series, by Rick Riordan, which was a Young Reader's Choice Award winner, an American Library Association Notable Book, and a New York Times Notable Book.	
	<p><b>Required</b></p> <p><b>1c)</b> Materials provide a <b>coherent sequence or collection of connected texts</b> 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"> <li>In grades <b>K-2</b>, 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.</li> </ul>	Yes	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Text sets within the modules are connected by topic, theme, and common ideas that students refer to as they complete module activities, focusing questions, Essential Question responses, and module assessments. In Module 1, students engage in texts and tasks that allow them the opportunity to gain an understanding of the human heart, “the literal heart at the center of our circulatory system, and the figurative heart, which reflects compassion, emotion, and connection to others.” Module texts are centered around the Essential Question: What does it mean to have an excellent heart, literally and figuratively? To begin, students read <i>Escape North! The Story of Harriet Tubman</i> to better understand Tubman’s roles as the conductor in the Underground Railroad, suffragette, and spy in the Civil War. As students read, they understand that Tubman had love for people, even as her heart broke when she left her family, she continued to help others.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>In <i>Love That Dog</i>, students read this series of poems in journal form to uncover how the main character's once hatred for poetry leads to a change of heart as Jack learns that "it's okay to express feelings." Students also read the informational text, <i>The Circulatory Story</i> to gain an understanding of the aspects of the body's circulatory system. In Module 3, Perspectives on Revolution, students read texts selected to build knowledge and vocabulary on the connected topic of the American Revolution in the Module through reading, writing, listening, speaking, and language. Students also build knowledge throughout the module to answer the Essential Question: How does a narrator's point of view shape a text? In Module 3, Lesson 11, students compare and contrast points of view in the stories within the text "Colonial Voices: Hear Them Speak," by Kay Winters. Students analyze the text to determine how different points of view or opinions can be representative of the same event. In Module 4, Greek Mythology, students read texts selected to build knowledge and vocabulary on the topic of Greek Mythology through the Module through reading, writing, listening, speaking, and language. Students read and gain knowledge in Lesson 19 in order to answer the module Essential Question: What do myths and stories teach us about ourselves and our world? In this lesson, students read "Pandora's Box" from <i>Greek Myth Plays</i>, by Carol Pugliano-Martin, to</p>	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>Yes</b></p>	<p>determine how myths and their characters are relevant today.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Throughout the Modules, students read and re-read text selections for a variety of purposes to help deepen their understanding of the texts. For example, in Module 1, students reread <i>Love That Dog</i> for multiple purposes. In Lesson 15, their initial reading of the text, students read to focus on characters, settings, and events that take place while focusing on the question, “How does Jack display a change of heart?” In Lesson 16, students read in order to better describe the main character Jack’s attitude while also identifying pieces of text that support their opinion of the character. In Lesson 17, students complete a partner reread using the Quick Draw strategy then reread independently for Deeper Understanding to identify details that describe the speaker’s character. In Module 2, Extreme Settings, Lesson 17, students read <i>Hatchet</i> using the Tape Assisted Listening strategy while thinking about how they would respond if they were in Brian's situation. Students then read for deeper meaning using the Skim and Scan strategy to identify important characters, setting, and events. In Module 3, Lesson 1, students use the Focus Question: How did different people in England and America</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			view the Revolutionary War? as a focal point for their initial reading of <i>Can't You Make Them Behave, King George?</i> After reading, students "draw inferences about King George using details and examples" from the text. In Lesson 2, students return to the text to explain how the author uses reasons and evidence to support particular points in the text. In Lesson 3, students engage in a teacher read aloud with the text <i>Can't You Make Them Behave, King George?</i> During the Read for Deeper Meaning, students reread the text with a partner to determine a main idea which supports texts read later in the module.	
<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 checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>2a) A majority of questions in the materials are text dependent and text specific;</b> student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. For example in Module 1, Lesson 19, students read lines of the poem "Love that Dog" to "share important information we learned about Jack's character." Students then answer text-dependent and text-specific questions using the Stop and Jot strategy, such as "Jack says the anonymous poet's poem 'is really a poem really really and a good poem, too.' What inference can you draw about Jack's feelings?" At the end of the lesson, students Turn and Talk about their findings to respond to the question "How does Jack's willingness to put his name on his poem show that his feelings toward poetry are shifting?" In Module 3, Lesson 30, students read and respond to the text <i>Toliver's Secret</i></p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>while working to answer the Focus Question: What ways are there to fight for freedom besides being a soldier? In the lesson, students use the Roundtable Discussion strategy to answer text-dependent and text-specific questions such as “How does the author show Ellen’s fear on page 110?” “What lessons does Ellen learn about herself in this chapter?” “What is one message that the author has about trust?” and “How does Ellen fight for freedom on the road to Elizabethtown?” In Module 4, students read <i>The Lightning Thief</i> as the anchor text of the module. Students respond to questions such as, “Where did the bull-man come from? How do you know?” “Why can’t Percy’s mother cross the property line to the summer camp? What clues support your answer?” and “Why does Percy say ‘I know there was hope’ when Grover says ‘food’?”</p>	
	<p><b>Required</b>  <b>2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity</b> 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><b>Yes</b></p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. Module 2 uses the language of the standards within the questions and tasks as observed in the End of Module Assessment. In Module 2, students “learn to fluently interpret visual information like graphs, maps, and photographs” (RI.4.7). Questions 5-7 in the End of Module Assessment ask students to read a timeline and use it to answer text-</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>dependent questions. For example, Question 5 asks, “How does the timeline help you understand the text?” In Module 3, students read “The Boston Massacre: The British Perspective.” After reading, students “Determine the main idea of the text and explain how it is supported by key details.” (RI.4.2). After reading <i>George v. George</i> students complete the Exit Ticket: Name the main idea and a key point on page 18 of <i>George vs. George</i>. Then students explain how the author uses evidence to support that key point. Students are reminded to “Make sure to explain how the reasons or evidence help you understand the key point” (RI.4.1). Students also read <i>Toliver’s Secret</i>. In Lesson 28, students summarize pages 80-81 of the text (RL.4.2). In Module 4, Lesson 2, students make connections between the text, <i>The Gods and Goddesses of Olympus</i>, and the clip of the video “Greek Gods” (RL.4.7). In Lesson 9, students use the Reader’s Theater strategy to perform, “Athena and Arachne: How Spiders Came to Be” from <i>Greek Myth Plays</i>. In both lessons, students make connections between the text and visual presentations using the Reading Thinking Steps Anchor Chart. Using the anchor chart, students identify elements in the text and match those details to the illustration and performance (RL.4.7).</p>	
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>3. COHERENCE OF TASKS:</b></p>	<p><b>Required</b>  <b>3a) Coherent sequences of questions and tasks</b> focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the</p>	<p><b>Yes</b></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</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
<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><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p>collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>		<p>their understanding of the topics, themes, and ideas presented in the texts.</p> <p>In Module 1, the theme is represented in all of the texts throughout the lessons. In Lesson 1, students read <i>Questions About the Heart</i> to gather information about the focus question, “What does it mean to have a good heart?” Students read quotes written by doctors to discover “the heart in different ways.” In Lesson 2, students begin reading <i>Escape North! The Story of Harriet Tubman</i>. Students read the text in chunks to determine what it means to “have a good heart.” In Lesson 11, students determine important events from Harriet’s life based on the illustrations. Students then participate in a Socratic Seminar to answer the questions, “How did Harriet Tubman help others?” and “How did she show that she was good-hearted?” In Module 3, students read texts in preparation for responding to the Essential Question: How does a narrator’s point of view shape a text? In Lesson 7, students read <i>George vs. George</i> to explain how different people in England and America viewed the Revolutionary War. In Lesson 18, students use the Magazine Read Strategy to examine text features and images from “Massacre in King Street” and “The Boston Massacre, 1770: The British Perspective.” After reading, students respond to questions that support their understanding of the texts such as, “Why do you think Preston started by saying that two British soldiers were attacked?” “What is the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>topic of both texts?" "What does each text say about how the massacre began?" and "What information from the texts helps answer your questions from TDQ 3?" In Module 4, students read texts centered around the Essential Question: What do myths and stories teach us about ourselves and our world? Students demonstrate their understanding of Greek mythology across multiple texts in the module. For example, in Lesson 3, students read the text <i>Gifts from the Gods</i> to determine "What is a myth?" During the text-dependent questions, students are asked "Why did the author include the image on page 40?" The focus question for Lesson 15 prepares students to respond to "How are myths and their characters relevant today?" by reading <i>The Lightning Thief</i>. In Lesson 29, students use knowledge acquired by reading <i>The Lightning Thief</i> and "Orpheus and Eurydice" to explain how multiple versions of a myth are similar and different. In Lesson 33, after reading <i>The Lightning Thief</i> and "Pandora's Box," students explain what "myths and stories teach us about ourselves and our word."</p>	
	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Each Module includes opportunities for students to build, apply, and integrate knowledge through reading, writing, speaking, listening, and language. In</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>Module 2, students close-read texts to explain connections between facts, analyze how writers support points with examples and reasoning, and learn to interpret visual information such as graphs, maps, and photographs. While reading <i>Hatchet</i>, students analyze how an author develops a character and depicts a setting and its impact. In Lesson 21, students practice listening skills with the novel <i>Hatchet</i> using the Tape-Assisted Reading strategy. In Lesson 23, students practice speaking and listening using the Back to Back and Face to Face method to answer text-dependent questions: “The author describes Brian’s dream on pages 78-79 without really saying how it tells Brian the way to start a fire. What is the effect of this choice?” “What does Brian want on pages 77-79? What happens as a result?” “What does Brian want in Chapter 9? What happens as a result?” and “What does the author want you to learn about Brian in Chapter 9?” In Module 3, students “explore a historical era...immerse themselves in reading about the American Revolution and question how point of view shapes the way historical events are presented.” In Lesson 3, students identify and list main ideas and details of the text <i>Can't You Make Them Behave King George?</i> in a graphic organizer. In Lesson 9, students then use that text and <i>George vs. George</i> to compare information about the main ideas from both texts to respond to the focus question, “What do these authors</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>want readers to understand about King George's feelings about the war at the end of his life?" Students then use the Pass the Chalk strategy to engage in a collaborative discussion and answer the lesson focus question. In Module 4, students "read both Greek myths and literature based on the myths to reflect on the relevance of ancient archetypes, the power of stories to convey important life lessons, and the use of symbolism to suggest meaning." As described in the module overview, students focus on narrative writing and its elements. Students build knowledge over the Module in order to respond to the Essential Question: What do myths and stories teach us about ourselves and our world? In Writing Lesson 9, students learn about comparative and superlative adjectives and adverbs. They also complete a Sift and Sort to address the revisions of the narrative conclusion. In Lesson 15, students apply knowledge of text structures to <i>The Lightning Thief</i> by determining how the structural elements help to understand the text using partner talk.</p>	
	<p><b>Required</b>  <b>3c) Questions and tasks support students in examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>No</b></p>	<p>Questions and tasks do not 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 do not focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words and do not engage students with multiple repetitions of</p>	<p>Unfortunately, the adjacent description mischaracterizes the curriculum's approach to examining vocabulary, sentences and structure after the "Under Construction" phase. During this phase, every KIPP Wheatley Reading lesson was revised in the following ways to directly address this criterion.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).		<p>words in varied contexts. According to the overview guide for Vocabulary Acquisition and Use, “KIPP Wheatley is not a comprehensive vocabulary curriculum. To support vocabulary instruction, reading lessons include a list of text-specific Tier 2 and Tier 3 words. For reference, the module includes the following literary terms. As needed, reinforce these terms with definitions from the glossary of literary terms in the Teacher Resource Guide.”</p> <p>Materials do not include direct vocabulary instruction other than the Vocabulary in Context mentioned in the Reading for Gist. The vocabulary instruction does not meet the breadth and depth of the standards. While teacher guidance includes questions to support students in developing vocabulary in context, the expectation of RL 4 (Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes) is not evident at the lesson level the majority of the time. The materials include a Vocabulary &amp; Language Routines guide that includes instructional routines on how to teach Tier 2 and Tier 3 words, but the guidance is not embedded within individual lessons.</p>	<p>First, the “boiler plate” directions during the Read for Gist were revised to state exactly which handouts and resources should be used to address both Tier 2 and Tier 3 words. In fact, the exact phrasing provided in the review as an example was used in these lesson’s directions for teachers.</p> <p>Second, lessons that do not directly grapple with the RL .4 standard now include a “Vocabulary in Context” table that provides prompts, questions and guidance for directing students’ attention to, and analysis of, important or tricky words, phrases and sentences. This work happens when students first encounter them in phase one of close reading. The guidance provided, in real classrooms, has resulted in rich and rigorous conversations and learning about how language impacts meaning.</p> <p>Third, additional “Teacher Notes” were embedded throughout the lesson to more clearly direct teachers to the rich suite of vocabulary resources provided in the Teacher Resource Guide.</p> <p>KIPP Wheatley strives to honor teachers by creating a rigorous, joyful and engaging “floor” for them to layer on their vast knowledge of both their local context and students’ strengths. We feel strongly that the revisions that were made to the curriculum balance what research finds high quality instructional materials must provide</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				with a respect for teacher discretion and decision-making.
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>				
<p><b>Non-negotiable*</b></p> <p><b>4. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient 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><b>Required *Indicator for grades K-5 only</b></p> <p><b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A		
	<p><b>Required *Indicator for grades K-1 only</b></p> <p><b>Indicator 4b)</b> Materials provide grade-appropriate instruction and practice for the <b>concepts of print</b> (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		
	<p><b>Required *Indicator for grades K-1 only</b></p> <p><b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A		
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4d)</b> Materials provide systematic and explicit <b>phonics</b> 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		
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>Indicator 4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency words using</b> multisensory techniques.</p>	N/A		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4f)</b> Resources and/or texts provide ample <b>practice</b> 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 <b>self-monitor</b> to confirm or <b>self-correct</b> 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		
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4g)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> 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 <b>self-monitor</b> to confirm or <b>self-correct</b> 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 <b>rate, expressiveness, and accuracy.</b></p>	N/A		
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4h)</b> Materials provide <b>instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>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-</li> </ul>	N/A		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	<p>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>)</p> <ul style="list-style-type: none"> <li>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.</li> </ul>			
	<p><b>Required *Indicator for grades K-2 only</b>  <b>4i)</b> Materials provide opportunities for teachers to <b>assess</b> 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		
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4j)</b> Foundational Skill materials are <b>abundant and easily implemented</b> so that teachers can spend time, attention and practice with students who need foundational skill supports.</p>	N/A		
<b>Section III. Additional Criteria of Superior Quality</b>				
<p><b>5. RANGE AND VOLUME OF TEXTS:</b>  Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p>	<p><b>Required</b>  <b>5a)</b> Materials seek a <b>balance in instructional time between literature and informational texts.</b> (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"> <li>The majority of informational texts have an informational text structure.</li> <li>In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of 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> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> 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> 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.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>6a)</b> Materials include a <b>variety of opportunities</b> 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. <sup>5</sup>	<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> <b>6b)</b> The <b>majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b> , using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<b>Required</b> <b>6c)</b> Materials include multiple <b>writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	

<sup>5</sup> 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	PUBLISHER'S RESPONSE
	<ul style="list-style-type: none"> <li>As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>			
	<p><b>Required 6d)</b> Materials address the <b>grammar and language</b> 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"> <li>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.</li> </ul>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required 7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative and self-assessment measures.</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<p><b>Required 7b)</b> Materials <b>assess student understanding of the topics, themes, and/or ideas</b> 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>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<p><b>Required 7c)</b> Aligned <b>rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<p><b>Required 7d)</b> Measurement of progress via assessments include <b>gradual release of supporting scaffolds</b> for students to measure their independent abilities.</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
	<b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> 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> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>8a)</b> As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with <b>understanding the text</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<b>Required</b> <b>8b)</b> Materials <b>do not confuse or substitute</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<b>Required</b> <b>8c)</b> Materials include <b>guidance and support</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<b>Required</b> <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<b>Required</b> <b>8e)</b> Materials are <b>easy to use and well organized</b> 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.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	<b>Required 8f)</b> Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<b>8g)</b> The content can be <b>reasonably</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
<b>FINAL EVALUATION</b> <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.				
<b>Compile the results for Sections I-III to make a final decision for the material under review.</b>				
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>Yes</b>	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 do provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas	

<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
			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	<b>Yes</b>	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.	
	3. Coherence of Tasks	<b>No</b>	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. However, questions and tasks do not support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.	
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)</b> <sup>7</sup>	4. Foundational Skills	<b>N/A</b>		

<sup>7</sup> 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	PUBLISHER'S RESPONSE
<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>Tier 3, Not representing quality</b>				

\*As applicable

<sup>8</sup> Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.



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: **KIPP Wheatley ELA**

Grade: **5**

Publisher: **KIPP Foundation**

Copyright: **2015**

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

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

<b>STRONG</b>	<b>WEAK</b>
1. Quality of Texts (Non-negotiable)	3. Coherence of Tasks (Non-negotiable)
2. Text-Dependent Questions (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 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<sup>4</sup> and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

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

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

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

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

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

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<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 2-3. 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	PUBLISHER'S RESPONSE
<b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> <b>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.</b>				
<p><b>Non-negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> 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.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Texts are at the appropriate level of complexity for the grade based on qualitative and quantitative analysis and the requirements outlined in the standards. The majority of texts within the units fall between a Lexile levels of 740-1010, appropriate for the grade band. For example, in Module 1: The Power of Sport, texts include <i>The Crossover</i>, by Kwame Alexander. While no quantitative analysis is provided for the novel written in verse, qualitative analysis is provided. Because of the novel's difficult structure, the materials stress the need for students to conduct multiple reads of the poem to support full comprehension. Students who are not familiar with basketball or terms used to describe plays as well as knowledge of rap, hip-hop, and jazz music adds to the text's complexity. Students also read <i>Babe Didrikson Zaharias: The Make of a Champion</i> (1060L), by Russell Freedman. This biographical text includes complex language, sports terms, and references to social and gender constraints of the time period supporting the qualitative analysis which deems the text complex overall. Students</p>	

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			<p>then focus on the newspaper article “Afghan Olympic Female Athlete Wants More Than a Medal” (1010L), by Waslat Hasrat-Nazimi. Students' prior knowledge of the roles of women in Afghanistan and the challenges women experience in sports, is why the text is also deemed complex, qualitatively. Texts in Module 2: The Nez Perce, include <i>Thunder Rolling the Mountains</i> (680L), by Scott O’Dell and Elizabeth Hall. Quantitatively, the text is low for the grade level; however, qualitative measures add to the overall complexity. The text requires students to be familiar with and have prior knowledge of “U.S. Government appropriation of millions of acres of land from Native Americans,” social injustices against Native Americans, and domain-specific Native American terms. In their next reading, students read <i>Shi-shi-etko</i> (860L), by Nicola I. Campbell. Students require prior knowledge of issues such as institutional racism and the destruction of culture and community. Issues such as these, which are referenced in the text, support the grade appropriateness of the text. In Module 3: Shakespeare: Then and Now, students read <i>Who Was William Shakespeare</i> (690L), by Celeste Davidson Mattis, as a knowledge building piece that prepares students for texts read later in the module. In <i>The Shakespeare Stealer</i> (840L), by Gary Blackwood, students discover that lying and keeping secrets creates a lot of problems. While the quantitative measure is low, qualitative measures such as</p>	

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			<p>vocabulary and concepts that are specific to the setting add to the text's overall complexity. In Module 4: The War Between Us, the texts build knowledge centered around the Civil War. The module begins as students read the novel <i>Bull Run</i> (810L), by Paul Fleischman. Qualitative measures, which add to the text's overall complexity, include the use of multiple narrators, which includes their individual points of view, dialect and idiomatic language that may be unfamiliar for students in Grade 5, text structure, and prior knowledge of the events that led to the Civil War. <i>The River Between Us</i> (740L), by Richard Peck, incorporates interwoven themes related to war, slavery, deceit, morality, and gender which adds support to the qualitative complexity of the novel. Additional complexities include the use of nineteenth-century idioms, as well as French and military terms and phrases. The structure of the text is complex, as well, as it "wraps the central narrative in a frame story from another time period." Each story incorporates its own narrator and includes both flashbacks and flash-forwards. Students must also have some understanding of the geographical aspects and distribution of states involved in the Civil War.</p>	
	<p><b>Required Indicator 1b)</b> At least 90% of provided texts, including read-alouds in K-2, are of <b>publishable quality</b> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality</p>	<p><b>Yes</b></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,</p>	

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	of content, language, and writing that is produced by experts in various disciplines.		language, and writing that is produced by experts in various disciplines. Module 1 texts include <i>The Crossover</i> , a Newberry and Correta Scott King award winning novel, by Kwame Alexander. Students gain understanding of verse while also observing how the relationships between brothers shift and grow as the boys face personal and familial challenges. <i>Babe Didrikson Zaharias: The Make of a Champion</i> , by multiple Newbery Medal winner, Russell Freedman, allows students the opportunity to be introduced to Didrikson, her accomplishments, and the impact she has had on women in sports. In the essay, "Free Minds and Hearts at Work," by Major League Baseball player, Jackie Robinson, Robinson describes breaking racial barriers as the first African American in Major League Baseball. Students gain knowledge around the idea that "we all have a responsibility to do what we can to fight for positive change." In Module 2, students read <i>Thunder Rolling in the Mountains</i> , a historical fiction novel, by award winning author, Scott O'Dell, to gain perspective of Chief Joseph's daughter during the fall of the Nez Perce by the U.S. Army. In Chief Joseph's 1879 Lincoln Hall speech, he details his perspective of the Nez Perce tribe's relationship with representatives of the U.S. government. In <i>Shi-shi-etko</i> , a picture book by Canadian Children's Literature Award winning author, Nicola I. Campell, students learn the importance of culture as Shi-shi-	



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			<p>etko experiences the Canadian government forcing native children to attend Residential Schools. In Module 3, students read <i>Who Was William Shakespeare</i>, by Celeste Davidson Mattis, which helps students gain context around William Shakespeare's plays and his lasting influence. Students also read <i>The Shakespeare Stealer</i>, by Gary Blackwood to discover the Widge's journey to overcome his difficult past, to find his true self, and to embrace a community of people who care about him. Module 4 texts are also of publishable quality. For example, students read <i>Bull Run</i>, by Newbery Medal winner, Paul Fleischman. As students read, they are introduced to the battle of Bull Run as they develop an understanding that "the time period and location in which people live can influence their views and behavior." Students also read <i>The River Between Us</i>, by award winning novelist, Richard Peck. Students gain knowledge of the Civil War as they determine that, "learning about the past can help people better understand the present."</p>	
	<p><b>Required</b>  <b>1c) Materials provide a coherent sequence or collection of connected texts</b> 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"> <li>In grades <b>K-2</b>, 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</li> </ul>	Yes	<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. Text sets within the modules are connected by topic, theme, and common ideas that students refer to as they complete module activities, focusing questions, Essential Question responses,</p>	

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	<p>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>and module assessments. For example, the texts within Module 1 are connected through the idea of the power of sports in a person's life. Students read <i>The Crossover</i>, to discover how basketball shapes and changes the beliefs of the main character as he explores his feelings about growing up and becoming independent after a great loss. Students read <i>Babe Didrickson Zaharias</i> to prepare for responding to the Focus Question: How do sports make people feel equal or accepted? As they read, students develop an understanding of how Zaharias broke gender barriers in professional sports. Students also read "Q&amp;A: Jordanian Brings Resettled Refugee Children Together on the Soccer Pitch" and "Afghan Olympic female athlete wants more than a medal." Students continue to make connections among texts as they read "Free Minds and Hearts at Work" which describes how Jackie Robinson broke racial barriers as the first African American Major League Baseball player. In <i>We are the Ship</i>, the Focus Question asks, "What can we learn from those individual athletes, teams, and coaches who have broken barriers in their sports, societies, and own lives?" The collection of texts focus on the impacts that sports have in the lives of the athletes. This includes changing points of view and challenging stereotypes. Throughout the module, students participate in a variety of reading, writing, and discussion of the texts. In Lesson 31, students make text connections as they</p>	

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			<p>respond to questions: “What more did we learn about character traits that can help people change prejudice?” and “What did we learn about the problems changing prejudice can cause for people?” Also, in Module 2, students read a variety of texts focused on the Nez Perce tribe and their interactions with the U.S. government. For example, in Lesson 1, students develop an understanding of the importance of the Nez Perce and Chief Joseph through a historical fiction novel, <i>Thunder Rolling in the Mountains</i>, as well as <i>Nez Perce and the US Cavalry</i> and <i>Nez Perce Fight Battle of Big Hole</i>, two informational texts. Students participate in small discussions and written responses throughout the lessons. By the end of the module, Lesson 34, students express their understanding of the module by using evidence from the text selections to support their responses to the question, “What did Chief Joseph value?” as they participate in a class Socratic Seminar. Module 5 texts are centered around the Essential Question: What did African Americans in different situations have to gain or lose from the Civil War? Texts that support students’ understanding and add to students previous background knowledge from Lessons 1 through 6 include: “Split Over Slavery,” “The Fall of Fort Sumter,” “The Politics of Unrest,” “Civil War Letters,” “Fighting for Freedom,” and from “Civil War Letters” Letter from Samuel Cabbie. In Lesson 6, students make connections</p>	

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			<p>amongst the texts by responding to the question, “Why was it important for Cabbie and other African Americans to fight in the war?” and “What does their service show about fighting for your beliefs?” In Lesson 7, students begin reading <i>Bull Run</i> to determine “What did African Americans in different situations have to gain or lose from the war?” In Lesson 17, students begin reading <i>The River Between Us</i>, in preparation for responding to the Focus Question: What were the various reasons men and boys joined the Civil War? The Focus Question for Lesson 24 asks, “How can fiction help us understand the personal impact of war? Students read “Winning the West” to form their opinion. By the end of the module, students write an opinion piece to explain, “How can fiction help us understand the personal impact of war?”</p>	
	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>Yes</b></p>	<p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Throughout the Modules, students read and re-read text selections for a variety of purposes to help deepen their understanding of the texts. Each reading lesson includes a Read for Deeper Meaning section. For example, in Module 1, Lesson 4, students partner read pages 72-85 of <i>The Crossover</i>, identifying the gists of each poem. Later in the lesson, students individually re-read the section, drawing inferences about Josh’s character and his relationship with his dad. In Module 2,</p>	

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			<p>students read the historical fictional text, <i>Rolling Thunder in the Mountain</i>, over the course of ten lessons. With each read and reread, students focus on how the characters' actions, dialogue, and thoughts show their values. They make connections to complementary texts from other sources. Within the module, students also read "The Nez Perce," a fictional account. Nez Perce is referred to throughout Module 2 as students respond to the Focus Question: How did the American Government and Nez Perce feel about the removal of Nez Perce from Nez Perce's land? In Module 4, Lesson 17, students conduct a close read of <i>The River Between Us</i> to describe how the narrator's point of view influences how the events in the text are described. In Lesson 18, students return to the text to "Draw an inference about Calinda's relationship to Delphine." In Lesson 20, students compare and contrast <i>The River Between Us</i> and <i>Bull Run</i> by writing a paragraph that explains each author's approach to theme and how they are similar and different.</p>	
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>2. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of</p>	<p><b>Required</b>  <b>2a) A majority of questions in the materials are text dependent and text specific;</b> student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. For example, in Module 1, students read <i>The Crossover</i> and respond to questions such as, "Why is Josh having trouble sleeping?" and "Why does Josh 'take the heat' for passing the note on page 81?" from Lesson 4 and "What effect does the clock counting down</p>	

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meeting other grade-specific standards.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			between each line have on readers?" and "How are the events in 'Josh's Play-by-Play' and 'Before' connected?" from Lesson 6. Questions from Lesson 8 include, "Why doesn't Josh want to be called Filthy anymore?" and "Draw an inference to explain what has changed Josh and JB's relationship." In Module 3, texts are centered around Shakespeare. To begin, students read <i>Who Was William Shakespeare?</i> After reading, students respond to questions, "Why can't the author describe Shakespeare's life from 1585 to 1592?" "What context clues help you determine the meaning of traitors on page 35?" and "What does the author want readers to understand from chapter 3 about the theater in Shakespeare's time?" In Module 4, Lesson 1, students read "Split Over Slavery." After reading, students discuss questions such as, "How does the image on page 2 support one of the text's main ideas?" and "What is the main idea of the first 2 paragraphs on page 3 of the text?" with a partner. In Lesson 12, students read from <i>Bull Run</i> and conduct a think-pair-share to respond to questions such as "Are the chapters narrated in first, second, or third person?" and "On pages 17-18, why did Virgil and the other soldiers disagree with the school master?"	
	<b>Required 2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> required by the grade-level standards	<b>Yes</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	

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	to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)		<p>standards to advance and deepen student learning over time. For example, in Module 1, Lesson 5, after reading <i>The Crossover</i>, students answer the question “How does the narrator’s point of view affect what the readers learn about what happened to Dad?” (RL.5.6). In Lesson 18, students read <i>Thunder Rolling in the Mountains</i> and <i>Shi-shi-etko</i>. Following the reading, students analyze how each author approached the shared topic (RI.5.6). In Module 2, students read <i>Thunder Rolling in the Mountains</i>. After reading, students complete the Exit Ticket which requires them to “Compare and contrast Chief Joseph and Too-hul-hul-sote in a four- to six-sentence response.” Students use evidence from the text to support their ideas.” (RL.5.3). Students also read Chief Joseph's Lincoln <i>Hall Speech</i> to determine the main idea and the key details that support the main idea (RI.5.2). In Lesson 34, students participate in a Socratic Seminar by integrating information from module texts to “explain something important that Chief Joseph values.” (RI.5.9). In Module 3, students read <i>Who Was William Shakespeare?</i> In Lesson 4, students explain the influence Queen Elizabeth’s doctor had on Shakespeare’s writing which they support with evidence from the text (RI.5.1). In Lesson 7, students read “How Shakespeare Influences the Way We Speak Now.” The lesson focuses on determining the meaning of unfamiliar terms observed in Shakespeare’s writing (RI.5.4). Students also</p>	

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			read <i>The Shakespeare Stealer</i> and respond to the question, "What is a theme that the author develops in chapter 16 of <i>The Shakespeare Stealer</i> ? Tell the important topic the theme is about and include text evidence to support your theme ideas." (RL.5.2).	
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>3. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>3a) Coherent sequences of questions and tasks</b> 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><b>Yes</b></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, scaffolding ideas are offered to help students make connections. For example, students answer, "What do you learn in each poem?" "What does the character learn?" "How does the poem 'Filthy McNasty' (page 10) add to what we learn in 'How I Got My Nickname' (pages 6–7)?" "How are the poems 'Josh Bell' and 'Jordan Bell' similar?" Module 2 focuses on the topic of the conflict between the Nez Perce tribe and the US Cavalry. On Day 2, students answer "Why does the Sound of Running Feet 'say nothing' to her father Chief Joseph about shooting a hole in the settler's plan?" and "What inferences can you draw about Sound of Running Feet from her interactions with the other riders?" These questions ensure students comprehend the traits and values of the Nez Perce tribe. On Day 27, students read a nonfiction text to continue developing their knowledge about the Nez Perce and answer</p>	



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			<p>“What is the main idea of ‘War and Resettlement?’” In Lesson 34, students use all unit texts to participate in a Socratic Seminar to answer the question “What did Chief Joseph value?” In Module 4, students read texts centered around the Civil War. In Lessons 1-6, students read texts that add background knowledge of the time and causes of the war. In Lesson 7, students begin reading <i>Bull Run</i> and respond to the Focus Question, “What did African Americans in different situations have to gain or lose from the Civil War?” In Lesson 9, students continue to read and respond to questions that support knowledge building and their responses to the Focus Question such as, “Who was the most successful general in the First Battle of Bull Run?” In Lesson 13, as students continue the reading of <i>Bull Run</i>, their focus for reading shifts to determining the “various reasons men and boys joined the Civil War.” In Lesson 16, students write a paragraph to compare and contrast the author’s, Lily Mallowy’s and Toby Boyce’s, approaches to the theme in <i>Bull Run</i>. Students are directed to, “Identify a shared theme, explain how the author approaches the theme similarly and differently in the two sets of excerpts.” In later lessons, students read <i>The River Between Us</i> and “Reconstruction I: A State Divided” to determine “some of the consequences of the Civil War for individual towns or areas.” In Lesson 32, students analyze the multiple points of view of the</p>	

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	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>texts by comparing and contrasting the authors' points of view in each text.</p> <p>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. Each Module includes opportunities for students to build, apply, and integrate knowledge through reading, writing, speaking, listening, and language. For example, in Module 3, Lesson 1, students listen to a read aloud of <i>Who Was William Shakespeare</i>. During the reading, students pause to write gists of sections, in order to ensure comprehension of the texts. The teacher also proposes a variety of questions for discussion such as "What makes this a biography?" and "What context clues help you understand the meaning of 'middle class?" Students then work with a partner to re-read and discuss the meaning of content specific vocabulary words. In Lesson 3, students complete a written response to the question "What is the connection between the bubonic plague and Shakespeare's writing" providing text evidence to support their response. In Module 2, Lesson 15, students listen as the teacher reads aloud paragraphs of "A History of Native American Assimilation." When signaled, students read aloud the captions with the teacher noticing any words or phrases they might not be familiar with. Students share reactions with a partner. "How do you feel about the idea</p>	

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			<p>that some Native Americans agreed to adopt Western cultural ways? Why do you think they did this?" Students are asked to think about all of the gists for the section of text. "What happened/what important information did the author share?" Also in Module 2, Lesson 16, students listen and follow along as the teacher reads <i>Shi-shi-etko</i>. After each page, students examine the illustrations and look for details in the images that match what they hear. Students choose one image from <i>Shi-shi-etko</i> and explain how it contributes to the text's meaning. In Module 3, Lessons 1-6, students read <i>Who Was William Shakespeare</i> to gain knowledge about the famous playwright and poet. While reading, students determine the meaning of the vocabulary Shakespeare used in his writing to understand the relationship between the bubonic plague and Shakespeare's writing, and determine the main ideas of the text and how the main ideas are supported by key details. In Lesson 7, students read "How Shakespeare Influences the Way We Speak Now." After reading, students reread and work with a partner to define the terms: earworm, unschooled, and tome. Then, students respond to the Focus Question for the lesson, "How does learning about Shakespeare's language help you understand his importance as a writer?" In Lessons 8-18, students read <i>The Shakespeare Stealer</i> to determine how</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	<p><b>Required</b>  <b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>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).</li> </ul>	<b>No</b>	<p>“facing challenges change the way people think and act.”</p> <p>Questions and tasks do not 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 do not focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words and do not engage students with multiple repetitions of words in varied contexts. According to the overview guide for Vocabulary Acquisition and Use, “KIPP Wheatley is not a comprehensive vocabulary curriculum. To support vocabulary instruction, reading lessons include a list of text-specific Tier 2 and Tier 3 words. For reference, the module includes the following literary terms. As needed, reinforce these terms with definitions from the glossary of literary terms in the Teacher Resource Guide.” Materials do not include direct vocabulary instruction other than the Vocabulary in Context mentioned in the Reading for Gist. The vocabulary instruction does not meet the breadth and depth of the standards. While teacher guidance includes questions to support students in developing vocabulary in context, the expectation of RL 4 (Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings) is not evident at the lesson level the majority of the time. The materials include a Vocabulary</p>	<p>Unfortunately, the adjacent description mischaracterizes the curriculum’s approach to examining vocabulary, sentences and structure after the “Under Construction” phase. During this phase, every KIPP Wheatley Reading lesson was revised in the following ways to directly address this criterion.</p> <p>First, the “boiler plate” directions during the Read for Gist were revised to state exactly which handouts and resources should be used to address both Tier 2 and Tier 3 words. In fact, the exact phrasing provided in the review as an example was used in these lesson’s directions for teachers.</p> <p>Second, lessons that do not directly grapple with the RL .4 standard now include a “Vocabulary in Context” table that provides prompts, questions and guidance for directing students’ attention to, and analysis of, important or tricky words, phrases and sentences. This work happens when students first encounter them in phase one of close reading. The guidance provided, in real classrooms, has resulted in rich and rigorous conversations and learning about how language impacts meaning.</p> <p>Third, additional “Teacher Notes” were embedded throughout the lesson to more clearly direct teachers to the rich suite of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			& Language Routines guide that includes instructional routines on how to teach Tier 2 and Tier 3 words, but the guidance is not embedded within individual lessons.	vocabulary resources provided in the Teacher Resource Guide.  KIPP Wheatley strives to honor teachers by creating a rigorous, joyful and engaging “floor” for them to layer on their vast knowledge of both their local context and students’ strengths. We feel strongly that the revisions that were made to the curriculum balance what research finds high quality instructional materials must provide with a respect for teacher discretion and decision-making.
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>				
<b>Non-negotiable*</b> <b>4. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts	<b>Required *Indicator for grades K-5 only</b> <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a> ) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A		
	<b>Required *Indicator for grades K-1 only</b> <b>Indicator 4b)</b> Materials provide grade-appropriate instruction and practice for the <b>concepts of print</b> (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		
	<b>Required *Indicator for grades K-1 only</b> <b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).	N/A		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
<p>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><b>Required *Indicator for grades K-5 only</b></p> <p><b>4d)</b> Materials provide systematic and explicit <b>phonics</b> 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		
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>Indicator 4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency words using</b> multisensory techniques.</p>	N/A		
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4f)</b> Resources and/or texts provide ample <b>practice</b> 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 <b>self-monitor</b> to confirm or <b>self-correct</b> 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		
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4g)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> 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 <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p>	N/A		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	<p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate <b>rate, expressiveness, and accuracy.</b></p>			
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4h) Materials provide instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>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>)</li> <li>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.</li> </ul>	N/A		
	<p><b>Required *Indicator for grades K-2 only</b>  <b>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.</b></p>	N/A		
	<p><b>Required *Indicator for grades K-5 only</b>  <b>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.</b></p>	N/A		
<b>Section III. Additional Criteria of Superior Quality</b>				

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> 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> <b>5a)</b> Materials seek a <b>balance in instructional time between literature and informational texts.</b> (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"> <li>The majority of informational texts have an informational text structure.</li> <li>In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>	<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> <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of 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> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> 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> 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> <b>6a)</b> Materials include a <b>variety of opportunities</b> 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.<sup>5</sup></p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

<sup>5</sup> 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	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>  <b>6b)</b> 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><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required</b>  <b>6c)</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.</p> <ul style="list-style-type: none"> <li>As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>	<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>  <b>6d)</b> 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"> <li>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.</li> </ul>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
<p><b>7. ASSESSMENTS:</b>  Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the</p>	<p><b>Required</b>  <b>7a)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</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>  <b>7b)</b> Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions</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>assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>			
	<p><b>Required 7c)</b> Aligned <b>rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</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 7d)</b> Measurement of progress via assessments include <b>gradual release of supporting scaffolds</b> for students to measure their independent abilities.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> to all students.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
<p><b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required 8a)</b> As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with <b>understanding the text</b> 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><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required 8b)</b> Materials <b>do not confuse or substitute</b> 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><b>Not Evaluated</b></p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p><b>Required 8c)</b> Materials include <b>guidance and support</b> 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><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
	<b>Required 8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<b>Required 8e)</b> Materials are <b>easy to use and well organized</b> 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 8f)</b> Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	<b>8g)</b> The content can be <b>reasonably</b> 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.	<b>Not Evaluated</b>	This section was not evaluated because the Non-Negotiable Criteria were not met.	
<b>FINAL EVALUATION</b> <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.				
<b>Compile the results for Sections I-III to make a final decision for the material under review.</b>				
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>Yes</b>	Materials provide texts that are appropriately complex for the identified grade level according to the requirements	

<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
			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 do 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	<b>Yes</b>	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.	
	3. Coherence of Tasks	<b>No</b>	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening,	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			and language through quality, grade-level complex texts. However, questions and tasks do not support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.	
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>7</sup></b>	4. Foundational Skills	<b>N/A</b>		
<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>Tier 3, Not representing quality</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.

Appendix II.

Public Comments

There were no public comments submitted.