



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: Lincoln Empowered™ English Language Arts

 Grade: 5

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 Overall Rating: Tier III, Not representing quality
Tier I, Tier II, Tier III Elements of this review:

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

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

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 8.

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

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

<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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b></p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,<sup>3</sup> as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	<b>No</b>	<p>The texts are not appropriately complex quantitatively or qualitatively for the grade level. Many of the texts are below the grade level. For example, the “The Boy Who Cried Wolf,” “The Tortoise and the Hare,” “Ollie’s Outing,” “The Runt Horse,” “Energy Issues,” “Steven and the Turtles,” “Hansel and Gretel,” and “Green or Orange on St. Patrick’s Day?” are not appropriately complex for Grade 5. Qualitatively, the text structures are chronological, and the language, vocabulary, and knowledge demands within the lessons are not appropriately complex for Grade 5.</p>
	<p><b>REQUIRED</b></p> <p><b>1b)</b> At least 90% of texts are authentic<sup>4</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<b>No</b>	<p>The majority of anchor texts are not authentic. For example, “A Guilty Conscience” by Summer Swauger, “Cinderella: A Retelling” by Steve Karscig, “Meeting at a Bus Stop, It’s Party Time” by Summer Swauger, and “D Day: Operation Overlord and On Chestnut Street” by Summer Swauger are examples of lesson texts that are not independently-published works, but rather publisher-commissioned for the lesson.</p>

<sup>3</sup> The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

<sup>4</sup> Authentic texts are previously published rather than “commissioned.”

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<p>progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p><b>No</b></p>	<p>The materials do not provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Instead, students complete a series of lessons that are connected by reading skills and which cycle through a series of activities, “Watch It, Read It, Play It, Practice It, Show It, Apply It, and Assess It.” For example, in Lesson 4 students complete activities to identify elements of a plot. Students read two or more texts to compare and contrast characters, setting, or events during the “Read It” section, then watch a video to help identify plot during the “Watch It” section. Students play “Plutarch’s Library” to practice identifying narrative elements and complete activities to show their understanding of identifying a plot followed by an assessment of these skills. These activities are completed for each lesson, using different skills and standards, with the focus of the unit upon skills.</p>
	<p><b>REQUIRED</b></p> <p><b>1d)</b> Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>No</b></p>	<p>The texts are not selected for multiple, careful readings throughout the unit of study. Instead, students reread texts to practice reading skills across lessons. For example, in Lesson 57 students read “The Komodo Dragon” to analyze the information in a nonfiction text, in Lesson 102 they practice identifying the main idea and the author’s purpose, and in Lesson 126 they practice reading fluency. In addition, the texts selected for the unit of study are not revisited to support, or build up, a base of knowledge. In Lesson 10, for example, students compare the texts “The Tortoise and the Hare” and “From the Desk of the Hare” with the focus on “Theme and Point of View.” In Lesson 11, students read “Sam’s Lessons” where the focus is on “How Setting Affects Characters.” In Lesson 12, students read “Jack and the Beanstalk” with the</p>

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			focus of the lesson is on “Character in Narrative Writing.”
<p><b>2. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED</b> <b>2b)</b> Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>2c)</b> The majority of informational texts have an informational text structure rather than a narrative structure. In grades 3-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>2d)</b> Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>Section II. Foundational Skills (grades K-5 only)</b>			
<p><b>Tier 1 and 2 Non-Negotiable*</b> <b>3. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness,</p>	<p><b>REQUIRED *Indicator for grades K-2 only</b> <b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<b>N/A</b>	

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<p>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 checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p><b>REQUIRED</b>  <b>3b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	<p><b>No</b></p>	<p>The materials do not demand the knowledge of grade-level phonics patterns and word analysis skills as required by standard RF.5.3. The teacher’s pacing guide states that students are to decode the words in lessons 43-50. However, students engage in spelling practice of the words in each of the lessons 43-49. For example, in Lesson 43 students practice decoding plural nouns by adding an “ies.” Students play a game where they catch the missing letter on the screen to correctly spell the word. In Lesson 44, students continue their practice with plural nouns by adding “ies,” listen to the word, and fill in the missing letters to correctly spell the word.</p>
	<p><b>REQUIRED</b>  <b>3c)</b> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	<p><b>No</b></p>	<p>The materials do not provide instruction in word study including the systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication and automaticity with grade-level regular and irregular spelling patterns. The materials allow students the opportunity to practice irregular word patterns and play games to decode multisyllabic words, but do not examine grade level words and their patterns. For example, in Lesson 7, students practice identifying correctly spelled words with the short vowel sound from a group of four words by listening to the word spoken aloud. Lesson 8 provides a similar activity where students listen to the word and select that correct letters needed to spell the word. However, the list of words provided are not connected to the text in anyway and are not on grade level. In Lesson 6 for example, the words studied are “shrink, instruct, switch, depth, plunged, wreck, length, prompt, lettuce, astronaut, refracted, judge, ratify, graphic, spinach, indigo, tenth, level, comma, and shrug,” but these are not connected to any text. Students watch videos with instructions on different spelling rules, such as the short vowel rule. They can then practice spelling the words in an assessment format where they can earn</p>

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			points, but there is no instruction on examining word patterns.
	<p><b>REQUIRED</b>  <b>3d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<b>No</b>	The materials do not encourage or provide explicit instruction for students to self-monitor or to use the context to confirm or self-correct word recognition and understanding, or direct them to reread purposefully to acquire accurate meaning. The materials are skill-based where students answer questions or complete activities to determine their understanding of a reading skill, rather than monitor their understanding of a text through decoding and word recognition. For example, in Lesson 146 where the objective is to interpret similes, students read “The Road Less Taken” by Robert Frost. Students are guided to notice the difference between the lines and stanzas in the poem. However, when students practice identifying similes and metaphors, they read the text, “Philip and the Shot” where they are to “find the simile in each line of text and then explain the meaning of the simile.” In Lesson 148, where the objective is to recognize metaphors in context, students read the text “My House is a Zoo” and are then asked to underline each metaphor.
	<p><b>REQUIRED</b>  <b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	<b>No</b>	Opportunities are not frequently built into the materials to allow students to achieve reading fluency in oral and silent reading. Students do not read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, a rate appropriate to the text, and expression. The materials do not provide fluency instruction for students or opportunities for them to practice reading orally or silently.
	<p><b>REQUIRED</b>  <b>3f)</b> Materials guide students to read grade-level text with purpose and understanding and to make frequent</p>	<b>No</b>	The materials do not guide students to read grade-level text with purpose and understanding or to make frequent connections between the acquisition of foundational skills and making meaning from reading

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	connections between acquisition of foundation skills and making meaning from reading.		texts. Students read the text one time in order to address the skill for that lesson.
	<b>3g) *Indicator for grades K-2 only</b> Materials provide opportunities for teachers to assess students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	<b>N/A</b>	
	<b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	<b>No</b>	While the materials provide abundant and easily implemented materials, there are few opportunities for scaffolds for students. Each lesson provides similar structures with limited instruction on how to support diverse learners.
<b>Section III. Questions and Tasks</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>4. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<b>No</b>	<p>Coherent sequences of questions and tasks do not focus students on understanding the texts and their illustrations, making connections among the texts in the collection, or expressing understanding of the topics. The materials do not provide opportunities for students to read connected texts and build knowledge about themes and topics. Instead, students read texts to understand and practice skills. For example, in Lesson 60 students read about forming a personal opinion about informational texts. Students answer a multiple-choice question requiring them to select an opinion from answer choices that include facts and opinions. Students then read, “Ruby Bridges: A Brave Girl Who Changed History” and write their own opinions about the text. In Lesson 98 students read “Damaging Quake Hits Small Delaware Town” and use a nonfiction pyramid chart to identify the main idea and supporting details. In Lesson 34 students focus on comparing and contrasting stories in the same genre. Students read “Sleeping Beauty” and “Cinderella” then view a Venn diagram that has been completed for</p>

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			<p>them. Students look at pictures that represent different genres and are asked to name each genre and at least two of its characteristics. Students end the lesson by thinking of a story that they have recently read and determine how it is similar or different to another story within the same genre.</p>
	<p><b>REQUIRED</b>  <b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p><b>No</b></p>	<p>The questions and tasks are not designed so that students are able to build and apply knowledge and skills in reading, writing, speaking, and listening in complex texts. In Lesson 105, for example, students summarize an audio recording of the text “On Chestnut Street” then write to one of the following prompts: “Describe something you know how to do really well, such as a sport or a topic,” “Describe your favorite food, animal, place and why anyone else might be interested,” or “Describe your favorite book or movie and why” or they may choose their own topic. These prompts are not connected to the lesson texts. In Lesson 115, students read the text “The Dangers of Fracking” in order to understand the main points of a speech, then write a paragraph explaining how the body of a speech should be structured. In Lesson 116 students read the conclusion of the text “The Dangers of Fracking” and determine how to structure a conclusion. Students then write a paragraph explaining how to structure a conclusion. Students practice reading and writing skills in isolation and do not build knowledge through complex texts.</p>
	<p><b>REQUIRED</b>  <b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <p>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated</p>	<p><b>No</b></p>	<p>The questions and tasks do not support student examination of language that is critical to the meaning of texts. Lessons have students to identify or define words, but do not address the words within the context of texts. For example, in Lesson 4 students read about identifying adjectives and adverbs, then watch a video and write a sentence including a list of adjectives and adverbs such as “intense, absurd, fondly, and gently.” Students must underline the</p>



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	vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).		adjective and adverb in each sentence. In Lesson 33 students follow a similar pattern identifying future perfect verb tense. In Lesson 167, students examine the differences of word meanings, but do not connect these words to the lesson texts. Words are studied in isolation and are not examined in ways to support their meaning within the texts.
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>5. TEXT-DEPENDENT QUESTIONS:</b></p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p><b>No</b></p>	<p>The majority of questions in the materials are not text dependent. For example, in Lesson 32, the objective of the lesson is to identify the theme of a literary text. Students read the “Tortoise and the Hare” then answer the following question, “What is the difference between the main idea and the subject, or topic, of a text?” Students participate in an activity where they scroll over tabs that provide the definitions of words such as “theme” and “main idea” and theme choices such as the “Tortoise and the Hare.” The lesson explains how to find the theme of a text. Students can participate in a card sort activity where they drag and drop a subject, main idea, and theme into the correct category. Students can watch a video, “Examining Theme,” which shares examples of themes commonly found in literature. Students read “A Guilty Conscience” and write a theme in one sentence. The majority of questions in this lesson are not text dependent. In Lesson 10, students read the texts “Jack and the Beanstalk” and “Cinderella” in order to compare and contrast the events occurring in each story. Students answer questions such as, “When you compare and contrast two versions of a story, what elements should you analyze for similarities and differences?” Questions help students understand skills, rather than help them focus on comprehension of the lesson text.</p>
	<p><b>REQUIRED</b></p> <p><b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the</p>	<p><b>No</b></p>	<p>The questions and tasks do not include the language of the standards and do not require students to engage in thinking at the depth and complexity as required by</p>

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	<p>depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>		<p>standards. For example, in Lesson 97 the objectives are main idea and details. Students identify supporting details in the text. Students can read or watch the text, “Children Should have Limited TV Time,” and identify supporting details, then view a concept map and watch “Central Idea of an Informational Text.” Students also view a video about story elements and read an additional text, “The Importance of Libraries” to help them create a concept map of their own, where they are to identify one main idea and provide supporting details. In Lesson 38 students compare different points of view. To help them understand different points of view, students drag and drop items to match examples with the types of point of view. Students then read about first- and third-person point of view and answer questions identifying the point of view based on who is telling the story. These activities do not require students to engage in thinking at the depth and complexity as required by the standards for Grade 5.</p>
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p> <p><b>REQUIRED *Indicator for grades 3-12 only</b> <b>6b)</b> The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level</p>	<p><b>Not Evaluated</b></p> <p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p>

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	language and conventions and drawing on textual evidence to support valid inferences from text.		
	<b>REQUIRED *Indicator for grades K-2 only</b> <b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).  In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>7. ASSESSMENTS:</b>	<b>REQUIRED</b>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

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<p>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>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>		
	<p><b>REQUIRED</b> <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED</b> <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED</b> <b>7d)</b> Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</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 unbiased and accessible to all students.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>Section IV. Scaffolding and Support</b>			
<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> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED</b> <b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	<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</b> <b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>8d)</b> The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>8e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>8f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

#### FINAL EVALUATION

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 8.

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts ( <b>Non-Negotiable</b> )	<b>No</b>	The texts are not appropriately complex for the Grade 5 as outlined in the standards. In addition, the majority of anchor texts are not authentic. The materials do not present a coherent sequence or collection of connected texts that build knowledge about themes with connected topics and ideas. Although some texts

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			are read in more than one lesson, students reread them primarily to practice different reading skills across the lessons. The texts do not increase in text complexity as materials progress throughout the grade-level.
II: Foundational Skills (grades K-5 only)	2. Range and Volume of Texts	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	3. Foundational Skills ( <b>Non-Negotiable*</b> )	<b>No</b>	The materials do not demand knowledge of grade level phonics patterns and word analysis skills. In addition, students are not asked to examine grade level words and their patterns. The materials also do not encourage students to self-monitor and use the context to confirm or self-correct word recognition and their understanding, or direct students to reread purposefully to acquire accurate meaning. There are no opportunities for students to practice independent reading or instructions for how to monitor comprehension. Opportunities are not frequently built into the materials that allow for the students to achieve reading fluency in oral and silent reading. Materials do not guide students to read grade-level text with purpose and understanding or to make frequent connections between the acquisition of foundational skills and meaning from reading texts.
III: Questions and Tasks	4. Coherence of Tasks ( <b>Non-Negotiable</b> )	<b>No</b>	There is no coherent sequence of questions and tasks that focus students on understanding the texts and their illustrations, on making connections among the texts in a collection, or on expressing their understanding of the topics. There are no opportunities for students to read connected texts and build knowledge about themes and topics. Instead, students read texts to understand and practice skills. Questions and tasks are not designed so that students are able to build and apply knowledge and skills in reading, writing, speaking, and listening in complex texts and do not support the examination of language critical to the meaning of texts.
	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	<b>No</b>	The majority of questions are not text dependent. In addition, the questions and tasks do not include the language of the standards or require students to engage in thinking at the depth and complexity as required by the Grade 5 standards.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.
IV: Scaffolding and Support	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 III, Not representing quality</b>			

\*As applicable

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

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

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

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



Appendix I.

Publisher Response

The 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: Lincoln Empowered™ English Language Arts

Grade: 5

Publisher: Lincoln Learning Solutions

Copyright: 2018

Overall Rating: Tier III, Not representing quality

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

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

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

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 8.

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

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

<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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<b>Section I. Text Selection</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,<sup>3</sup> as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	<p><b>No</b></p>	<p>The texts are not appropriately complex quantitatively or qualitatively for the grade level. Many of the texts are below the grade level. For example, the “The Boy Who Cried Wolf,” “The Tortoise and the Hare,” “Ollie’s Outing,” “The Runt Horse,” “Energy Issues,” “Steven and the Turtles,” “Hansel and Gretel,” and “Green or Orange on St. Patrick’s Day?” are not appropriately complex for Grade 5. Qualitatively, the text structures are chronological, and the language, vocabulary, and knowledge demands within the lessons are not appropriately complex for Grade 5.</p>	<p>“Quantitatively, all texts in the English Language Arts 5 curriculum span a Lexile level range of 500-1200. Lexile levels were determined using the Lexile analysis software found at <a href="http://www.lexile.com">lexile.com</a>. While some texts are considered below grade level, they are used in conjunction with more challenging skills, such as understanding dialects, the influence of point of view, and comparison of themes. Using a text that may be below grade level allows the student to focus on the skill rather than struggle with comprehension.</p> <p>Students are encouraged to use skills taught in each lesson as they complete their weekly reading logs, as well as in special Application sections of many lessons. There, students are asked to use a book of their choice or one suggested by their teacher to apply what they have learned. Qualitatively, between the comprehensive text collection and the array of books suggested in the Course Resources, students encounter a variety of text structures with complex language, vocabulary, and knowledge demands that build upon each other as the course progresses.</p> <p>As mentioned above, several texts considered below grade level, including ““The Boy Who Cried Wolf,” ““The Tortoise and the Hare,” ““Ollie’s Outing,” ““ and ““The Runt Horse,”” were used to teach more difficult and complex skills. The additional texts mentioned, including ““Hansel and Gretel,” ““Energy Issues,” ““Steven and the Turtles,” ““ and ““Green or Orange on St. Patrick’s Day?”” have Lexile levels between 800 and 1000, which coincide with both average Lexile levels</p>

<sup>3</sup> The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				for 5th grade and Lexile's suggested College and Career Ready levels, also for 5th grade. "
	<p><b>REQUIRED</b>  <b>1b)</b> At least 90% of texts are authentic<sup>4</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p><b>No</b></p>	<p>The majority of anchor texts are not authentic. For example, "A Guilty Conscience" by Summer Swauger, "Cinderella: A Retelling" by Steve Karscig, "Meeting at a Bus Stop, It's Party Time" by Summer Swauger, and "D Day: Operation Overlord and On Chestnut Street" by Summer Swauger are examples of lesson texts that are not independently-published works, but rather publisher-commissioned for the lesson.</p>	<p>"Our text collection offers students opportunities to meet grade-level standards through professional, well-written texts. Of our over 90 pieces, 63 are independently-published works, and the remaining texts are of the quality to be publishable. Each piece is well-crafted and designed to increase students' skills and knowledge base. The texts are, in fact, published by Lincoln Learning Solutions and distributed to a wide audience.</p> <p>Additionally, our Creative Writing Lead, who oversees all texts written by the Creative Writing Team, has an undergraduate degree in English Literature, an MFA in creative writing, and certificates for Young Adult Literature and Publishing from Chatham University. He was an assistant editor for the Fourth River literary magazine for two years, which has a focus on nature and place-based writing. He joined Lincoln Learning Solutions in 2012 and moved into the position of Creative Writing Lead in the spring of 2018. "</p>

<sup>4</sup> Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p><b>No</b></p>	<p>The materials do not provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Instead, students complete a series of lessons that are connected by reading skills and which cycle through a series of activities, “Watch It, Read It, Play It, Practice It, Show It, Apply It, and Assess It.” For example, in Lesson 4 students complete activities to identify elements of a plot. Students read two or more texts to compare and contrast characters, setting, or events during the “Read It” section, then watch a video to help identify plot during the “Watch It” section. Students play “Plutarch’s Library” to practice identifying narrative elements and complete activities to show their understanding of identifying a plot followed by an assessment of these skills. These activities are completed for each lesson, using different skills and standards, with the focus of the unit upon skills.</p>	<p>“Our course design is purposeful in that we have created lessons that both stand alone (such as if a student needs extra practice with a standard) and work within a full course. Our lessons are able to be used by brick-and-mortar teachers looking to enhance their own classroom, they may be used to build a blended program, or they can be used solely online as a course for both students in traditional schools or those in a homeschool setting. As such, our lessons are meant to be able to stand alone. Even though the lessons can stand on their own, there are several themes and topics woven throughout the course by way of text selection. For example, texts concerning the Civil War are used in Lessons 84, 86, 100, and 101. Additionally, texts regarding energy are found in Lessons 71, 72, and 76, as well as in Lessons 107, 114, 115, 116, 120, 128, and 136.</p> <p>There are also opportunities for students and teachers to select books with a certain topic or theme to be used in the weekly reading logs and the Application sections of the lessons. This allows for flexibility within reading levels and also allows students and teachers to direct the theme or topic of the books being read.</p> <p>Students are encouraged to read, write, listen, speak, and engage in language tasks throughout the course. Some of the topics they cover include technology, organic fruits and vegetables, growing up in a bilingual home, and things they would change if they were to become president.</p> <p>Vocabulary knowledge is built upon as students read more challenging texts throughout the course. They are also challenged to build vocabulary through their spelling lists, many of which come from texts they use in English Language Arts 5.”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>REQUIRED</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>No</b></p>	<p>The texts are not selected for multiple, careful readings throughout the unit of study. Instead, students reread texts to practice reading skills across lessons. For example, in Lesson 57 students read “The Komodo Dragon” to analyze the information in a nonfiction text, in Lesson 102 they practice identifying the main idea and the author’s purpose, and in Lesson 126 they practice reading fluency. In addition, the texts selected for the unit of study are not revisited to support, or build up, a base of knowledge. In Lesson 10, for example, students compare the texts “The Tortoise and the Hare” and “From the Desk of the Hare” with the focus on “Theme and Point of View.” In Lesson 11, students read “Sam’s Lessons” where the focus is on “How Setting Affects Characters.” In Lesson 12, students read “Jack and the Beanstalk” with the focus of the lesson is on “Character in Narrative Writing.”</p>	<p>“Several texts are selected for multiple, careful readings throughout the course. As the student becomes more familiar with the text, the skill complexity increases. For example, in Lesson 43, students read “Money Management Smarts” (Lexile 1000-1100) to draw conclusions about an informational text. In Lesson 44, they use the text to explain how the clues in a text led them to their conclusions. And finally, in Lesson 83, students evaluate what they learned from the informational text. These are increasingly difficult tasks that build upon each other and rely on increased comprehension of the text. While reading “Making History: Important Events in the Civil Rights Movement” (Lexile 900-1000), students preview the text in Lesson 65, making a prediction about its content. In Lesson 78, they connect the text to any prior knowledge they hold about the topic. Then, in Lesson 80, students devise a purpose for reading and then illustrate the main points of the text in Lesson 82. Finally, in Lesson 83, they evaluate what was learned from the text.</p> <p>It is important to note that the course is structured so that students may interact with each lesson on its own or as part of a larger course. By not relying on prior multiple readings of each text, students are able to learn a skill at its granular level. Each lesson includes a fiction or nonfiction subtopic, as well as one or two subtopics from the following categories: writing, grammar, and spelling. Assuming a student follows the course from the beginning, their base knowledge continues to grow regardless of the number of times they read a text, since the skills covered throughout the course are scaffolded. Even if a student does not follow the whole course and is instead using particular lessons to reinforce a skill or skills, their knowledge</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>1e)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p><b>No</b></p>	<p>Texts do not increase in text complexity as materials progress throughout the grade-level. Students read many texts that are below the text complexity requirements for Grade 5.</p>	<p>base continues to be added to based on the course design. "</p> <p>"Texts increase in complexity as the course progresses. In the last 30 lessons of the course, Lexile levels range from 600-1200. Again, those texts with Lexile levels from 600-800 were used to teach more challenging skills such as dialect and precise word choice. It should also be noted that in the final 67 texts, or from Lesson 38 on, there are only 7 texts with Lexile levels below 800. The typical mid-year Lexile levels of a 5th grade student are between 770-1080, according to the Lexile website. As these numbers are only the middle 50 percent of reader measures, it is important to note that 25 percent of students had Lexile measures below 770 and 25 percent had measures above 1080. Thus, our texts cater to the broad range that a 5th grade student covers.</p> <p>Additionally, the Parent and Teacher Guide offers opportunities for students to engage in higher level texts. For example, in Lessons 57, 59, 65, 69, 70, 91, 153, and 178 students are encouraged to use newspaper articles to practice the skills learned. Newspaper reading levels range from 5th grade to college level, depending on the publication, so students have the ability to truly challenge themselves in these activities.</p> <p>Students are also given opportunities to read texts chosen by themselves or their teacher in the weekly Reading Log or Application sections of the Show Its. Our Course Resources offer a variety of texts that can meet the needs of any student in a 5th grade course.</p> <p>Another example of text complexity is a speech by Susan B. Anthony used in Lesson 106. The speech, ""Women's Rights to the Suffrage,"" is a Lexile level of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				1100-1200. Because it is read aloud, and as the rubric states that listening skills generally outpace reading skills, students are challenged to comprehend what they have heard and to write a summary that includes the key ideas and details of the speech. "
<p><b>2. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>"In English Language Arts 5, there is a balance between instructional time spent reading literary and informational texts. All the texts used in the following lessons reflect the distribution of text types and genres suggested by standards RL.5.7 (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem) and RI.5.7 (e.g., multiple print or digital sources).</p> <p>Lesson 5&gt;Conflict in Literature Lesson 26&gt;Relationship of Tone and Mood Lesson 39&gt;Influence of Point of View Lesson 51&gt;Using Digital Information Lesson 53&gt;Print Resources Lesson 54&gt;Sources on Other Subjects Lesson 93&gt;Comparing Two Accounts Lesson 96&gt;Alphabet Books for Research Lesson 150&gt;Poetry Multimedia Presentation</p> <p>For example, in Lesson 5&gt;Conflict in Literature, students describe a type of conflict that occurs in a graphic novel. In Lesson 26&gt;Relationship of Tone and Mood, students build upon their understanding of story elements through the fiction passage "'A Portrait of Ms. Graham'" (Lexile Level 800-900), by identifying the literary devices tone and mood that are used to create an overall feeling in the story. Lesson 39&gt;Influence of Point of View allows students to brush up on some classic fairy tales, such as "'Jack and the Beanstalk'" (Lexile Level 700-900), "'Goldilocks and the Three Bears,'" "'Cinderella: A Retelling'" (Lexile Level 800-900), and "'Little Red Cap: A German</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>Folktale." Students are encouraged to choose a fairy tale and retell it from a different character's point of view.</p> <p>Lesson 51&gt;Using Digital Information, Lesson 53&gt;Print Resources, and Lesson 54&gt;Sources on Other Subjects expose students to the process of identifying, researching, and evaluating both print and digital informational texts, which they use to answer specific content-related questions.</p> <p>In Lesson 93&gt;Comparing Two Accounts, students are provided multiple print sources with differing nonfiction descriptions or accounts of the same historical event. The selections from The Journals of Lewis and Clark and Pathfinders of the West allow students to analyze important similarities and/or differences in the points of view. In Lesson 96&gt;Alphabet Books for Research, students are provided an opportunity to deepen their understanding of an informational topic by using investigative research to analyze several different sources and gather facts for a shared presentation.</p> <p>After reading and analyzing a variety of literary and informational texts, students are prepared to deepen their analysis of how visual and multimedia elements contribute to the meaning, tone, or beauty of a text like Emily Brontë's poem "Fall, Leaves, Fall" in Lesson 150&gt;Poetry Multimedia Presentation.</p> <p>Informational texts are also used in other core courses such as Science 5 and Social Studies 5 to help students demonstrate mastery of specific ELA standards."</p>
	<b>REQUIRED</b>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	"The English Language Arts 5 materials include a diverse collection of print texts of varying lengths and nonprint texts such as audio, video, images, and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>2b)</b> Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>			<p>multimedia presentations. The course lessons contain a variety of literary pieces (graphic novels, short stories, poetry, folktales) as well as informational texts (historical and scientific articles, dictionaries and thesauruses, speeches, and essays).</p> <p>For example, in Lesson 13&gt;Contrasting Setting, students use a T-chart to contrast the settings in two different short stories of the same genre, such as the fairy tales "Little Red Riding Hood" and "Hansel and Gretel." In Lesson 59&gt;Graphic Aids in Texts, students are introduced to graphic aids in a flipbook and are asked to describe how the graphic aids help to clarify the information in the text. Lesson 73&gt;Using a Digital Dictionary provides students with an opportunity to use a digital dictionary to explore the pronunciations of words.</p> <p>In Lesson 105&gt;Summarizing a Story Read Aloud, students listen to an audio recording of the story "On Chestnut Street," by Summer Swauger (Lexile Level 700-800), and prepare a written summary. Lesson 106&gt;Summarizing a Speech presents students with a deeper challenge by having them summarize an audio recording of the speech "Women's Rights to the Suffrage," by Susan B. Anthony (Lexile 1100-1200). In Lesson 145&gt;Summarizing a Poem, students navigate through reading, comprehending, and summarizing poetry through an Interactive Learning Activity.</p> <p>To accompany the provided texts, students are encouraged throughout the course to read a text of their choice or one suggested by their teacher. Students, teachers, and families are provided with the English Language Arts Reading List, which identifies selections of books, varying in length and format, by grade level and by guided reading level."</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>2c)</b> The majority of informational texts have an informational text structure rather than a narrative structure. In grades 3-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>"The English Language Arts 5 materials include a wide range of informational texts that have an informational text structure rather than a narrative structure. The materials contain literary nonfiction including speeches, biographies, and essays. The topic Informational Text Structures in this course has students closely observe the organizational patterns of various informational texts. All the texts used in the following lessons focus on informational text structure rather than a narrative structure.</p> <p>Lesson 65&gt;Previewing an Informational Text  Lesson 66&gt;Chronology Text Structure  Lesson 67&gt;Description Text Structure  Lesson 68&gt;Compare and Contrast  Lesson 70&gt;Cause and Effect  Lesson 71&gt;Problem in Informational Text  Lesson 76&gt;Comparing Text Structures</p> <p>For example, in Lesson 65&gt;Previewing an Informational Text, students are introduced to parts of an informational text. They are asked to preview and make a prediction about ""Making History: Important Events in the Civil Rights Movement,"" by Sarah Marino (Lexile Level 900-1000), based on its parts. Lesson 66&gt;Chronology Text Structure has students move on to compare the order of events in the two texts ""Causes and Effects: World War I,"" by Mark Weimer (Lexile Level 800-900), and ""Surrender at Appomattox,"" by Mark Weimer (Lexile Level 900-1000). Lesson 67&gt;Description Text Structure focuses on analyzing the structure of descriptive informational texts such as ""Escaped Piglet Goes on Jaunt through Town,"" by Jennifer Tkocs (Lexile Level 900-1000), and ""Local Girl Gets Party of a Lifetime,"" by Sarah Marino (Lexile Level 900-1000). In this lesson, students are asked to compare the who, what, when, where, why,</p>

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				<p>and how of the topic of each informational text. Students are next introduced to similarities and differences of concepts in a “compare and contrast” informational text in Lesson 68&gt;Compare and Contrast. In this lesson, students read “The Constitution: Federalists vs. Antifederalists,” by Vincent J. Scotto (Lexile Level 800-900). Lesson 70&gt;Cause and Effect asks students to read “D-Day: Operation Overlord,” by Mark Weimer (Lexile Level 900-1000), and “Ten Major Events of World War II,” by Summer Swauger (Lexile Level 900-1000), and compare the cause and effect relationship of two informational texts. In Lesson 71&gt;Problem in Informational Text, students compare the problems and solutions presented in the informational texts “Alternative Energy Solutions,” by Summer Swauger (Lexile Level 800-900), and “Desertification,” by Mark Weimer (Lexile Level 800-900). In Lesson 74&gt;Glossary and Table of Contents, students switch gears by finding information about rocks and minerals and answering questions such as, “Which term means ‘a mineral that looks like glass?’” The teacher instructs them on how to use the table of contents and glossary to narrow their search for specific nonfiction information. Lesson 76&gt;Comparing Text Structures has students use the informational texts “Defeating Anatidaephobia,” by Mark Weimer (Lexile Level 900-1000), and “Alternative Energy: A Renewable World,” by Vincent J. Scotto (Lexile Level 900-1000), to complete a Venn diagram by comparing the similarities and differences of the text structure type of both texts: description, chronology, cause and effect, compare and contrast, or problem and solution.”</p>

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	<p><b>2d)</b> Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>"Nearly half of the English Language Arts 5 lessons allow students an opportunity to use a text of their choice to complete the suggested activities. Students are provided with the English Language Arts Reading List, which identifies selections of books, varying in length and format, organized by grade level and by guided reading level. The listed materials were compiled with intent to help develop student knowledge by connecting to lesson concepts or topics throughout the course.</p> <p>Additionally, students are required to keep a Reading Log throughout the course. We believe it is important to offer students books at their reading level. The pace at which students learn to read can vary; therefore, a student's reading level can change greatly throughout a year. The English Language Arts Reading List provides many books that educators use often and the indicated levels at which students should be able to read them independently. As an organization, we strongly believe the most important thing parents and educators can do for students is to get them reading independently and consistently in order to build reading stamina, confidence, motivation, and enjoyment."</p>
<p><b>Section II. Foundational Skills (grades K-5 only)</b></p>				
<p><b>Tier 1 and 2 Non-Negotiable*</b>  <b>3. FOUNDATIONAL SKILLS:</b>  Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central</p>	<p><b>REQUIRED *Indicator for grades K-2 only</b>  <b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p><b>N/A</b></p>		
	<p><b>REQUIRED</b>  <b>3b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p>	<p><b>No</b></p>	<p>The materials do not demand the knowledge of grade-level phonics patterns and word analysis skills as required by standard RF.5.3. The teacher's pacing guide states that students are to decode the words in lessons 43-50. However, students engage in spelling</p>	<p>"Within the lessons of the English Language Arts 5 course, there is explicit instruction on both grade-level phonics patterns and word analysis skills. The materials contain many opportunities for students to analyze words based on phonological awareness. For example,</p>

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<p>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 checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>		<p>practice of the words in each of the lessons 43-49. For example, in Lesson 43 students practice decoding plural nouns by adding an "ies." Students play a game where they catch the missing letter on the screen to correctly spell the word. In Lesson 44, students continue their practice with plural nouns by adding "ies," listen to the word, and fill in the missing letters to correctly spell the word.</p>	<p>in Lesson 6&gt;Spelling Short Vowel Sounds A, students spell words with short vowel sounds aloud, such as fish and luck. In Lesson 7&gt;Spelling Short Vowel Sounds B, students are asked to identify the correctly spelled words from the options provided. Lesson 8&gt;Spelling Short Vowel Sounds C further challenges students to spell the words independently by placing the letters in the correct order.</p> <p>Throughout the course, instruction is also given on how to identify specific sounds in words and translate those sounds into text. The Practice activities in the following lessons instruct students to complete sentences using the correct spelling of a grade-level word, fill in missing syllables of spelling words, and find missing letters for each word.</p> <p>Lesson 11&gt;Spelling Short u Words A Lesson 12&gt;Spelling Short u Words B Lesson 13&gt;Spelling Short u Words C</p> <p>Similar lessons for long u, hard and soft g sounds, and compound words are also included in English Language Arts 5.</p> <p>Additionally, students use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology throughout the course. For instance, in Lesson 89&gt;Root Word Meanings, students apply grade-level phonics and word analysis skills to identify the meanings of roots and root words. In Lesson 92&gt;Prefix Meanings, students match prefixes to their meanings. In Lesson 95&gt;Suffix Meanings, students match suffixes to their meanings."</p>
	<p><b>REQUIRED</b> 3c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes</p>	<p><b>No</b></p>	<p>The materials do not provide instruction in word study including the systematic examination of grade-level morphology, decoding of multisyllabic words by using</p>	<p>"The English Language Arts 5 materials provide instruction and practice in word study, including the systematic examination of grade-level morphology and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		<p>syllabication and automaticity with grade-level regular and irregular spelling patterns. The materials allow students the opportunity to practice irregular word patterns and play games to decode multisyllabic words, but do not examine grade level words and their patterns. For example, in Lesson 7, students practice identifying correctly spelled words with the short vowel sound from a group of four words by listening to the word spoken aloud. Lesson 8 provides a similar activity where students listen to the word and select that correct letters needed to spell the word. However, the list of words provided are not connected to the text in anyway and are not on grade level. In Lesson 6 for example, the words studied are “shrink, instruct, switch, depth, plunged, wreck, length, prompt, lettuce, astronaut, refracted, judge, ratify, graphic, spinach, indigo, tenth, level, comma, and shrug,” but these are not connected to any text. Students watch videos with instructions on different spelling rules, such as the short vowel rule. They can then practice spelling the words in an assessment format where they can earn points, but there is no instruction on examining word patterns.</p>	<p>the use of syllabication to decode multisyllabic words. For instance, multiple examples are given for each spelling pattern in context to everyday speech and writing. Students are also taught how to decode a list of words containing a spelling pattern and the specific rules that apply to a list. Various games created for different spelling patterns help students construct and deconstruct words based on syllables and morphology. Students sort words based on sounds they hear or patterns they see. The spelling words are common words found in multiple texts students read. Additionally, each spelling word list is either on or above grade-level according to the Dolch and Fry high-frequency word lists.</p> <p>To provide some examples, Lessons 71-80 contain activities that focus on VCV and VC-e patterns and words. The students are asked to decode the words by sorting them by their patterns. A focus on prefixes can be found in Lessons 81-88. Lesson 89&gt;Root Word Meanings contains information about root words and their origins. In Lesson 92&gt;Prefix Meanings, students identify prefix meanings. In Lesson 95&gt;Suffix Meanings, students identify suffix meanings.</p> <p>Many spelling lessons include different spelling patterns and require students to identify and use them in context. A few of the patterns are words with various prefixes, double consonant -ed, double consonant -ing, ou and ough words, nce and nse words, and words with various suffixes. Lesson 121&gt;Spelling Three-Syllable Words focuses on three-syllable words. Lesson 166&gt;Spelling Four-Syllable Words contains lessons and activities centered on four-syllable words."</p>
	<b>REQUIRED</b>	<b>No</b>	The materials do not encourage or provide explicit instruction for students to self-monitor or to use the	"The English Language Arts 5 instructional materials support self-correction and self-monitoring using

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	<p><b>3d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>		<p>context to confirm or self-correct word recognition and understanding, or direct them to reread purposefully to acquire accurate meaning. The materials are skill-based where students answer questions or complete activities to determine their understanding of a reading skill, rather than monitor their understanding of a text through decoding and word recognition. For example, in Lesson 146 where the objective is to interpret similes, students read “The Road Less Taken” by Robert Frost. Students are guided to notice the difference between the lines and stanzas in the poem. However, when students practice identifying similes and metaphors, they read the text, “Philip and the Shot” where they are to “find the simile in each line of text and then explain the meaning of the simile.” In Lesson 148, where the objective is to recognize metaphors in context, students read the text “My House is a Zoo” and are then asked to underline each metaphor.</p>	<p>context clues. There is plenty of opportunity for students to practice these skills. For example, Lesson 128&gt;Self-Correction teaches concepts of self-monitoring, rereading, self-correcting, and using context clues. The students are asked to read a grade-appropriate passage and apply these skills. Questions are then asked to determine the student’s success. The Show It includes a text for practice and encourages students to use a text of their choice for additional practice.</p> <p>Throughout the course, there are ample opportunities for students to self-monitor and explore how to use context clues. For instance, in Lesson 3&gt;Drawing a Plot Diagram, a plot diagram is used as a tool to help teach students how to self-monitor. Lesson 44&gt;Context Clues discusses context clues at length. In Lesson 46&gt;Identifying Important Terms, students have an opportunity to apply what they’ve learned by identifying important terms and their meanings in informational texts.</p> <p>Lesson 146 contains multiple relevant activities. The first part of the lesson focuses on lines and stanzas in poetry. The second part focuses on similes. Both activities provide different texts and a variety of examples and activities for students to accomplish objectives focused on context clues."</p>
	<p><b>REQUIRED</b></p> <p><b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	<p><b>No</b></p>	<p>Opportunities are not frequently built into the materials to allow students to achieve reading fluency in oral and silent reading. Students do not read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, a rate appropriate to the text, and expression. The materials do not provide fluency instruction for students or opportunities for them to practice reading orally or silently.</p>	<p>There are many opportunities for students to practice fluency, both reading silently and orally, throughout the English Language Arts 5 course. The instructional materials include multiple reading selections of different genres that are analyzed and explored throughout the entire course. Specific lessons focus on reading fluency. For example, Lesson 126 focuses on students reading prose fluently. Students learn about how to successfully read orally, including concepts</p>



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				<p>such as accuracy, rate, and expression. The students then complete successive oral readings of a piece of prose in which a rubric is used to evaluate the readings. In Lesson 128, students learn about self-correction when reading aloud and are given an opportunity to practice this skill. Lesson 161 discusses fluency while reading poetry. In this lesson, students look at punctuation, pronounce unknown words, examine rhythm, and analyze tone. They also practice reading poetry aloud. Throughout the course, students are encouraged to read a variety of genres silently and record them on a reading log in order to improve reading fluency. Application sections also exist that encourage students to increase fluency through teacher- and self-selected texts.</p>
	<p><b>REQUIRED</b>  <b>3f)</b> Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p><b>No</b></p>	<p>The materials do not guide students to read grade-level text with purpose and understanding or to make frequent connections between the acquisition of foundational skills and making meaning from reading texts. Students read the text one time in order to address the skill for that lesson.</p>	<p>There are many opportunities for students to practice fluency, both reading silently and orally, throughout the English Language Arts 5 course. The instructional materials include multiple reading selections of different genres that are analyzed and explored throughout the entire course. Specific lessons focus on reading fluency. For example, Lesson 126 focuses on students reading prose fluently. Students learn about how to successfully read orally, including concepts such as accuracy, rate, and expression. The students then complete successive oral readings of a piece of prose in which a rubric is used to evaluate the readings. In Lesson 128, students learn about self-correction when reading aloud and are given an opportunity to practice this skill. Lesson 161 discusses fluency while reading poetry. In this lesson, students look at punctuation, pronounce unknown words, examine rhythm, and analyze tone. They also practice reading poetry aloud. Throughout the course, students are encouraged to read a variety of genres silently and record them on a reading log in order to improve reading fluency. Application sections also exist that</p>

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				encourage students to increase fluency through teacher- and self-selected texts.
	<p><b>3g) *Indicator for grades K-2 only</b> Materials provide opportunities for teachers to assess students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	N/A		
	<p><b>3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</b></p>	No	While the materials provide abundant and easily implemented materials, there are few opportunities for scaffolds for students. Each lesson provides similar structures with limited instruction on how to support diverse learners.	The Parent and Teacher Guide gives instructions on how to scaffold learning by providing ideas for extra practice as well as ways to challenge students. Practice Its, text selections, Play Its, Watch Its, Apply Its, and Reinforce Its are meant to be used at the guide's discretion based on the student's understanding of the content in each lesson. Many lessons also include an Application section that encourages the student to go beyond the lesson and apply the skills learned to a text of their choice. These Application sections provide for scaffolding according to the guide's discretion.
<b>Section III. Questions and Tasks</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b> <b>4. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed,</p>	<p><b>REQUIRED</b> <b>4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</b></p>	No	Coherent sequences of questions and tasks do not focus students on understanding the texts and their illustrations, making connections among the texts in the collection, or expressing understanding of the topics. The materials do not provide opportunities for students to read connected texts and build knowledge about themes and topics. Instead, students read texts to understand and practice skills. For example, in Lesson 60 students read about forming a personal opinion about informational texts. Students answer a multiple-choice question requiring them to select an opinion from answer choices that include facts and opinions. Students then read, “Ruby Bridges: A Brave Girl Who Changed History” and write their own opinions about the text. In Lesson 98 students read	"Although our lessons are intentionally designed to be stand alone, there are several connected themes and topics interlaced throughout the course. In our course, there are coherent sequences of questions and tasks that focus students on understanding the texts, making connections among the texts in the collection, and expressing understanding of the topics presented in the text. Materials and texts for each of the units were carefully chosen so that students are able to make connections among texts in the collection, not simply to learn and practice skills. For example, students first become familiar with the topic of energy in the Informational Text Structure unit (Lessons 71, 72 and 76). They are then given the chance to make additional connections with the topic in the Presenting

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<p>so that students can gain meaning from text.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>			<p>“Damaging Quake Hits Small Delaware Town” and use a nonfiction pyramid chart to identify the main idea and supporting details. In Lesson 34 students focus on comparing and contrasting stories in the same genre. Students read “Sleeping Beauty” and “Cinderella” then view a Venn diagram that has been completed for them. Students look at pictures that represent different genres and are asked to name each genre and at least two of its characteristics. Students end the lesson by thinking of a story that they have recently read and determine how it is similar or different to another story within the same genre.</p>	<p>Ideas and Collaborating with Others units (Lessons 107, 114, 115, 116, 120, 128 and 136). Additionally, within each theme or topic, teachers and students are given the opportunity to select their own texts. This allows for students and teachers to direct the theme or topic. It also encourages students to make their own connections to the theme or topic. In the unit Theme and Point of View, students read a variety of grade-level text and respond to coherent sequences of questions that build upon one another. Throughout the lessons in the unit, students are reminded to examine the main character’s thoughts and actions, examine how the characters change throughout the story, see how theme can be implicit or explicit, and learn how themes presented in stories can be applied to daily life. In Lesson 32, students read “A Guilty Conscience,” by Summer Swauger (Lexile 700 - 800). They are then asked to determine at least one theme presented in the story. Then, in the Application section, students are asked to identify a theme in a story of their choosing or one selected by their teacher. In the following lesson (33), students are asked to read the stories “Just between Us,” by Vincent J. Scotto (Lexile 600 - 700), and “A Close Encounter of a Different Kind,” by Summer Swauger (Lexile 700 - 800). They then identify the theme found in each of the stories and build upon the skill as they are asked to compare the themes. Because theme is a difficult concept for a 5th grader no matter the number of times it is covered, you will notice that the Lexile levels of the texts remain at the lower end of the 5th grade Lexile levels.</p> <p>In the unit Analyzing Nonfiction, Lessons 91, 92, and 93 require students to analyze multiple accounts of the same event or topic. Lesson 91 has students compare newspaper accounts. In Lesson 92, they compare</p>

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				<p>journal entries. When students are assessed in Lesson 93, they are asked to read the selections from The Journals of Lewis and Clark (Lexile 1400 - 1500) and Pathfinders of the West (Lexile 1000 - 1100). They are then asked to analyze the two accounts of the events being described. As previously mentioned, throughout each unit, students and teachers are encouraged to select their own texts or books and use these to answer the sequences of questions and/or complete the tasks. By providing these opportunities, it allows for students to not only transfer the knowledge learned, but to also continue making connections between the skills being taught within their own personal text selection. All of the assessments, as well as the scope and sequence, are visible in the ELA 5 Pacing Guide 1819. This allows the teacher to see how the lessons and units build the necessary knowledge and skills students will need to successfully complete each assessment."</p>
	<p><b>REQUIRED</b>  <b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p><b>No</b></p>	<p>The questions and tasks are not designed so that students are able to build and apply knowledge and skills in reading, writing, speaking, and listening in complex texts. In Lesson 105, for example, students summarize an audio recording of the text "On Chestnut Street" then write to one of the following prompts: "Describe something you know how to do really well, such as a sport or a topic," "Describe your favorite food, animal, place and why anyone else might be interested," or "Describe your favorite book or movie and why" or they may choose their own topic. These prompts are not connected to the lesson texts. In Lesson 115, students read the text "The Dangers of Fracking" in order to understand the main points of a speech, then write a paragraph explaining how the body of a speech should be structured. In Lesson 116 students read the conclusion of the text "The Dangers of Fracking" and determine how to</p>	<p>"Throughout the entire course, questions and tasks are designed so that students have an opportunity to utilize the knowledge and skills gained through reading, writing, speaking, listening, and language using quality grade-level texts. Each unit in the course has a Mastery Assess It that is intended to help students apply their knowledge and skills. The Assess It assessments that are found throughout each unit all support the knowledge and skills needed to successfully complete the Mastery Assess It. For example, in the Presenting Ideas unit, students begin by listening and then summarizing a speech (Lesson 106). In Lesson 108, students are asked to think critically and analyze "'Women's Rights to the Suffrage,'" by Susan B. Anthony (Lexile 1100–1200), by citing at least three examples of reasons and/or evidence that Anthony used to support her claim that women deserved the right to vote. In the following</p>

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			<p>structure a conclusion. Students then write a paragraph explaining how to structure a conclusion. Students practice reading and writing skills in isolation and do not build knowledge through complex texts.</p>	<p>lesson (109), students learn about topic and purpose of speeches and connecting with the audience. Lesson 113 builds upon student knowledge by explaining how to organize a speech. In Lessons 114–116, students examine the speech "The Dangers of Fracking," by Summer Swauger (Lexile 1000–1100), to build their understanding about a speech introduction, speech body, and speech conclusion. Lesson 119 requires students to organize their own thoughts and ideas into a speech outline. Lesson 120 and Lesson 123 help students to understand the importance of using visual aids and multimedia slideshows in a speech. The culminating activity is the Assess It in which students are asked to give their speech (Lesson 125). These tasks are designed to help students synthesize and apply their learning in an authentic way.</p> <p>The reviewer response mentions Lesson 105. This lesson is part of the Presenting Ideas unit. The purpose of this lesson is for students to summarize an audio recording of a story (Speaking and Listening Standard 2). In the lesson, students are asked to listen to a recording of "On Chestnut Street" (Lexile 700–800). Following the recording, students are asked to summarize the recording by giving main ideas, giving supporting details, and paraphrasing information. Students were not asked to complete any other type of writing prompt in this lesson. Any other writing prompt the students were given, that did not have to do with summarizing, is a part of another subtopic and not Lesson 105&gt;Summarizing a Story Read Aloud."</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>REQUIRED</b></p> <p><b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <p>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p><b>No</b></p>	<p>The questions and tasks do not support student examination of language that is critical to the meaning of texts. Lessons have students to identify or define words, but do not address the words within the context of texts. For example, in Lesson 4 students read about identifying adjectives and adverbs, then watch a video and write a sentence including a list of adjectives and adverbs such as “intense, absurd, fondly, and gently.” Students must underline the adjective and adverb in each sentence. In Lesson 33 students follow a similar pattern identifying future perfect verb tense. In Lesson 167, students examine the differences of word meanings, but do not connect these words to the lesson texts. Words are studied in isolation and are not examined in ways to support their meaning within the texts.</p>	<p>“Questions and tasks support students in examining the language critical to determining meaning from a text. Throughout the entire course, almost all lessons include a subtopic that contains a spelling, grammar, and/or vocabulary task. Lessons ask students to utilize Greek/Latin roots, suffixes, and prefixes. Students are also presented with tasks that encourage them to successfully utilize a glossary, dictionary, and thesaurus. All the tasks mentioned are woven throughout the entire course with the intention that students are given ample opportunity for grade-level vocabulary acquisition that is critical to determining meaning from texts. In addition, speaking and writing tasks are included to provide students with opportunities to synthesize their newly learned vocabulary.</p> <p>For example, in Lesson 45, students are refamiliarized with context clues. Within the lesson they review the types of context clues: definition, synonym, antonym, inference, and example. In the Show It, students are given the opportunity to practice their skill by reading “Forms of Energy,” by Vincent J. Scotto (Lexile 800–900), and then they are asked to determine the meanings of five academic vocabulary terms found within the text. In Lesson 57, students are asked to find the meanings of vocabulary terms using compare and contrast signal words found throughout the text. Lesson 60 teaches students to use cause and effect signal words in order to infer the meanings of content and grade-level specific vocabulary.</p> <p>Lesson 117 allows students to gain an understanding of domain-specific vocabulary. Students are then asked to read “Forms of Energy” by Vincent J. Scotto (Lexile 800–900), in order to enhance their understanding of domain-specific vocabulary by picking out some of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>examples presented in the text. The Application section of Lesson 89 asks students to use a text of their choice or one suggested by their teacher to, “Choose two to three words you do not know that contain affixes. Use the process of identifying the root or root word, brainstorming similar words, and analyzing the meanings of the affixes to see if you can figure out the most likely meaning of each.” By allowing students to use a text of their choosing, or one selected by their teacher, they are transferring the information gained within the lesson to additional texts. Throughout the course, students are given similar tasks, such as discussions, charts, and short answer format.”</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>5. 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 meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p><b>No</b></p>	<p>The majority of questions in the materials are not text dependent. For example, in Lesson 32, the objective of the lesson is to identify the theme of a literary text. Students read the “Tortoise and the Hare” then answer the following question, “What is the difference between the main idea and the subject, or topic, of a text?” Students participate in an activity where they scroll over tabs that provide the definitions of words such as “theme” and “main idea” and theme choices such as the “Tortoise and the Hare.” The lesson explains how to find the theme of a text. Students can participate in a card sort activity where they drag and drop a subject, main idea, and theme into the correct category. Students can watch a video, “Examining Theme,” which shares examples of themes commonly found in literature. Students read “A Guilty Conscience” and write a theme in one sentence. The majority of questions in this lesson are not text dependent. In Lesson 10, students read the texts “Jack and the Beanstalk” and “Cinderella” in order to compare and contrast the events occurring in each story. Students answer questions such as, “When you compare and contrast two versions of a story, what elements should you analyze for similarities and</p>	<p>“The examples mentioned in the reviewer’s response contain questions that are not meant to be text specific. The purpose of these types of questions is to get the students to understand and think critically about a particular reading skill. The purpose of this is that students will transfer their knowledge and these skills to other texts as they begin to read more complex materials. However, the majority of the materials require students to respond to the text or answer questions using a written response. Additionally, the materials do contain many examples of questions that are text-dependent and text-specific. They challenge the students to not only recall what they have read, but to answer questions that require them to refer back to the text. Throughout the lessons, students are given the opportunity to interact with the text by asking questions and by providing written responses to the questions presented on the text.</p> <p>Examples of text dependent questions include:  Students read “The Boy Who Cried Wolf,” adapted by Jill Fisher (Lexile 600–700). They are then asked to place specific details from the story such as, “The boy tricked the villagers a second time, telling them that he</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			differences?" Questions help students understand skills, rather than help them focus on comprehension of the lesson text.	had been attacked by the wolf" and "The boy's father reminded him how important his job was because of the wolf that lived in the forest" in sequential order (Lesson 1>Show It). What type of conflict is present in the story? Name the type of conflict (character versus character, character versus self, character versus nature, or character versus society). Explain how the conflict impacts the plot development of the story (Lesson 5>Show It). Students read "Sam's Lessons," by Sarah Marino (Lexile 700–800). They are then asked to name where and when the story takes place. Additionally, students are asked, "Does the setting change in the story? How does the change of the setting affect the character? Explain your answer by writing a paragraph of at least five complete sentences. Give examples from the story to support your answer" (Lesson 11>Show It). Students read "'A Close Encounter of a Different Kind,'" by Summer Swauger (Lexile 700–800). Students identify the mood of the story by highlighting context clues in the story to support their answer. After that, students are asked to write a paragraph to describe the mood in the text, which must include specific examples of context clues that helped to determine the mood (Lesson 25>Show It)."
	<p><b>REQUIRED</b>  <b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<b>No</b>	The questions and tasks do not include the language of the standards and do not require students to engage in thinking at the depth and complexity as required by standards. For example, in Lesson 97 the objectives are main idea and details. Students identify supporting details in the text. Students can read or watch the text, "Children Should have Limited TV Time," and identify supporting details, then view a concept map and watch "Central Idea of an Informational Text." Students also view a video about story elements and read an additional text, "The Importance of Libraries" to help them create a concept map of their own,	<p>"Although the reviewer's response notes questions that do not contain the language of the standards, the great majority of questions and tasks included in the materials contain the language of the standards. The questions require students to engage in thinking at the depth and complexity required by the 5th grade level standards.</p> <p>Examples include:  Lesson 15&gt;Show It requires students to choose a main character from a text you have read, or one suggested by your teacher. Then, answer the following questions,</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>where they are to identify one main idea and provide supporting details. In Lesson 38 students compare different points of view. To help them understand different points of view, students drag and drop items to match examples with the types of point of view. Students then read about first- and third-person point of view and answer questions identifying the point of view based on who is telling the story. These activities do not require students to engage in thinking at the depth and complexity as required by the standards for Grade 5.</p>	<p>""What character traits does the main character possess? What challenge does the character face in the text? How do the character's traits affect the way the character responds to the challenge?"" Lesson 32&gt;Show It asks students to read "A Guilty Conscience," by Summer Swauger (Lexile 700 - 800). After, students are directed to, "Determine at least one theme in the story and write it in a complete sentence on a piece of paper." This question is aligned with Reading Literature Standard 2. In Lesson 35&gt;Show It, students read "Sam's Lessons," by Sarah Marino (Lexile 700 - 800). Students are then instructed to complete a writing prompt that includes a series of requirements that align to the language in Reading Literature Standard 1. "Make an inference about the story. Write one paragraph of five to eight sentences to explain how at least two clues from the story led you to this conclusion. Support your answer with key details from the story."</p> <p>All of the assessments found throughout the course, both Assess Its and Mastery Assess Its, are aligned to grade-level standards. Students are assessed after a skill or concept has been thoroughly covered and students have had ample opportunity to practice and interact with the skill or concept. The purpose of the assessments is to require students to engage in thinking at the depth and level of complexity as required by the grade-level standards in order to advance and deepen comprehension over time."</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</p>	<p><b>REQUIRED</b> <b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>"This course includes a variety of opportunities for students to write, listen, and speak about their understanding of texts. Those opportunities vary in length and time demands and require students to write for a wide range of tasks, purposes, and audiences. For example, in Lesson 33&gt;Comparing Themes, students write a short-answer response to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>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>discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	<p></p>	<p></p>	<p>compare the themes of two stories. In Lesson 57&gt;Interacting with a Text, students take notes about a nonfiction text by completing a Fact/Question/Response chart. Students compose a script for a drama adapted from a fairy tale in Lesson 169&gt;Writing a Script. After conducting research on a topic, students write an alphabet book in Lesson 96&gt;Alphabet Books for Research. Furthermore, students complete the writing process (prewriting, drafting, revising, editing, and publishing) multiple times throughout this course in order to write formal essays in different genres. The following are examples.</p> <p>Lesson 22&gt;Conclusions in Narrative Lesson 52&gt;Writing a Final Copy Lesson 83&gt;Research Paper Conclusion Lesson 122&gt;Writing an Expository Essay Lesson 149&gt;Persuasive Essay Transitions</p> <p>In addition to writing, students have the opportunity to practice listening skills by summarizing various genres of text read aloud. For example, in Lesson 105&gt;Summarizing a Story Read Aloud, students summarize an audio recording of a story. In Lesson 106&gt;Summarizing a Speech, students summarize an audio recording of Susan B. Anthony's famous speech, ""Women's Rights to the Suffrage,"" which is a Lexile level of 1100–1200. Because listening skills generally outpace reading skills, this complex text challenges students to practice high-level listening skills.</p> <p>This course also offers students the chance to speak about their understanding of texts through numerous formal discussions and presentations. For example, in Lesson 143&gt;Preparing for Discussions, students read a nonfiction text and prepare for a group discussion about the topic. In Lesson 144&gt;Group Discussions,</p>

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				students engage in a group discussion about a nonfiction text. In Lesson 125>Giving a Speech, students deliver a formal speech after conducting research on a topic of choice."
	<p><b>REQUIRED *Indicator for grades 3-12 only</b></p> <p><b>6b)</b> The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	<p>"The majority of oral and written tasks in this course require students to analyze a text and then demonstrate their knowledge in some way. For example, in Lesson 84&gt;Analyzing Individuals, students read "'Surrender at Appomattox'" (Lexile level 900–1000) and create a T-chart to compare Ulysses S. Grant with Robert E. Lee. Using this information, students compose a written response to explain why the relationship between these two individuals was important. Similarly, in Lessons 85 and 87, students read a nonfiction text and analyze the relationship between two events (Analyzing Events) and two concepts (Analyzing Concepts) in the text. In Lesson 91&gt;Compare Newspaper Accounts, students analyze two newspaper articles that cover the same event and compare the perspectives. Likewise, in Lesson 92&gt;Compare Journal Entries, students read two journal entries from the American Revolutionary War and analyze the point of view of each entry. Then, they write a paragraph describing the similarities and differences between the accounts.</p> <p>In addition, students are frequently asked to draw on textual evidence in order to support their claims about a text. For example, in Lesson 44&gt;Context Clues, students read the informational text "'Money Management Smarts'" (Lexile level 1100–1200), draw a conclusion about the text, and then explain how context clues from the text led them to this conclusion. The Context Clues Show It also provides an example of the Student Response Checklist that is provided to students throughout this course whenever they are asked to provide a written response. This checklist</p>

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				reminds students to answer the question completely, include details, facts, and/or examples to support their answer, and use correct grammar and conventions."
	<p><b>REQUIRED *Indicator for grades K-2 only</b></p> <p><b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	This was not evaluated due to the submitted course being a 5 <sup>th</sup> grade course.
	<p><b>REQUIRED</b></p> <p><b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	<p>"English Language Arts 5 includes numerous writing tasks aligned to the three modes of writing. In the beginning of this course, students gain more practice with narrative writing, with a focus on using effective technique, descriptive details, and clear event sequences. In 5th grade, more emphasis is placed on narrative prompts based on texts. For example, in Lesson 12&gt;Character in Narrative Writing, students compose a character sketch based on a character from a book they have read.</p> <p>Students also have opportunities to examine a topic and convey ideas and information through informative/explanatory texts. For example, students practice developing a topic with facts (Lesson 110&gt;Developing a Topic with Facts), concrete details (Lesson 111&gt;Using Concrete Details), quotations (Lesson 112&gt;Using Quotations), and examples (Lesson 115&gt;Using Examples) related to the topic. Students must apply these skills in Lesson 122 when they compose an expository essay consisting of an introduction, three supporting body paragraphs, and a conclusion.</p> <p>Furthermore, students are asked to write opinion pieces, and they learn more explicitly how to support their point of view with reasons and information. For example, in Lesson 142&gt;Supporting a Claim with Facts, students are asked to make a claim about whether recycling should be mandatory and support this claim</p>

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				<p>with facts they gather through research. Students also learn about supporting a claim with opinions (Lesson 143) and examples (Lesson 144). Then, they have to apply these skills by writing a five-paragraph persuasive essay in Lesson 149.</p> <p>In addition to the three modes of writing, this course engages students in multiple research projects of various types and lengths. Throughout the course, students develop the skills needed to conduct research independently. They learn how to gather relevant sources of information from various types of sources (Lessons 53, 56, 58, 61, 62, and 63), paraphrase information (Lesson 69), develop a thesis statement (Lesson 72), create an outline (Lesson 73), compose a formal research paper (Lessons 74, 79, and 83), and, finally, cite sources (Lessons 85, 88, and 90). Students also conduct several short research projects in which they gather sources to build knowledge about a topic. For example, in Lesson 93&gt;Interactive Research Posters, students create an interactive poster that includes various forms of multimedia to present their research findings.</p> <p>Finally, this course also exposes students to technical writing. Near the end of the course, students become familiar with the purpose of technical writing (Lesson 163) and identify common technical writing formats (Lesson 164) and intended audiences (Lesson 165). In Lesson 168&gt;Creating a Brochure, students are asked to create a brochure for a made-up invention or product. The brochure must include examples, anecdotes, testimonies, and data in order to explain the invention or product.”</p>
	<p><b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>"In this course, students are always provided with models of the type of writing they are being asked to create. For example, in Lesson 36&gt;Writing an</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>Introduction, students learn how to write an effective introductory paragraph. In the Read It, they are provided with a model writing piece containing an effective introduction that grabs the reader's attention with a hook sentence. In Lesson 40&gt;Writing a Conclusion, students read the same writing piece again, but this time they are asked to pay close attention to the concluding paragraph, which provides an overview of the main ideas of the essay and leaves the reader with a final thought.</p> <p>Moreover, whenever students are asked to complete a writing task in a Show It, an example is provided in the Answer Key. This allows the students to see if their work emulates the example and decide what steps are necessary, based on the example, to improve their work. For example, in Lesson 20&gt;Using Transitions in Narrative, students are asked to write a narrative that includes transition words to show the sequence of events. In the Answer Key, an example narrative is provided with the transition words highlighted. In Lesson 79&gt;Research Paper Body, students are asked to compose the body paragraphs of a research paper on an animal of their choice. In the Show It, a detailed rubric is provided to help students ensure that their writing meets the criteria for excellent work. The Answer Key provides sample body paragraphs for an essay about the giant panda.</p> <p>Aside from providing students with exemplary writing samples, we also believe in the value of providing examples of lower quality. This helps students recognize some of the mistakes they make in their own writing and see for themselves what to avoid. When students have the chance to compose their own writing pieces, they can apply these observations. Many lessons in this course contain examples of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>writing that need to be revised or edited in some way, and it is up to the students to make these improvements. For example, in Lesson 9&gt;Sensory Details, students are provided with a paragraph that they must revise by adding sensory details. In the Answer Key, students are given a model of what this might look like. In Lesson 23&gt;Revising Word Choices, students are asked to revise a sample essay by writing new and improved sentences with better word choices. They are also provided with a scoring guide to assist them in this process by detailing what high-scoring, satisfactory, and low-scoring essays would look like."</p>
	<p><b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>"The materials in this course explicitly address the grammar and language conventions specified by the Common Core language standards for 5th grade. The basis of our grammar instruction uses a variety of texts and formats to show the complexities of grammar and the different ways it is used. For example, in Lesson 9&gt;Past-Tense Verbs, students read a provided passage and then rewrite it, changing each verb from the present tense to the past tense. In Lesson 161&gt;Dialect in Poetry, students listen to an audio recording of a poem read in a Southern American English dialect and determine how the dialect affects the overall meaning of the poem. In Lesson 144&gt;Recognizing Similes, students read a story and then complete a worksheet in which they identify similes in sentences from the story. Seeing grammar and language conventions such as these within the context of a text allows students to model their own writing after the text and become more proficient in grammar usage and language skills.</p> <p>Grammar instruction is scaffolded throughout the course, and the presentation of content varies from direct instruction of these skills to practical application as part of the revising and editing stages of the writing</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>process. For example, in Lesson 23&gt;Revising Word Choices, students read a sample essay and, with the help of a scoring guide, revise the essay by adding better word choices. In Lessons 28, 45, and 47, students focus on editing sample essays by correcting spelling, punctuation, and capitalization errors. In Lesson 157&gt;Revising Fluency, students read a provided essay and refer to a scoring guide as they find places in the essay where sentences can be combined to improve the overall fluency of the essay. In Lesson 178&gt;Grammar and Usage Edits, students are given an essay with grammar and usage errors that they must correct with editing marks. Students are expected to apply all these skills when composing their own writing, such as the formal essays in the aforementioned responses.</p> <p>The Show Its of many of the grammar lessons also contain an Application section in which students are asked to apply the grammar skill they just practiced in the context of a text of their choice. For example, in Lesson 2&gt;Parts of Speech Review, students review nouns and pronouns and practice using them in sentences. In the Application section of the Show It, students are asked to identify the nouns and pronouns in a paragraph of a text of their choice and determine what nouns the pronouns are replacing.</p> <p>Furthermore, the lessons in this course build on the standards from previous grade levels. Students are introduced to the writing process in preceding grades, but in 5th grade, students become more proficient with each stage of the process. Specifically, more emphasis is placed on the revising and editing stages, as students use the grammar and language skills, they gained in earlier grades to write more complex pieces. Furthermore, students in 5th grade begin to self-assess</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>their own work with the help of scoring guides and rubrics (see Lesson 23&gt;Revising Word Choices and Lesson 149&gt;Persuasive Essay Transitions for examples) in order to identify corrections that need to be made and improve their writing. "</p>
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>"This curriculum is designed to break down the larger Common Core standards into more manageable objectives. Each of these objectives builds on one another to ensure students have developed the necessary foundational knowledge to master each standard. Each Show It and Assess It contains a formative assessment that measures students' mastery of a particular objective. At the end of each topic, a Mastery Assessment (summative assessment) measures students' progress in mastering the particular group of standards covered in that topic.</p> <p>Assessments progress in difficulty throughout the course, allowing the student to gradually work toward mastery of the skills. For example, the first graded assessment occurs in Lesson 4&gt;Identifying Elements of Plot. Students are asked to complete a plot diagram and describe each element of plot as it applies to a text. This is a review of a skill that has been introduced in previous grades. The second graded assessment, in Lesson 6&gt;Summarizing Literature, is also a review since students have learned how to summarize a story in previous grades. As the course goes on, students are assessed on newer skills. The lessons in this course systematically build on students' experiences and knowledge as they are learning these new skills. For example, in Lesson 169&gt;Writing a Script, students use the knowledge they gained throughout the course about the structure and format of a drama in order to compose a script of their own for a drama adapted from a fairy tale or story. Leading up to this assessment, students learn about the relationship</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>between acts and scenes (Lesson 163), the parts of a script (Lesson 166), the sequence of events in a drama (Lesson 167), and the Elements of Plot in a Drama (Lesson 168). Students are exposed to models of these parts of a drama and practice each of these skills leading up to the assessment. Once they have mastered each of these skills individually, they are able to use this knowledge to compose their own script."</p>
	<p><b>REQUIRED</b>  <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>"Throughout this course, rubrics and assessment guidelines are included to provide guidance for students as they complete their work and for teachers as they evaluate student performance. For example, for the majority of Assess Its, or graded assignments, a rubric is provided so that students can make sure they have met the criteria for excellent work. For example, in Lesson 125&gt;Giving a Speech, students are asked to prepare a three- to five-minute speech and deliver it in front of an audience. The provided rubric details the following criteria for evaluation: effective communication skills, content and organization, preparedness, and visual aid. Using this rubric, students know exactly what they need to do in order to score the maximum number of points in each category. These rubrics can also be used by teachers as they interpret students' performances.</p> <p>A Student Response Checklist is also provided throughout the course whenever students are asked to provide a brief written response. This checklist reminds students to answer the question completely, include details, facts, and/or examples to support their answer, and use correct grammar and conventions. For example, in Lesson 164&gt;Dialects in Stories, students are asked to compare and contrast the dialects in two stories. The Student Response Checklist in the Show It provides guidelines to help students make sure their responses are complete.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>In addition to the rubrics and checklists offered in the Show Its, most Answer Keys provide sample answers. This allows both students and teachers to see a model of an exemplary response. For example, in Lesson 60&gt;Personal Opinion about a Text, students are asked to write their opinion about the text ""Ruby Bridges: A Brave Girl Who Changed History"" (Lexile level 800–900). Example sentence starters and a Student Response Checklist are included in the Show It to guide students in their response, and an example answer is included in the Answer Key as a model of what students may have written."</p>
	<p><b>REQUIRED</b>  <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>"There are various modes of assessments used in English Language Arts 5, including pre-, formative, summative and self-assessment measures. In the Introduction section at the beginning of Read Its, Did You Know? activities are frequently used to draw on students' prior experiences. At the end of each Read It, a self-check in the form of a short quiz or activity provides students with an opportunity to check their understanding of the content being presented. For example, in the Introduction of Lesson 167&gt;Sequence of Events in a Drama, the students are asked what makes up the plot of a drama. The answer explains that the sequence of events makes up the plot of a drama. At the end of the Read It, students must complete a sequencing activity in which they put the events from a play in the correct order. This demonstrates their understanding of the sequence of events in a drama.</p> <p>Some subtopics also include a Practice It, which is an interactive activity that allows students to deepen their understanding of the concept presented in the Read It and see for themselves whether they are mastering the skill. For example, Lesson</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>151&gt;Interpreting Metaphors includes a Practice It that has students match metaphors to their correct meanings. This helps them identify whether or not they have mastered this skill before they complete the Assess It.</p> <p>Show Its are ungraded activities within each subtopic that provide the opportunity to show mastery of specific learning objectives. For example, the Show It for Recognizing Metaphors in Lesson 148 has students identify the metaphors in the context of a text. Upon completion, they can check the Answer Key to verify that their answers are correct.</p> <p>The two types of graded assessments within this course are Assess Its and Mastery Assess Its. Assess Its are formative assessments with a narrower scope of focus. The purpose of Assess Its is to gauge where the students are on the road to mastery of the targeted content. The results of these formative assessments can be used to reflect on the concepts and skills that students need to revisit. Most Assess Its include a rubric and/or a Student Response Checklist that allows students to be sure they have met all of the requirements. Assess Its are often completed offline and then submitted for grading. For example, in the Assess It in Lesson 143&gt;What Is Figurative Language?, students read ""Phillip and the Shot"" (Lexile 800–900) and write a paragraph explaining how the figurative language affects the story.</p> <p>Mastery Assess Its are summative assessments with a broader scope of focus. They serve as an opportunity the students to demonstrate their level of mastery of a set of skills and concepts. Mastery Assess Its are typically completed and submitted online, within the course. These assessments occur at the end of every</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>topic and assess everything the student has learned in that topic. There are twelve Mastery Assess Its in English Language Arts 5.</p> <p>This course also provides numerous opportunities for students to self-assess. For example, in Lesson 128&gt;Self-Correction, students read a text aloud. While reading, they are asked to circle any words they misread and underline words they do not understand. After reading, they are asked to make a chart in which they record the unknown words and their meanings. "</p>
	<p><b>REQUIRED</b>  <b>7d)</b> Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit. The course is structured so that students are given multiple opportunities to demonstrate their knowledge of the topic, themes and/or ideas presented in the unit texts. For example, each lesson begins with a Read It which usually contains a Did You Know question that serves to activate prior knowledge. At the end of the Read It, students are typically asked to answer a checking for understanding question. Each lesson also contains a Show It, which is a formative assessment. For example, in the unit Analyzing Fiction, Lesson 19 &gt; What is an Antagonist? Students are taught about antagonists through several examples of antagonists from familiar texts. In the Show It, students are then asked to demonstrate their knowledge by comparing a protagonist to an antagonist in a text of their choosing. This is taking the knowledge acquired in that lesson and combining it with knowledge from previous lessons. All of which helps the teacher to assess student understanding of the theme of the unit.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>Additionally, the Parent Teacher Guide provides guidance for teachers to continuously assess student understanding. Each lesson contains an Activate section with the purpose of assessing prior knowledge, an Engage section where opportunities are given to check for student understanding of the content, and finally a Demonstrate section which guides the teacher to have students demonstrate their understanding, extend their learning, or revisit the content.</p> <p>After content has been thoroughly covered, students are asked to complete an Assess It or Mastery Assess It. The Assess It ensures students have mastered the content presented within the unit. The Mastery Assess It serves as a summative assessment and covers multiple units.</p>
	<p><b>7e)</b> Materials assess student proficiency using methods that are unbiased and accessible 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>"All of the assessments are aligned to the standards and assess student proficiency using methods that are unbiased and accessible to all students. Questions, tasks, and texts given are of the appropriate grade-level complexity.</p> <p>Our curriculum is accessible to all students. Alternative text is added to images, charts, graphs, and so on so that the student gets a description of what it is and how it pertains to the lesson.</p> <p>The Parent and Teacher Guide provides suggestions and notes for the teacher to assist with scaffolding, discussion, and informal assessments in order to offer modifications to instruction and encourage different methods of learning for all students. For example, in Lesson 16, students learn about inferences. The Parent and Teacher Guide offers a suggestion of a way for students to make an additional connection to the lesson: "To extend the learning, ask your student to share some inferences they make while reading their</p>

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				<p>next book or watching a TV show.” Furthermore, in Lesson 22 of the Parent and Teacher Guide, students are given a chart to record in their journals, for future reference, if they have incorrectly used have or has while demonstrating their knowledge in the Show It.</p> <p>Throughout the course, there are various opportunities for students to demonstrate their understanding of the content through both formal and informal assessments. These opportunities include projects, written responses, writing samples, Practice Its, and Show Its. Assess Its and Mastery Assess Its occur frequently in order for students to demonstrate their proficiency on topics that have been thoroughly covered. In the great majority of the assessment tasks, Show Its, Assess Its, and Mastery Assess Its, students are provided with a checklist and/or rubric to ensure that they have a clear understanding of exactly what is expected of them in order to be successful on the assessment. For example, Lesson 7 asks students to, “Write a narrative of at least three paragraphs that tells about a conflict you have experienced.” A rubric is provided for the student and teacher to reference. Additionally, the Parent and Teacher Guide includes a note for the teacher: “Go over the directions with your student carefully and review the rubric together to ensure they understand the expectations. Then, have your student complete the Show It activity.” Once they have finished the Show Its, students are provided with sample answers in order to compare their responses with the ones provided.”</p>
<b>Section IV. Scaffolding and Support</b>				
<b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive	<b>REQUIRED</b> <b>8a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	"The Course Introduction in the Parent and Teacher Guide, page 8, provides pre-reading strategies to be implemented by the teacher such as asking prediction questions. Page 9 of the same book offers a number of questions to ask the student as they read and work

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<p>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>understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p></p>	<p></p>	<p>through the material. These open-ended questions help the student process new information and connect it to concepts with which they are already familiar.</p> <p>Within in each subtopic, there are Introduction sections that help set the tone and assist the student in accessing their prior knowledge. An example is in Lesson 12&gt;Character in Narrative Writing. In the Introduction, the student is asked if they knew that they narrated stories every day. In the answer, it is explained that students tell stories all the time, such as telling a friend what happened over the weekend. The introduction goes on to explain that their stories probably include characters such as themselves, friends, or family members. This helps the student prepare for learning about characters in narratives, as well as begins a connection to the skill and their everyday life.</p> <p>The Parent and Teacher Guide is an invaluable resource with many chances for a student to become engaged with the text itself. It also includes ways for a parent or teacher to help the student process what they are reading. An example is Lesson 10&gt;Comparing Two Story Versions. In the Activate section, students are encouraged to remember the terms for identifying similarities and differences. This prepares them for the lesson ahead. Then, while they are reading the texts in the Read It, students are given the option to use highlighters to identify the similarities and differences between each text before writing them in their journal.</p> <p>Another example is found in Lesson 80&gt;Setting a Purpose for Reading. In the Activate section, students are engaged in a discussion about why people read, such as for pleasure or to learn something. In the Engage section, students are directed to complete the</p>



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				<p>Know and Want to Know columns of a KWL chart before reading "The Komodo Dragon" (Lexile level 800–900) in the Read It. Students are again engaged in a discussion about how asking specific questions helps to set a purpose for reading a text."</p>
	<p><b>REQUIRED</b>  <b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>While our course was built so that lessons, and therefore skills, can stand alone, students are still required to master comprehension of a text. In fact, if students do not fully comprehend a text, it would be almost impossible for them to practice any skills specifically called out in a lesson. The Parent and Teacher Guide serves as a way for students to build knowledge as well as to enforce full comprehension. An example is in Lesson 45&gt;Using Context Clues. This skill is taught so that students can gain full comprehension of a text. Often, when a student does not know a word, they simply move on without trying to understand it, which can hinder their comprehension of the full text. While completing the Read It, students are encouraged to write down the types of context clues and an example of each. While reading "Forms of Energy" (Lexile level 800–900), students are encouraged to pause and point out the context clues they are using to form a definition of an unknown word. This allows a parent or teacher to see the student's thought process and make corrections where needed. As a way to reinforce learning, parents and teachers are encouraged to ask their student to use context clues to determine a word's meaning instead of immediately explaining its definition.</p>
	<p><b>REQUIRED</b>  <b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>Texts are used several times throughout the course in order for the students to become more familiar with the concepts, ideas, and themes present there. For example, the text "Making History: Important Events in the Civil Rights Movement" (Lexile level 900–1000) is used in six separate lessons covering a range of skills including setting a purpose for reading and evaluating</p>

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				<p>what was learned. The course materials, as well as the Parent and Teacher Guide for these lessons, allow for discussion of prior knowledge of the civil rights movement, writing and discussion of specific questions the student has about the text, and writing about what the student learned about the civil rights movement.</p>
	<p><b>REQUIRED</b>  <b>8d)</b> The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>The Lessons in both Buzz and the Parent and Teacher Guide are in chronological order; however, they can also be searched for by standard and topic and used individually for a number of reasons, such as reinforcing a skill. The Parent and Teacher Guide provides connections to outside sources, as well as a materials list of all items that will be used throughout the course. Materials are located at the top of each learning object, and, if a text is used, it is both linked to and embedded in the lesson. All texts for the course are printed and bound so that students may also reference a physical copy and not just those located online.</p>
	<p><b>8e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	<p>"Our course, including the lessons and the Parent and Teacher Guide, provide different ways for students to access the materials. Within many lessons, students are directed to complete an Application section in which they apply the learned skill or strategy to a text of their choice or of their teacher's choice. This allows the student to practice using a text that is geared toward his or her learning ability, whether above, at, or below grade level. There is also a Suggested Reading List that students can access in the Course Resources. It contains leveled book suggestions for 4th, 5th, and 6th grade reading levels. It is important to note that the parent or teacher should be actively involved in guiding the student to choose appropriate texts as they are the ones who truly know the needs of the student. The weekly Reading Log can also be used to enhance skills such as fluency and comprehension. Special objects such as Watch Its, Play Its, and Practice</p>

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				<p>Its allow students to interact with texts and skills in ways that meet their specific learning styles. Show It activities range from writing letters, essays, and paragraphs to more hands-on activities such as storyboards, acting, and collages.</p> <p>The Parent and Teacher Guide offers a variety of ways to access prior knowledge in students, as well as ways for parents and teachers to tailor the instruction to fit the student. For example, in Lesson 2&gt;Purpose of Narrative Writing, students are encouraged to draw a graphic organizer in order to take notes on what they learn. The Parent and Teacher Guide also helps to address common student difficulties. For example, in Lesson 24&gt;Identifying Tone, students are asked to highlight words that indicate the tone of a text. In a direction to the parent or teacher, it is noted that highlighting is a learned skill and provides direction on how to help their student justify what they are highlighting and thus only focusing on words or phrases that support their interpretation of tone. This skill can also be used in a variety of other disciplines, including history and science. Finally, the Parent and Teacher Guide offers extension activities that help students apply what they have learned to another text they are reading or to the world outside of the classroom. For example, in Lesson 60&gt;Personal Opinions about a Text, students are challenged to give well-reasoned opinions on a variety of topics, including current events, movies, books, foods, and sporting events. This allows students to practice justifying their opinions, which is an important skill used throughout adulthood.</p> <p>It is important to note that because objects do not have any identifying grade marks, teachers can search for standards and use other lessons that are below or</p>

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				above grade level without students being aware of the modification."
	<b>8f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	The content was designed so that a lesson can be completed in a day, with 180 lessons in the course. All lessons were based on a 90-minute class period. In the Course Resources, a Pacing Guide provides a snapshot of the entire school year. By dividing reading, writing, grammar, and spelling into smaller, more manageable chunks, students are able to maximize their understanding of each area of English Language Arts.
<b>FINAL EVALUATION</b>				
<i>Tier 1 ratings</i> receive a "Yes" in Column 1 for Criteria 1 – 8.				
<i>Tier 2 ratings</i> receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.				
<i>Tier 3 ratings</i> receive a "No" in Column 1 for at least one of the non-negotiable criteria.				
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
I. Text Selection	1. Quality of Texts ( <b>Non-Negotiable</b> )	<b>No</b>	The texts are not appropriately complex for the Grade 5 as outlined in the standards. In addition, the majority of anchor texts are not authentic. The materials do not present a coherent sequence or collection of connected texts that build knowledge about themes with connected topics and ideas. Although some texts are read in more than one lesson, students reread them primarily to practice different reading skills across the lessons. The texts do not increase in text complexity as materials progress throughout the grade-level.	The texts are appropriately complex for 5th grade as outlined in the standards. The collection of passages ranges from the Lexile level range 600–1200; the lower level texts are used to teach a more difficult skill and the higher levels are used to teach less complex skills. Sixty-three of the over 90 texts are authentic, while the others are of such a quality as to be publishable and distributed to a variety of students. The levels generally increase as the course progresses with the opportunity to be introduced to more complex texts as suggested by the Parent and Teacher Guide.
	2. Range and Volume of Texts	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	In English Language Arts 5, the materials seek a balance in instruction time between literature and informational texts with a diverse collection of print and nonprint texts such as audio, video, images, and multimedia presentations that include fiction, folktale, myth, and poems. There is a wide range of informational texts that include a text structure other than narrative such as plays, charts, speeches, biographies, and essays with a range of lengths. Additional materials such as the Reading Log and the Parent and Teacher Guide provide the opportunity for

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				regular, accountable, independent practice to build reading stamina, confidence, motivation, enjoyment, and connection to classroom concepts or topics to develop the students' knowledge.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills <b>(Non-Negotiable*)</b>	<b>No</b>	The materials do not demand knowledge of grade level phonics patterns and word analysis skills. In addition, students are not asked to examine grade level words and their patterns. The materials also do not encourage students to self-monitor and use the context to confirm or self-correct word recognition and their understanding, or direct students to reread purposefully to acquire accurate meaning. There are no opportunities for students to practice independent reading or instructions for how to monitor comprehension. Opportunities are not frequently built into the materials that allow for the students to achieve reading fluency in oral and silent reading. Materials do not guide students to read grade-level text with purpose and understanding or to make frequent connections between the acquisition of foundational skills and meaning from reading texts.	The materials demand knowledge of grade-level phonics patterns and word analysis skills through the spelling lessons. Students are asked to examine grade-level words and their patterns through these lessons with practice with roots, prefixes, and suffixes. The Reading Log and the Parent and Teacher Guide encourage students to self-monitor and use the context to confirm or self-correct word recognition and their understanding, and they also direct students to reread purposefully to acquire accurate meaning, along with achieving reading fluency, throughout many of the lessons in the course. The Parent and Teacher Guide and Application sections of Show Its give students the opportunity and instructions to practice independent reading to monitor comprehension. The Reading Log helps students achieve fluency; the same passage may be used multiple times throughout the course to teach different skills while allowing the student to practice fluency through oral and silent reading. Materials guide students to read grade-level text with purpose and understanding to make frequent connections between the acquisition of foundational skills and meaning from reading texts.
III: Questions and Tasks	4. Coherence of Tasks <b>(Non-Negotiable)</b>	<b>No</b>	There is no coherent sequence of questions and tasks that focus students on understanding the texts and their illustrations, on making connections among the texts in a collection, or on expressing their understanding of the topics. There are no opportunities for students to read connected texts and build knowledge about themes and topics. Instead, students read texts to understand and practice skills. Questions and tasks are not designed so that students are able to build and apply knowledge and skills in reading, writing, speaking, and listening in complex texts and do not support the examination of language critical to the meaning of texts.	English Language Arts 5 has a coherent sequence of questions and tasks that focus students on understanding the texts and their illustrations, on making connections among the texts in a collection, and on expressing their understanding of the topics. The texts were chosen around a topic and a general theme. Each topic includes connected texts to build knowledge about themes while practicing skills. Questions and tasks are designed so that the students are able to build and apply knowledge and skills in reading, writing, speaking, and listening in complex texts. They support the examination of language in being critical to the meaning of texts as each lesson includes each of these requirements.
	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	<b>No</b>	The majority of questions are not text dependent. In addition, the questions and tasks do not include the	The English Language Arts 5 course utilizes many different types of questioning. Even though the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			language of the standards or require students to engage in thinking at the depth and complexity as required by the Grade 5 standards.	examples provided in the LA's comment section are not examples of text-dependent questions, the majority of questions in the course are text-dependent with multiple examples provided in the publisher's response.
	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.	The English Language Arts 5 course has an extensive focus on writing. There are numerous opportunities for students to write, listen, and speak about texts of various lengths and types. Students are asked to pull textual evidence to support, analyze, and synthesize. The three modes of writing are extensively covered in the course. The tasks are broken down into manageable, student-friendly pieces that the student compiles to create a fully completed piece. The focus in this course shifts from the majority of prompts being narrative to the majority being informational and research driven. Prompts also focus on responding to texts they encounter.
	7. Assessments	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	The curriculum itself is designed by breaking down each standard so they can be covered fully. This provides students with multiple exposures and opportunities for practice before they are assessed. Assessments increase in difficulty as the students work toward the Mastery Assessment. The majority of Assess Its in the course contain rubrics for both the student and teacher to utilize, as well as example answers for reference for both also. Checklists are also provided for students to help guide them in their responses. There are also various types of assessments throughout the course that are included in all It types.
IV: Scaffolding and Support	8. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	The Parent and Teacher Guide that accompanies the course provides strategies to activate and engage learning at multiple levels to meet all students' needs. Comprehension instruction and practice is woven through the course and utilizes many different types of texts. The lessons and Parent and Teacher Guide are in chronological order. Materials, which include texts and physical items needed, are located in each object and listed at the beginning of the course. A bound, physical copy of the texts is also available for students to utilize. Teach Its are also provided to students to provide another modality for receiving instruction. Throughout the course and in the Parent and Teacher

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				Guide there are many opportunities for more individualized support based on the students' needs.
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</b>				

\*As applicable

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

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

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

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



Appendix II.

Public Comments

There were no public comments submitted.