LOUISIANA DEPARTMENT OF EDUCATION

Office of Teaching and Learning

ELA K-12 Louisiana Student Standards Review: 9-12 ELA

Louisiana educators engaged in a professional review of the state's academic standards for English language arts (ELA) to ensure they continue to maintain strong expectations for teaching and learning aligned with college and workplace demands. The new ELA standards will be effective beginning with the 2027-2028 school year. As part of the Louisiana Department of Education (LDOE)'s support for a seamless transition to these new standards, the LDOE identified the major changes in the standards and their potential impact on criteria used to review instructional materials.

Title: **StudySync**

Grade: **English I-IV**

Publisher: **McGraw Hill LLC**

Copyright: **2021**

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

This English Language Arts review has been examined for the following major shifts in alignment resulting from the 2026 Louisiana Student Standards Review:

- **Writing**: Multi-paragraph Writing in Grades 3-12 (W.1, W.2, W.3) and Thesis Statements in Grades 5-12 (W.1)

The following criteria/indicators may be impacted:

- **Criterion 6:** Indicator 6a (3-12), Indicator 6b (3-12), and Indicator 6c (3-12)

This review **remains a Tier 1 rating.** As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that system curriculum staff, school leaders, and teachers consider this information when selecting and using instructional materials.

Criterion 6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:
The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.

Indicator	Currently in the Rubric	Alignment Review	Impact of Review
Required **6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.[1]	This program is currently reviewed as "Yes" for this criterion because the materials provide adequate, integrated opportunities for students to listen, speak, and write about their understanding of complex texts. Supported by instructional guidance in the Teacher's Edition, students engage in Text Talk questions, collaborative conversations, and peer reviews to deeply process literary and informational works. Writing tasks vary widely by genre and length, ranging from reflective notes and poems to analytical responses and multi-source extended writing projects, ensuring students consistently use oral and written expression to evaluate author messages, analyze textual claims, and communicate their own evidence-based perspectives.	Aligns	Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.
Required ***Indicator for grades 3-12 only** **6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information,** using grade-level	This program is currently reviewed as "Yes" for this criterion because the materials require the majority of oral and written tasks to focus on demonstrating knowledge built through the analysis and synthesis of texts. Students routinely draw on textual evidence to support valid inferences, present well-defended claims, and communicate clear information using grade-level language and conventions. This evidence-based	Aligns	Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.

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

language and conventions and drawing on textual evidence to support valid inferences from text.	work consistently supports multi-text connections and culminates in major Extended Writing Projects and Extended Oral Presentations across all units, requiring students to synthesize complex ideas, compare character experiences, and draft formal literary analysis and argumentative essays.		
Required **6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing)	This program is currently reviewed as "Yes" for this criterion because the materials include multiple writing tasks that align directly to the three modes of writing: argumentative/persuasive, informative, and narrative. Each unit features a targeted Genre Focus that dictates the primary reading selections and types of writing generated, ensuring that students regularly practice text-based literary analysis, historical research, and personal narratives. These assignments systematically build the writing and research skills necessary for success on major Extended Writing Projects, where students compose real or imagined narrative essays on belonging, informative essays tracking character evolution, and multi-source argumentative responses defending claims about systemic testing or historical figure legacies.	Aligns	Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.

Instructional Materials Evaluation Review for Alignment in ELA Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.[2] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[3] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **StudySync** Grade: **English I-IV**

Publisher: **McGraw Hill LLC** Copyright: **2021**

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

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

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

Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.
Tier 1 ratings received a "Yes" for all Criteria 1-8.
Tier 2 ratings received a "Yes" for all non-negotiable criteria, but at least one "No" for the remaining criteria.
Tier 3 ratings received a "No" for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

English I (Tier 1) English II (Tier 1) English III (Tier 1) English IV (Tier 1)

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/studysync-ela-2021/high-school.
[2] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[3] A range of texts are texts written at different reading levels.

Instructional Materials Evaluation Tool for Alignment in ELA Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

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

Title: **Study Sync**

Grade: **English I**

Publisher: **McGraw Hill**

Copyright: **2021**

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

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

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

[1] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[2] A range of texts are texts written at different reading levels.

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

- Review the **required**[3] Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, materials receive a "Yes" for that **Non-negotiable** Criterion.
- If there is a "No" for any of the **required** Indicators of Superior Quality, materials receive a "No" for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. Materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II[4].
- If materials receive a "No" for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned and the review does not continue.

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

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

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

[3] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.
[4] For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 -4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. K-12 Non-negotiable Criteria of Superior Quality **Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III.**			
Non-negotiable **1. QUALITY OF TEXT SETS:** 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. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**Required** **1a)** 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,[5] as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. ***A text analysis that includes complexity information is provided.***	**Yes**	Materials include texts that are appropriately complex according to the requirements outlined by the standards for Grade 9. There are six units that are tagged to core ELA Standards. Each unit contains a variety of texts that are connected in theme, yet differ in genre, perspective, and mode. The complexity of these texts were reviewed using qualitative and quantitative measures from appropriate text complexity rubrics. The materials provide texts with Lexiles that range from 740L to 1450L. Often, texts that fall in the lower Lexile range are sufficiently complex due to knowledge demands, archaic language, complex sentence structure, or age-appropriateness of the subject. For example, in Unit 6, the text "Advice to Little Girls" possesses qualitative features such as challenging dialect since the piece was written by Mark Twain in 1865, a time that would be unfamiliar to students. The complex sentence structures and challenging vocabulary combined with unfamiliar contexts make this a challenging read by Grade 9 standards, but the low word count of only 386 words makes this text a suitable close-read. The Lexile level for this text is 1230. In Thematic Unit 1, "Divided We Fall" the text features "The Necklace" by Guy de

[5] 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
			Maupassant 930L with complex qualitative features such as varied sentence structure and formal vocabulary.
	Required **1b)** At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	**Yes**	At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. For example, in Unit 1, the excerpt from "Braving the Wilderness" was written by Dr. Brene` Brown who is a qualitative researcher and bestselling author. In Unit 3, Declaring Your Genius, "The Most Dangerous Game" by Richard Connell is used and was originally published in 1924. This text connects students with historical events in an authentic manner. In addition, "The Loneliness of Love Lost in Edgar Allan Poe's 'The Raven'" is a literary review that is not published in scholarly form, but rather as a "blog." The author, Ursula Villarreal-Moura is a contemporary writer of fiction, specifically Tejana. The inclusion of such works within the curriculum allows students to see themselves in this scholarly setting and therefore is chosen for an authentic purpose to enrich the opportunities for students.
	Required **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students	**Yes**	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Core ELA units are organized thematically and culminate in an extended writing project that reflects the essential question of the unit. Texts address

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.		the common topic and include reading, writing , speaking, and language. For example, in Unit 3, the Essential Question asked is, “How do you define intelligence?” In Unit 2, the theme “The Call to Adventure” seeks to address the Essential Question asked, “What will you learn on your journey?” and features “Leon Bridges on Overcoming Childhood Isolation” by Jeff Weiss, a news report on the musician. This text shows the artist’s journey from an isolated childhood into a celebrated musician. Unit 2 also features “Bessie Coleman: Woman who dared to dream’ by the U.S. Air Force. This text presents Coleman as the first African American woman to have a pilot’s license. Also featured is “Volar” by Judith Ortiz Cofer which is a fictional account of the narrator ruminating on the American Dream. These texts approach the ideas of journey and adventure which build knowledge and vocabulary around a coherent theme. Within Unit 4, the texts provide a variety of perspectives and contexts which expose students to new vocabulary and background knowledge. Text formats range in context from a play written by William Shakespeare to a modern informational article from 2012 (Susan Cain’s “Quiet: The Power of Introverts in a World That Can’t Stop Talking”).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **1d)** Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.	**Yes**	Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. For example, in Unit 6, "Letters to Young Poet" the purpose during the first read is comprehension; the purpose of the second read is to write a response from the perspective of a young poet. Unit 2 features "The Journey" by Mary Oliver in which a first read examines conflict, integral to the poem's message, then guides a close read to analyze the structure and figurative language used in this poem and as related to two others. In addition, the Unit 5 lesson plan for "The Gift of the Magi" instructs teachers to facilitate an independent read of the text while the teacher look-fors in "Check for Success" and "Text Talks" provide teachers with talking points to prompt students to re-read sections of the text: "Look at paragraphs 1 and 2. Ask yourself…" Students read text for multiple, careful readings throughout each unit.
Non-negotiable (only reviewed if Criterion 1 is met) **2. TEXT-DEPENDENT QUESTIONS:** Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.	**Required** **2a)** A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. In Unit 2, the close read of "St. Lucy's Home for Girls Raised by Wolves," the constructed response prompts students to "compare and contrast the ways in which the community ... the excerpt from 'Braving the Wilderness' and 'St. Lucy's Home for Girls Raised by Wolves'... enhances the conflict faced by the main character and influences the theme"

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No			and the rubric for the prompt indicates students must "provide exemplary analysis, using relevant evidence from the texts." Unit 1 employs "I Have a Dream" by Martin Luther King, Jr. and provides first read questions such as, "Which example of figurative language best states what the author hopes will happen when he returns to the South after his speech?" and "What is most closely the central idea of the passage below (paragraph 7)?" and "What does Dr. King encourage those who come from persecution to do next? Explain."
	Required **2b)** Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. *(**Note:** not every standard must be addressed with every text.)*	**Yes**	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. For example, Unit 2 features the poem "12" by Rabindranath Tagore and asks students, "Which of the following phrases from the poem best evokes the speaker's triumphant tone?" "Which inference about 'the traveler' is best supported by the passage below?" "People tend to think of a journey in the context of physical travels from place to place. However, some journeys are abstract—they take place in the mind or in the imagination. What type of journey is explored through the speaker's descriptions of events in this poem and what theme does it suggest?" The Unit 1 close read of "I Have a Dream" Skills Focus question asks students to "Identify what two things are being compared and explain how

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			this extended metaphor enhances King's argument." This mirrors SS.RI.9-10.6 (".... analyze how an author uses rhetoric to advance that point of view or purpose").
Non-negotiable (only reviewed if Criterion 1 is met) **3. COHERENCE OF TASKS:** Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text. ☒ Yes ☐ No	**Required** **3a)** Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	**Yes**	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. When dealing with a single text, coherent sequences of questions for students are provided. The Unit Extended Writing Projects also provide opportunities for students to make connections among texts in a set and to express their understanding of topics, themes and ideas related to the Essential Question. For example, in Unit 2, "The Call to Adventure" features a close read of "The Journey" by Mary Oliver. The first read includes questions such as, "What larger idea about the traveler's journey is mainly expressed by these images of nature in the poem (lines 19-22)?" and "Based on the following passage, what mainly can the reader infer about the traveler (lines 27-32)?" Then, in the close read of this text, task instructions state: "Annotate a stanza in 'The Journey' to contrast its structure with the structure of a stanza in 'Stopping by Woods on a Snowy Evening.' After reading each stanza aloud, explain how the structure affects the pacing, mood, or meaning... Annotate the final stanza in 'The Journey' to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			compare and contrast it with the final stanza in '12' (from 'Gitanjali'). Explain what themes are developed in the conclusions through metaphor." The texts that require multiple readings build knowledge during the initial reads and use text-specific skills practice that connect to writing tasks after the close read. For example, in Unit 4, "Dusting," the purpose of the first read is "to identify and describe character traits and setting details" which is partially done with comprehension-level "Think" questions. This is followed by skill lessons for poetic structure, figurative language, and textual evidence. Skill lessons use the text as a model and the practice is text-based. For the close read of "Dusting," students are instructed to annotate the figurative language, structure, and theme. Students then write a response that "[analyzes] the title, character, events, figurative language, and imagery in "Dusting" to offer an original interpretation of the poem's messages."
	Required **3b)** 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.	**Yes**	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. Students are provided with multiple opportunities throughout a unit to read, write, speak, listen, and attend to language while interacting with grade level complex texts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Students are prompted to interact with complex text by viewing an introductory video, reading a text, answering questions in a quiz, participating in Text Talk (labeled as a whole group discussion), and by completing a writing assignment. In Unit 5, the lesson plan for the poem "How Do I Love Thee" requires students to read and discuss the poem as a whole group before writing an original sonnet. In Unit 1, for speech, the lesson plan for "I Have a Dream" suggests the resource of talking frames to encourage whole group discussions about the text. Sufficient opportunities are provided for students to engage in reading, writing, speaking, listening, and attending to language while interacting with a complex text. Opportunities to discuss and listen are often labeled as "optional" instead of integrating those activities regularly into the lesson plan. In Unit 3, Declaring Your Genius, students read " Señora X No More" by Pat Mora in order to write a short response demonstrating their understanding of figurative language. Then, students engage with "An Indian Father's Plea" by Robert Lake-Thom and discuss the letter in order to evaluate details and determine key ideas. Finally, students address the following Extended Writing Project Prompt: "Based on your reading in this unit and personal experience, identify at least two factors that you think an effective intelligence test should take into account and develop a strong argument in support of them."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Students must "reinforce [their] claim with relevant details from the unit texts and your personal experience." The writing process for this argumentative task is broken into four stages: Draft, Revise, Edit and Publish. Units 1, 2, 3, 4, and 5 include an extended writing project that is thematic but requires text evidence. Unit 6 includes an extended oral project that requires students to compare and contrast their experiences with texts from the unit to support a claim. Collaborative conversations can also be the ending task for a text. In Unit 2, "Welcome to America," students have a collaborative conversation that analyzes whether this is an argumentative piece. Students are prompted to then write a reflection about their discussion.
	Required **3c)** Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**Yes**	Questions and tasks support students in examining the language (i.e., vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2 and advance the depth of word knowledge. In "The Big Idea" section of each unit there is a content vocabulary skill lesson and an academic vocabulary lesson. Teachers are prompted to encourage students to use content and academic vocabulary words in collaborative conversations as an optional activity. There is also a final vocabulary review at the end of the unit. During the first reads and independent reads, students are asked to predict the definitions of words in boldface. The teacher edition prompts teachers to review the definitions of these

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			words and ask students questions that connect the word with the text. The language work continues during first reads in the quiz and in "Think" questions. Think Questions 4 and 5 are typically about language and can include questions about context clues, multiple meanings, or word families. For example, in Unit 6, the first read of "The Scarlet Ibis," Think Question 5 states, "The word 'descend' comes from the Latin 'descendere,' meaning 'to climb.' Write your best definition of the word 'descend' as it is used in this short story, along with any helpful words or phrases that led you to your understanding." The words students define in the first read appear again in the close read texts as the pre-reading activity.
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the	**Required *Indicator for grades K-2 only** **4a)** 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.	**N/A**	
	Required **4b)** 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. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	**N/A**	
	Required **4c)** 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-	**N/A**	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
capacity to comprehend texts across a range of types and disciplines. ☐ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	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. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* 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.		
	Required **4d)** 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.	**N/A**	
	Required **4e)** 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.	**N/A**	
	Required **4f)** In grades K - 5, materials guide students to read grade-level text, making frequent connections between acquisition of foundation skills and meaning-making.	**N/A**	
Section III. Additional Criteria of Superior Quality			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☒ Yes ☐ No	**Required** **5a)** 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.)	**Yes**	Materials adequately seek a balance in instructional time between the use of literature and informational texts. Each unit also provides a balance of fiction and nonfiction texts as well as multiple writing forms and genres. In Unit 6, students are prompted to read excerpts from "To Kill a Mockingbird" a novel (fiction). In Unit 4, students are prompted to read excerpts from "Romeo and Juliet" a play (fiction) along with multiple poems. In Unit 5, students are prompted to read multiple argumentative essays (nonfiction). There are six units within the materials, each have a Genre Focus and a balance between the use of literature and informational text. In Unit 1, the Genre Focus is fiction and includes: "The Necklace" by Guy de Maupassant and "St. Lucy's Home for Girls Raised by Wolves" and "Marigolds" by Eugenia Collier. In Unit 3, the Genre Focus is argumentative text and writing and includes "Convocation Remark at Harvard University" and "The Secret to Raising Smart Kids." In Unit 5, the Genre Focus is poetry and features Shakespeare's "Sonnet 116," Li Po's "The Song of Changgan," and "Dusting" by Rita Dove. While the focus genres make up larger percentages of texts per unit, the units also include other genres. In Unit 3, the focus genre is argumentative and provides 7 argumentative texts, 2 informational texts, 3 narrative literary texts, and 2 poems. The ratio of literary to informational texts is approximately 13 to 10.

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	Required **5b)** 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).	**Yes**	Materials include print and non-print texts in different formats and lengths. Each unit includes texts, film, music, and visual arts. Introductory videos are provided in each lesson and audio provided for each text. In Unit 3, students are prompted to view paintings by Georgia O'Keeffe. Texts vary in length and provide a variety of print genres with media clips that accompany some text. However, the online materials do not include graphs, charts, or other visual nonfiction features with the exception found in Unit 3, "The Origin of Intelligence." Online texts have few illustrations, works of art, or pictures with texts. Exceptions were in excerpts of graphic novels in Unit 6, "Maus," and in photographs in two selections: "Letter to My Younger Self" and "Pride and Perseverance." Also in Unit 6, "Lift Every Voice and Sing," the text of the poem and video of a performance of it as a song is included.
	5c) 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).	**Yes**	The majority of texts have an informational text structure rather than a narrative structure. A variety of informational texts with a narrative structure account for about one-third of the texts and include personal narratives, anecdotes, and biographical texts. Two-thirds of the informational texts include letters, speeches, and excerpts from scientific works. For example, works from renowned social scientists in Unit 1 include an excerpt from "Braving the Wilderness" by Brene Brown and in Unit 3 from "The Secret to Raising Smart Kids" by Carol S. Dwek. Also

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			in Unit 3, the excerpt from “The Singularity is Near” includes historically significant speeches such as Margret Chase Smith’s “Remarks to the Senate in Support of a Declaration of Conscience” and “Eulogy to Mahatma Gandhi” while Unit 1 includes Martin Luther King, Jr.’s “I Have a Dream.” Speeches, biographies and essays include the following informational text: “Maus” by Art Spiegelman is told in the form of a graphic novel narrative; “Braving the Wilderness” by Brene Brown is told in the form of a narrative anecdote; “The Future in My Arms” by Edwidge Danticat has a narrative structure; “Restless Genes'' by David Dobbs and “Angela’s Ashes” by Frank McCourt have an expository structure; “Convocation Remarks at Harvard University” by Michael Johnston has a narrative speech structure; “Bessie Coleman” by the U.S. Air Force has a narrative biography structure; and, “Wild” by Cheryl Strayed has a narrative essay structure.
	5d) 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.	**Yes**	The materials provide direction and practice for regular, accountable independent reading of texts that appeal to students’ interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. Students are provided opportunities for independent reading within the lessons. Opportunities are also provided as optional pieces. In Unit 6, students are provided multiple required texts that require

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			independent reading, as well as a selection of self-selected readings that include "A Death in the Family" (Fiction), "Disaster Preparedness" (Informational), "Go Set a Watchman" (Fiction), "Loud Music" (Poetry), "A Boy of Unusual Vision" (Informational), and "Everything, Everything" (Fiction). In Unit 2, students are provided multiple required texts that require independent reading, as well as a selection of self-selected readings that include "The Moon Landing: An Undelivered Nixon Speech" (Informational), "A Lady's Life in the Rocky Mountains" (Informational), "Beneath the Lyrics of Leon Bridges" (Informational), "Song of the Open Road" (Poetry), "Recuerdo" (Poetry), "Bless Me," "Ultima" (Fiction), "The Hobbit" (Fiction), and "A Walk in the Woods" (Informational). Each unit includes Integrated Reading and Writing that features Self-Selected Reading and student guidance on choices for Independent Reading selections. For example, the materials state that "students will self-select a text, establish a purpose for reading, and read independently for a sustained period of time." Lessons help guide students in their choice of independent text as seen in Unit 1 where students are asked, "Am I interested in the unit theme of belonging?" "Do I get a kick out of stories like 'The Necklace'?" "Did I find Martin Luther King Jr's call for unity as a vehicle for social justice compelling?" There

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			are a variety of avenues for independent reading within core ELA and novel study units. Some selections in core ELA units are marked specifically as independent readings; as in Unit 6, "Why I Lied to Everyone in Highschool About Knowing Karate." In the optional novel study units, there are novels sectioned into independent reading tasks that are accompanied by quizzes and written responses.
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☒ Yes ☐ No	**Required** **6a)** Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.	**Yes**	The materials reflect adequate opportunities for students to listen, speak, and write about their understanding of texts. For example, in Unit 1, the lesson plan for the text "Marigolds" provides opportunities for students to listen, speak, and write through various activities. Additionally, in Unit 2, the lesson plan for the text "Volar" provides opportunities for students to listen, speak, and write. The materials also provide opportunities for students to discuss and express their understanding of complex texts and are supported primarily through Teacher Edition notes in Integrated Reading and Writing of the unit. For example, Unit 3, Declaring Your Genius, features the essay "Georgia O'Keeffe" by Joan Didion supported by the Teacher Edition, Text Talk questions such as, "What did Didion's daughter see that she liked in 1973?" "What did the city men think was impossible?" "How did O'Keeffe respond?" In the close read of the text, the Teacher Edition suggests having a collaborative conversation, inviting students to discuss the prompt, "What message does

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			the writer seek to convey about Georgia O'Keefe as both an artist and a human being when she assigns the word 'hard' to O'Keefe's character, and how does the evidence she provides support this message?" In Unit 3, Timed Writing, the Teacher Edition provides Peer Review Instructions which include questions such as "How well does the writer clearly state his or her own perspective on the issue?" and "Does the writer use a clear and logical organizational structure?" Lesson plans include opportunities for students to have Text Talks as a whole class and as collaborative conversations as prewriting activities. Students have frequent opportunities for writing. During independent and close reads students are tasked with written responses that vary by genre. In addition, each unit has an extended writing project with the exception of Unit 6 which has an extended oral project. Units offer alternative extended writing projects prompts with prompts from different genres. For example, in Unit 5, students are given a variety of writing tasks: for "Masters of Love" students write a reflection of a collaborative discussion; for " Redbird Love" students write a poem; and for "The Loneliness of Lost Love in Edgar Allan Poe's 'The Raven'" students "analyze the effectiveness of the writer's support for her claim." The extended writing assessment is a literary analysis of the three works from

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			the unit. Alternative prompts include expository, argumentative, and narrative writing.
	Required *Indicator for grades 3-12 only **6b)** 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.	**Yes**	The majority of oral and written tasks require students to demonstrate the knowledge they build through the analysis and synthesis of texts, and present well defended claims and clear information using grade-level language and conventions, drawing on textual evidence to support valid inferences from the text. Each unit culminates in a main Extended Writing Project. For example, in Unit 6, the Extended Writing Task Prompt states: "Consider the readings in this unit and reflect on how romantic love impacts those who experience it. Choose three of the unit texts that explore the influence of love in different ways. In a literary analysis essay, synthesize the ideas in these texts to arrive at your own argument about love's ultimate effect and explain how that effect is demonstrated in each of the selections. Cite evidence from the texts you have selected to support your position." In Unit 2, the Extended Writing Task Prompt states: "From texts in this unit, select two or three individuals who embark on a journey. In an essay, describe these journeys and explain how the individuals evolve from beginning to end. As part of your explanation, develop a thesis to focus your thinking and support it with evidence about what the individuals learn and how their thinking changes even before they reach their destinations. Use your plan to write

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			your essay, remembering to include the following: a clear thesis and an organizational structure that helps develop the thesis and relevant supporting evidence and pertinent examples from the texts." In Unit 3, the Extended Writing Project Prompt states: "identify at least two factors that you think an effective intelligence test should take into account and develop a strong argument in support of them." Students must include "a clear, arguable claim, reasons and evidence in support of the claim, logical, emotional, and ethical appeals, a counterargument, including a rebuttal and a concession, and a convincing conclusion." In Unit 5, Extended Writing Project Prompt, students develop a literary analysis essay where they are instructed to "synthesize the ideas in these texts to arrive at your own argument about love's ultimate effect and explain how that effect is demonstrated in each of the selections. Cite evidence from the texts you have selected to support your position." In Unit 6, Extended Oral Presentation Prompt, students "prepare an argumentative oral presentation about a time when someone helped you develop a new skill" and "compare or contrast your experience with those of characters or individuals in unit texts such as "The Scarlet Ibis" and the excerpts from "I Know Why the Caged Bird Sings," "To Kill a Mockingbird," and "Lumberjanes." In Unit 1, the writing task for

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			"The Future in My Arms" is to write a letter that describes how the presence of a role model helped the student. The student is then prompted to describe how his/her "experiences or hopes parallel Danticat's" (the author). In Unit 1, for the paired texts "Braving the Wilderness" and "St. Lucy's Home for Girls Raised by Wolves," students "compare and contrast the ways in which the community in each story enhances the conflict faced by the main character and influences the theme." In Unit 6, the Extended Oral Project requires students to compose an oral argumentative presentation about a time when someone helped them develop a new skill and to compare and contrast that event with characters or individuals from the Unit 6 texts.
	Required *Indicator for grades K-2 only **6c)** Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**N/A**	
	Required **6d)** 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 (e.g., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to	**Yes**	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. Writing prompts address literary analysis, persuasion, and narrative writings. For example, in Unit 1, Extended Writing Project, students are prompted to construct a narrative writing. In Unit 3, Extended Writing Project, students are prompted to construct an argumentative writing. Each unit has a Genre Focus which determines both the majority of the texts encountered and the type of writing

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	develop the expertise needed to conduct research independently.		students must generate. For example, in Unit 1, Extended Writing Project Prompt, students "create a real or imagined narrative that shows how belonging or not belonging in a group affects a person at an important life moment." In Unit 2, Extended Writing Project Prompt, students develop informative writing and are instructed to "select two or three individuals who embark on a journey. In an essay, describe these journeys and explain how the individuals evolve from beginning to end." In Unit 3, Extended Writing Project Prompt, students develop argumentative writing and are instructed to "identify at least two factors that you think an effective intelligence test should take into account and develop a strong argument in support of them." In addition, the extended writing projects include skill lessons. Narrative tasks are less frequent than literary analysis tasks and are typically personal narratives. In Unit 3, "The Lost Letters of Fredrick Douglass," students write an argumentative response for the following prompt: "What view does Shockley have of Frederick Douglass? Is this fair? Why or why not? Consider the vivid, often charged language Shockley uses to characterize Douglass's attitude toward his relationships and what this, in turn, suggests about his attitude toward intelligence, literacy, and priorities in life. Refer to the Entry Point and conduct further research as necessary to support your claim." In Unit 4, Extended Writing Project, students research

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			a historical figures' "legacy as it relates to the way we read, think, communicate, or protest."
	Required **6e)** 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.	**Yes**	Materials explicitly address the grammar and language conventions specified by the Louisiana Student Standards for English and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about the unit texts. In Unit 2, the lesson plans include activities that address Word Meaning, Colons, Adverb Clauses, and Adjective Clauses. In Unit 4, the lesson plans include activities that address Conjunctions, Conjunctive Adverbs, Modifiers, and Absolute Phrases. The materials also integrate grammar and language conventions into the Extended Writing Project and Grammar tasks. For example, Unit 2 features a lesson on Precise Language where students encounter the terminology of "precise language" and "domain-specific vocabulary." The lesson guides students through analysis of mentor texts with questions such as, "Below is a section from a previous draft of Alexis's essay. Which of the choices would be a more precise word for her use of 'things?'" In the lesson on Transitions, students respond to the following question: "What transition should Alexis add to the beginning of the underlined sentence to best improve the clarity of the relationship?"

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	6f) Materials provide additional supports for writing development in English language arts (i.e. modeled writing, student exemplars).	**Yes**	Materials provide additional supports for writing development. Each Extended Writing Project provides explicit models of both finalized and under-revision writing. For example, Unit 3, Informative Writing Process: Edit and Publish, the lesson provides an excerpt of a Student Model with revisions intact. Students are guided to "notice some edits Alexis has made" in order to inform their own editing process. Similarly, in Unit 4 there is an analogous example in the Research Writing Process: Edit and Publish lesson where students are guided to "notice some edits Mia has made." Additionally, each writing has an accessible student-facing rubric.
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☒ Yes ☐ No	**Required** **7a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**Yes**	Measurement of progress through assessments include the gradual release of supporting scaffolds for students to measure their independent abilities. Multiple choice and constructed response quizzes for each text scaffold the knowledge demands. The Genre Focus in Unit 1 is fiction and students encounter various authentic fictional pieces where they must analyze them then develop their own narrative in the Extended Writing Project. Unit 1 includes "The Necklace" and "St. Lucy's Home for Girls Raised by Wolves" which provides opportunities for developing understanding of fictional works for both analysis and creation. It is explained that "after learning about genre characteristics and craft, students will analyze a sample Student Model and plan a meaningful narrative in response to a prompt." In

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			addition, the End of Unit assessments are aligned with formative assessments of the units. Writing assessments build from short responses to extended responses and unit texts build from multiple reads to independent reads. In Unit 2, the reading skill theme is taught in conjunction with "The Necklace," in the annotation task for the close read of "St. Lucy's Home for Girls Raised by Wolves," and is Question 3 on the End of Unit assessment.
	Required **7b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Yes**	Aligned rubric and assessment guidelines are included and provide sufficient guidance to interpret student performance. For example, Unit 1 provides a Narrative Writing Process Plan rubric with scores ranging from 1-4 in Planning and Language & Conventions. A Draft Rubric scores Focus and Organization, Purpose and Development, Language and Style, and Conventions. Exemplars for summative assessments are provided and rubrics are generalized for the mode of writing. Exemplars are provided for short responses on the end of unit assessment and extended writing projects. However, exemplars are not provided for shorter responses beyond exemplars for ELL students.
	Required **7c)** Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	**Yes**	Materials use varied modes of assessment, including a range of pre-formative, summative, and self-assessment measures. Assessment modes vary throughout an individual lesson and throughout the entire unit. Written assessments such as constructed responses, multiple choice

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			questions, and extended response questions are found throughout. For example, Integrated Reading and Writing lessons provide Quizzes for each read with questions such as: "What is most closely the meaning of the word lacquered as it is used in the following passage?" from Unit 1, "Why I Lied to Everyone in High School About Knowing Karate." The Independent Read for "The Future in My Arms" provides guiding questions in the Teacher Edition to "Find out what ideas your students already have about belonging." In addition to the robust assessment guidance with Extended Writing Projects, these modes are diverse and varied.
	Required **7d)** 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.	**Yes**	Materials assess student understanding of the topics, themes, and ideas presented in the unit texts and the questions and tasks are developed so that students demonstrate the knowledge and skills built over the course of the unit. At both the lesson and unit level the assessment of understanding is bound to the Unit Topic and Essential Question. For example, Unit 2, The Call to Adventure, features a close read of "The Journey" by Mary Oliver where the first read provides questions such as "What larger idea about the traveler's journey is mainly expressed by these images of nature in the poem (lines 19-22)?" and "Based on the following passage, what mainly can the reader infer about the traveler (lines 27-32)?" In the close read, tasks require students to "annotate a stanza in 'The

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			Journey' to contrast its structure with the structure of a stanza in 'Stopping by Woods on a Snowy Evening.' After reading each stanza aloud, explain how the structure affects the pacing, mood, or meaning" and "annotate the final stanza in 'The Journey' to compare and contrast it with the final stanza in "12" (from 'Gitanjali'). Explain what themes are developed in the conclusions through metaphor." In Unit 2, Extended Writing Project, students address the question, "What can we learn as we journey through life? The prompt then states: "From texts in this unit, select two or three individuals who embark on a journey. In an essay, describe these journeys and explain how the individuals evolve from beginning to end." Students are guided to "gather ideas and information from the texts in the unit." These tasks are related to the Essential Question, "What will you learn on your journey?" Students are asked oral and written questions to demonstrate their knowledge. In addition, the Teacher's Edition includes "Check for Success" questions.
	7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.	**No**	Materials assess student proficiency using methods that are unbiased and accessible to all students. However, assessment rubrics are general and not aligned to any student standard. For example, in Unit 6, the rubric for "Advice for Little Girls" includes the following description to receive four points: "The writer successfully provides advice based on personal knowledge and experience and the unit texts, using relevant

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			evidence from the text as needed." In addition, no student exemplars were provided.
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. ☒ Yes ☐ No	**Required** **8a)** 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.	**Yes**	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text. Prereading activities are brief and focus on building knowledge without revealing text details. In Unit 6, the Entry Point in the lesson plan for "Lumberjanes" suggests information the teacher could share with students to build context. The introduction section of the lesson plan has suggested questions to activate prior knowledge and an optional section to build cultural awareness. Scaffolding focuses on factual information through fill in the blank or visual glossaries. The materials introduce unit ideas and texts with Blast lessons which "explore background information and research links about a topic." For example, in Unit 1, Blast, students respond to the questions "Why do we feel the need to belong?" and "Do you think there are times when people should not be true to themselves?" Unit 2 introduces the text, "Leon Bridges on Overcoming Childhood Isolation," through an introductory video and asks questions such as, "What part of the video stood out to you the most?" and "What kind of career do you dream of having?" The Teacher Edition recommends the following: "Play or have students locate a recording of Bridges' song "River." In their notebooks, have students

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			describe the music's sound, themes, comparisons/connections to other artists' work they know, and emotional effects."
	Required **8b)** 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.	**Yes**	Materials have the goal for students to gain full comprehension of complex text and do not confuse or substitute the mastery of skills or strategies for full comprehension of text. For example, Unit 2, The Call to Adventure, features a close read of "The Journey" by Mary Oliver where the first read provides questions such as, "What larger idea about the traveler's journey is mainly expressed by these images of nature in the poem (lines 19-22)?" and "Based on the following passage, what mainly can the reader infer about the traveler (lines 27-32)?" During the close read of this text, tasks are to "annotate a stanza in 'The Journey' in order to contrast its structure with the structure of a stanza in 'Stopping by Woods on a Snowy Evening.' After reading each stanza aloud, explain how the structure affects the pacing, mood, or meaning" and "annotate the final stanza in 'The Journey' to compare and contrast it with the final stanza in "12" (from 'Gitanjali'). Explain what themes are developed in the conclusions through metaphor." Another example is in Unit 3, where in the skills units for "The Odyssey (Book XII)" the skill of characterization builds toward writing an argument about character. In the first read, there are questions about characterization that build basic knowledge. The skills lesson focuses on the author's craft, and the close

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			read focuses specifically on the characterization of Ulysses, with the writing response focused on how Ulysses' character is developed.
	Required **8c)** 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.	**Yes**	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. Units provide multiple texts for first reads and close reads that follow. For example, Unit 2 features "The Journey" by Mary Oliver where a first read examines conflict integral to the poem's message, then guides a close read to analyze structure and figurative language in relation to two other texts. Unit 6 features "Lift Every Voice and Sing" by James Weldon Johnson as a first read to identify key ideas and details, then a close read follows to explain how interpretations may differ. Unit 4 features "The Cask of Amontillado" by Edgar Allan Poe as a first read to identify and describe character traits, followed by a close read to compare and contrast character motivations. In Unit 3, close read of "Georgia O'Keefe," the annotation directions are to focus on "... clue in the anecdote Didion includes in paragraph 2 that helps readers in identifying the author's point of view in 'Georgia O'Keeffe.' Explain how this clue begins to develop the author's point of view about the artist."
	Required **8d)** 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	**Yes**	Materials are easy to use and well organized for students and teachers. All units and lessons share a unified format. Units provide a clear unit overview, access to the

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	resources. The reading selections are centrally located within the materials and the center of focus.		Integrated Reading and Writing Lessons, and access to assessments and other materials. Teacher Edition material is accessible through a side tab with rich information for teacher guidance. Assessment and rubric information is readily accessible and linked to the appropriate lessons. The design is intuitive and both teacher and student friendly. The online student lessons have a simple tab set up and split-screen features to help students view the text and the task simultaneously. However, the online teacher materials are not as easy to use. To view texts, teachers first open a lesson preview but are not able to view the lesson plan simultaneously. They can view some of the same information using the teachers edition tab. End of Unit assessments and Extended Writing projects can be viewed from the student point of view, but make it difficult to see standards lists, rubrics, and exemplars separately.
	Required **8e) *Foundational Skills Indicator for grades K-2 only** 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.	**N/A**	
	Required **8f) * Foundational Skills Indicator for grades K-5 only** Materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skills supports.	**N/A**	

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	8g) 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.).	**Yes**	Appropriate suggestions and materials are provided for supporting varying student needs. Lesson plans provide suggestions for supporting the needs of English Language Learners, below-level readers, and students preparing for advanced classes. At the lesson level, the Teacher Edition material provides rich guidance for teachers with regard to support through Check for Success sections for Vocabulary and Reading Comprehension. For example, the first read of "Leon Bridges" guides teachers to "ask small groups to provide examples of predictions they made and whether or not they were correct. Project exemplar predictions as a model for students as they continue reading." and "If students struggle to make predictions, show and discuss the following examples: Before I start reading, I can look at the text features like the title and images. Using just those, what do I think this text might be about? While I read, I will keep those predictions in mind and decide whether I was right or not." In Unit 1, "Why I Lied to Everyone in Highschool About Knowing Karate," there are a variety of suggestions for students at different English proficiencies for the Writer's Notebook activity. Earlier in the lesson plan the teacher is directed to attend to the syntax of paragraph 5 with students preparing for advanced classes.

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	8h) 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.	**No**	The pacing of content allows for maximum student understanding; however, the content cannot be reasonably completed within a regular school year. Materials do not include guidance about the amount of time a task might reasonably take. The material includes six lengthy units with multiple texts and assignments within each that would not be reasonable to complete within one school year. While there is a measure of flexibility, teachers for example can choose among novel readings and the unit offerings are diverse, there is no guidance about the pacing or amount of time required either at the lesson or unit level.

FINAL EVALUATION

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality[6]	1. Quality of Texts	**Yes**	Materials are appropriately complex and provide a coherent collection of texts.
	2. Text-Dependent Questions	**Yes**	Tasks build knowledge of texts using reading, writing, speaking and listening, and language. Questions are text-dependent and text-specific.
	3. Coherence of Tasks	**Yes**	Instruction is provided for writing to sources in all modes of writing.

[6] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)[7]	4. Foundational Skills	**Yes**	
III. Additional Criteria of Superior Quality[8]	5. Range and Volume of Texts	**Yes**	Materials reflect the distribution of text types and genres suggested by the standards and include print and non-print texts of different formats and lengths. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts.
	6. Writing to Sources, Speaking and Listening, and Language	**Yes**	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts requiring students to demonstrate the knowledge they build through the analysis and synthesis of texts, and present well defended claims and clear information using grade-level language and conventions that draw from textual evidence to support valid inferences. Materials include multiple writing tasks that are aligned to the three modes of writing and explicitly address the grammar and language conventions specified by the language standards through application and practice of those skills in the context of reading and writing about unit texts.
	7. Assessments	**Yes**	Materials use varied modes of assessment, including a range of pre-formative, summative, and self-assessment measures. Measurement of progress through assessments include the gradual release of supporting scaffolds for students to measure

[7] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.
[8] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			their independent abilities. Aligned rubric or assessment guidelines are included and provide sufficient guidance for interpreting student performance.
	8. Scaffolding and Support	**Yes**	Materials are easy to use and well organized for students and teachers. Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text. Materials have the goal for students to gain full comprehension of complex text and do not confuse or substitute the mastery of skills or strategies for full comprehension of text. However, the content as presented cannot be reasonably completed within a regular school year and the materials do not provide guidance about the amount of time a task might reasonably take.
FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**			

*As applicable

Instructional Materials Evaluation Tool for Alignment in ELA Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.[2] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[3] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **StudySync** Grade: **English II**

Publisher: **McGraw Hill LLC** Copyright: **2021**

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

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

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

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/studysync-ela-2021/high-school.
[2] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[3] A range of texts are texts written at different reading levels.

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

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

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

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

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

[4] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.
[5] For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.			
Non-negotiable **1. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**Required** **1a)** Materials provide texts that are **appropriately complex** for the identified grade level according to the requirements outlined in the standards. • **A text analysis that includes complexity information is provided.** Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades **K-2, extensive read-aloud** texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. For example, in Unit 1: The Power of Communication, students read “She Unnames Them” by Ursula K. Le Guin (1350L). Qualitative analysis defines the text as complex due to its unconventional narrative structure and transitions in point of view from third person to first person. Students also read “The Refusal” by Frank Kafka (1230L). Kafka’s unique writing style adds to the text's complexity in that some aspects of the text “appear strange and almost dreamlike, but they are part of a world in which such things are normal,” a characteristic of the surrealist literature for which Kafka is known. Students’ need for prior knowledge of Jewish persecution also adds to the text’s complexity due to its connection with the theme. In Unit 3: The Persistence of Memories, students read “By Any Other Name” by Santha Rama Rau (1100L). Qualitative measures that add to the text’s overall complexity include the use of complex vocabulary, Anglo-Indian and Hindi context-specific terms, and the unfamiliar setting in colonial India. Students also read *The Secret Life of Salvador Dalì* (1490L) in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Unit 3. Qualitative analysis indicates a high level of complexity, as the text lacks the chronological structure common to most autobiographical pieces, despite being written in a first-person point of view. Additionally, Dalì's long, complex sentence structure and use of multiple clauses adds to the complexity. In Unit 5: Chopped, Stirred, and Blended, students read "Chinese Cooking" by Chen Jitong (1430L). Qualitative measures adding to the text's complexity include diverse aspects of foreign cultures and long sentences with complex structures. In *Curry: A Tale of Cooks and Conquerors* by Lizzie Collingham (1300L), students "determine to what extent food serves as a metaphor for culture." The text includes terms related to the foods and regions of India that may not be familiar to students.
	Required **1b)** At least 90% of texts are of **publishable quality** and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	**Yes**	At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. In Unit 3: The Persistence of Memories, students read "Rituals of Memory" by Kimberly Blaeser, published in 1985. This informational text offers students a close look at figurative language, writing style, and author's purpose. In Unit 4: The Ties that Bind, students read parts of the screenplay for *Hotel Rwanda,* published in 2004, which illustrates political tension between the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Hutu and Tutsi people and eventually leads to the Rwandan genocide. Students review the elements of drama and structure of a story, as well as the author's use of specific language to create mood. Students may benefit from accompanying images and graphics, the materials span publication years, and the website is easy to navigate. In Unit 6: Origin Stories, students read the 1983 poem "Parsley," by a Pulitzer prize winner and U.S. poet laureate Rita Dove. The text references unfamiliar cultures and builds skills in using textual evidence and determining connotation and denotation of words.
	Required **1c)** Materials provide a **coherent sequence or collection of connected texts** that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. • 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.	**Yes**	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Units offer thematic options that connect texts of varying complexities and genres that center around specific themes and focus questions in order to build skills and engage students. Each unit provides overarching ideas or themes, as well as skills and tasks. Each unit presents a common theme focused on an Essential Question and ends with a task (written or oral) that assesses students' mastery of the skills within that unit. For example, Unit 1: The Power of Communication focuses on the Essential Question: Why do words matter? In the beginning of Unit 1, students read "I Am Offering This Poem" by Jimmy Santiago

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Baca to determine "different perspectives on how words can impact an individual." Later in the unit, students conduct multiple readings of "Letter from Birmingham Jail" by Martin Luther King Jr. During each read, students analyze Dr. King's argument and evaluate the elements that make it effective and memorable, analyze and differentiate between primary and secondary sources, and analyze how the use of rhetorical devices makes the arguments in "Letter from Birmingham Jail" more persuasive. Then, before conducting a final close read of the text to analyze how Dr. King uses characteristics of argumentative texts, such as specific claims, rhetorical appeals, sources, and conclusions in a short, written response. The texts and readings in the materials allow students the opportunity to analyze the specific language and the development of the text as a result of diction. For example, students answer, "What does King's emotional appeal in paragraph 46 accomplish?" about Martin Luther King Jr.'s "Letter from Birmingham Jail." By the end of the unit, students participate in a discussion based on the prompts: "How might you use language to shape and explain your opinion or idea to others?" and "How else might you communicate your ideas to others?" In Unit 4: The Ties That Bind, students focus on the literary period of Renaissance literature while analyzing unit texts that relate to the Essential Question, "What brings us back to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			one another?" In preparation for responding to the Essential Question, students read "Claudette Colvin Explains Her Role in the Civil Rights Movement" by Roni Jacobson, *Cherokee Family Reunion* by Larissa FastHorse, and *Funny in Farsi: A Memoir of Growing Up Iranian in America* by Firoozeh Dumas, all of which require students to analyze the specific journeys of different people tackling real-life issues across multiple genres. By the end of the unit, students deliver an argumentative oral presentation in response to the prompt: "How can listening to another person's story instruct us?" In Unit 5: Chopped, Stirred, and Blended, students focus on cross-cultural literature, as they analyze and read a collection of poems and informational texts that prepare them for responding to the unit's Essential Question: What are the ingredients of culture? Texts include "B. Wordsworth," *Curry: A Tale of Cooks and Conquerors*", and "Chinese Cooking," as well as the poems "Parsley" and "The Latin Deli: An Ars Poetica." As students read, they develop a deeper understanding of how "food issues divide and unite the American public." In *Curry: A Tale of Cooks and Conquerors,* and "Chinese Cooking," students explore cultural misconceptions through the lens of food to learn that "food can be a metaphor for culture in a group discussion." Students continue to explore the theme and engage in multiple opportunities to express their understanding

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			through reading, writing, listening, speaking, and language. For example, students read the poem "Lines Written in Early Spring" and the short story "B. Wordsworth" and respond to the questions: "How is cultural dialect used to develop the main characters in 'B. Wordsworth'?" and "How does the title of the story illustrate a blending of cultures?" Students then prepare to write a literary analysis by working in collaborative groups to answer the questions: "What is the cultural setting of the story?" "How does this setting affect B. Wordsworth?" and "How does this setting affect the boy?"
	Required **1d)** Within a sequence or collection, quality texts of grade level complexity are selected for **multiple, careful readings** throughout the unit of study. These texts are revisited as needed to support knowledge building.	**Yes**	Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. The materials include built-in close reading and analysis tasks to ensure that multiple readings support the students' ability to build knowledge throughout the course of the unit. For example, in Unit 1: The Power of Communication, Novel Study, *Things Fall Apart*, students identify the major story elements developed within the first three chapters of the text. Students use the close reading model with Chapter 1, paragraph 6, to analyze how a theme is developed in the passage. Then, students reread paragraphs 2-3 of Chapter 1 to analyze the narrator's perspective. In Unit 6: Origin Stories, Novel Study, *The Book Thief*, students begin the unit with an independent close read of the opening passages of the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			book and identify the setting, themes, and characters. As the unit progresses, students continue both independent and collaborative reading of the text, analyzing for tone, characterization, language, and theme development. In Unit 6: Origin Stories, Integrated Reading and Writing, students take a quiz on "Past and Future" and respond to items such as, "The poet uses the metaphor 'And so the past becomes a mountain-cell' in the following lines to describe ___." To respond to the item, students reread a specific piece of text and select from the answer choices to complete the sentence. This re-reading allows a critical analysis of language that students would ignore without redirection.
Non-negotiable (only reviewed if Criterion 1 is met) **2. TEXT-DEPENDENT QUESTIONS:** Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. ☒ Yes ☐ No	**Required** **2a)** A **majority of questions in the materials are text dependent and text specific**; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. In Unit 1: The Power of Communication, Integrated Reading and Writing lessons, students read "The Refusal" and answer questions such as, "Which of the following statements from the text provides the best evidence for the inference that the soldiers are seen as beastlike and inhuman?" and "Which of the following facts provides the best textual evidence for the inference that the people of the village do not hope for change?" Later, students use specific instructions to build meaningful discussions by asking questions that further conversation and collaboration. Students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			then use both written and spoken language as they collaborate to respond to the writing prompt, "How does the author use the historical setting to create complex yet believable characters? Choose one or two characters to focus on and use evidence from the text to support your response." In Unit 3, students read *The Secret Life of Salvador Dalì* to consider the elements of surrealist literature within the text and respond to the text dependent questions, "How were Dalì's false memories surreal like his later paintings?" and "How did Dalì's time at Senor Traite's school help him develop his strong imagination?" Then, students write a short response that explains their opinion on the role of imagination in the author's life, using evidence from the text. The Unit 6 novel study of Amy Tan's *The Joy Luck Club* centers around the question, "What do origin stories reveal about our perceptions of the world?" In the beginning, students analyze their own culture using the text to support their responses to the following prompt: "How different are the expectations for boys and girls in your own culture? How much have these expectations changed between your parents' or grandparents' generations and your own? Cite specific examples from the book and from your life." Later, students explore the question, "When is it a mother's responsibility to get involved?" and use evidence from *The Joy Luck Club* to support their opinions.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **2b)** Questions and tasks include the **language of the standards and require students to engage in thinking at the depth and complexity** required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)	**Yes**	Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. In Unit 1: The Power of Language, the Essential Question asks students to consider "Why do words matter?" The materials align questions and tasks within the unit to this question and assist students in advancing their thinking. For example, after students read and analyze an excerpt from *Heart of Darkness*, they respond in writing to the prompt: "How does the author characterize the narrator through the historical setting? In your response, cite textual evidence to support your analysis." (RL.9-10.1). Later in this unit, students read the historical document "Letter from Birmingham Jail" and answer questions such as, "According to Dr. King, why is he in Birmingham?" (RL.11-12.1). The question addresses the complexity of the standard by requiring students to "List at least three reasons, using evidence from the text to support your response." On the Unit 1 End of Unit Assessment, students "Write an essay in which you explain the choices authors make about the language they use and why this is important. In your essay, cite three examples from the texts. Explain what each example means, and then argue for why that use of language helps clarify the plot, a character, or a theme in the text." This culminating task connects to the unit's

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Essential Question and demands that students engage in deep thinking about multiple texts by demonstrating mastery of several standards, including but not limited to LA.W.9-10.1. Likewise, in Unit 4: The Ties That Bind, students read an excerpt from *Antigone* and engage in a Reading Quiz in which they think about their reading by answering questions such as: "Antigone tells her sister, 'Tis thine to show / If thou art worthy of thy blood or base.' The word *or* tells you that *base* is being contrasted with *worthy of thy blood*. Given that, what do you suppose base means? Write your ideas here." (RL.9-10.4). Additionally, this unit includes an End of Unit Assessment in which students, "Write a speech that answers these questions: What connects us to each other? What are the 'ties that bind'?" Students may use the passages read in this Unit Assessment as textual evidence for their argument (RL.9-10.6).
Non-negotiable (only reviewed if Criterion 1 is met) **3. COHERENCE OF TASKS:** Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include	**Required** **3a)** Coherent **sequences of questions and tasks** focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.	**Yes**	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. The Unit 3: The Persistence of Memories, Integrated Reading and Writing activities focus on the central question, "How does the past impact the future?" Lesson questions and practice scaffold to a narrative culminating writing task in which students respond to the following prompt:

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text. ☒ Yes ☐ No			"Use the techniques you've learned in this unit to create an original narrative in which the protagonist is driven to action by the recurrence of a significant memory." Students read from *The Immortal Life of Henrietta Lacks*, synthesizing their own purposes for reading, as well as techniques for reading the text effectively. Then, students respond to a prompt by writing about whether the author's structure is effective in getting her point across to the reader. Unit 5: Chopped, Stirred, and Blended centers around the question, "What are the ingredients of culture?" In the unit, students examine and analyze texts of similar themes, focusing on food and art. Students build knowledge across the unit as they prepare for writing an argumentative essay in the culminating writing task. For example, in the lesson for "The Latin Deli: An Ars Poetica," students conduct a close reading and respond to the question: "'The Latin Deli: An Ars Poetica' gives a different and less obvious interpretation of what constitutes art. In what ways is the owner of the deli an artist? Make a claim and support it with evidence from the poem." Students respond to the prompt, which asks: "To what extent can you get to know a group of people through their food?" During this writing task, students "reflect on how the texts [they] have read throughout this unit, as well as [how their] personal experiences, inform [their] perspective on this topic" and provide evidence from the texts to support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			their claims. Unit 6: Origin Stories focuses on magical realism and the Essential Question, "How does who we were guide who we will become?" To begin, students conduct multiple close readings of excerpts from *The Joy Luck Club* to make connections between past and present. For example, after reading, students respond to questions such as, "How do the students infer that Jing-mei hates herself? What evidence do the students use to support their claim about the mother-daughter relationship?" and "How do the students use textual evidence to support their inference that Jing-mei has changed and how this will influence her conflict with her mother?" Students then read "The City that Never Stops Giving" and "Past and Future" to conduct further analysis of how "the past echoes in the present" by comparing and contrasting different ways of reflecting on and understanding the past. Students analyze different perspectives as they read the story "A Very Old Man with Enormous Wings" and "Worship the Spirit of Criticism." After reading "A Very Old Man With Enormous Wings," students write a short response that explains how the "combination of magic and realism helps convey a social and moral point of view in a way that other methods cannot." After reading "Worship the Spirit of Criticism," students write a short response that "demonstrates their understanding of how the author uses rhetorical devices to achieve specific purposes." Students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			continue to analyze magical realist literature as they read "The Nose." After reading, students respond to questions such as, "What is an example of a text you have read from this unit or elsewhere that reflects trends in magical realist literature?" and "How does the text reflect this literary period?"
	Required **3b**) Questions and tasks are designed so that students **build, apply, and integrate knowledge and skills** in reading, writing, speaking, listening, and language through quality, grade-level complex texts.	**Yes**	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. In Unit 2: Moving Forward, Integrated Reading and Writing lessons, students read and annotate Joseph Campbell's "The Power of the Hero's Journey." Students choose a familiar hero and map the hero's journey, then compare it with a partner's response. Students also analyze text structure and evaluate the ways in which an author's crafts affect the audience. Students perform a close reading of the article from Campbell and write a response to the prompt, "Apply the archetype of the hero's journey to a text or movie you have encountered. Using a specific text structure, explain how this text or movie communicates a few key aspects of the hero's journey. Use textual evidence from the article to support your explanation." Unit 4: The Ties That Bind uses an extended oral project as the summative assessment. Students plan, draft, revise, edit, and present their argument to the class, as well as provide evidence from the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			texts read throughout the unit. The materials pair "A Very Old Man with Enormous Wings" with "Worship the Spirit of Criticism" to engage students in the idea that "we should question the world around us before rushing to judgement." The reading materials meet text-complexity requirements for Grade 10 and integrate all language arts components into the post-reading questions and tasks. Throughout the unit, students use writing to understand and analyze texts. For example, students construct a written response to a prompt on the poem "Lines Written About Early Spring" by William Wordsworth, which asks: "How does Wordsworth use poetic devices and structure to contrast the natural world with the culture of humankind?" The prompt requires students to evaluate the language and structure of the poem and to analyze poetic devices, such as the contrast of the natural world and the culture of humankind. In Unit 5: Chopped, Stirred, and Blended, students develop an understanding that, "Culture has a big impact on what, where, when, and how we eat." For example, after reading *Curry: A Tale of Cooks and Conquerors*, students demonstrate their understanding of how food can be a metaphor for culture in a group discussion in which they "Synthesize evidence from this text and at least one other text from the unit to support your opinion." Students plan for discussion by completing a graphic organizer to record their ideas and support

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			their responses to the prompt. Students also read "The New Food Fights: U.S. Public Divides Over Food Science" and "Chinese Cooking" before they respond to the following questions: "Why did the woman think she felt a sea hedgehog crawling in her throat?" "According to Jitong, how does Chinese cuisine differ from French cuisine in terms of preparation?" and "What is one myth about Chinese food that Jitong dispels?" Students then "write a short narrative response that demonstrates their understanding of how to use descriptive details and reflection to engage their audience and communicate their reaction to an event." After reading "The New Food Fights: U.S. Public Divides Over Food Science," students work in collaborative groups to explore the text and to answer the question, "What do you think is the best way of encouraging healthy eating in kids?" Then, students "write a short response that uses textual and anecdotal evidence to support a claim of how to encourage healthy eating in kids." For *Florida's Edible Wild Plants: A Guide to Collecting and Cooking*, students complete a freewriting activity in their Writer's Notebooks to make connections to the Essential Question: What are the ingredients of culture? Students write a short response that demonstrates their understanding of how Lantz adapts her writing style to fit a variety of audiences. Next, students then complete the Text Talk by responding to the following questions:

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			"Does foraging for meals sound easy?" "What are some 'don'ts' or caveats that Lantz mentions?" "Does Lantz know everything about wild edible plants?" and "What are some uses for Spanish needles?" Students then "Analyze how the author of *Florida's Edible Wild Plants: A Guide to Collecting and Cooking* adapts her style, including the use of informal language, formal language and technical terms, to explain wild plants to a variety of audiences." Students read the poem "Ethiopia" to determine how people who have very little food celebrate life events. Teacher materials include exemplar student reading inferences, such as: "After years without milk, everyone 'dances for joy' on a birthday. I can infer that just being alive is cause for celebration in the midst of famine." and "The poem states that 'when you clap [space] your hands / break at the wrist.' I can infer that even the physical act of clapping is impossible because bodies are so weakened by hunger." These examples help support student understanding of the text while encouraging making further inferences. During Text Talk students make further connections by responding to the following questions: "What does the fact that the people have been 'seven years without milk' suggest about the Ethiopian famine?" "Why might a person's birthday be a cause to celebrate in the midst of famine?" "At what point does the celebratory mood suddenly shift?" and "How did learning

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			about famine before reading deepen your understanding of the poem?" Finally, students respond to the prompt, "How did reading this poem shape your understanding of the impact of the Ethiopian famine? What aspects of a historical event can poetry illuminate more effectively than an informational text? Use textual evidence from this poem as well as original analysis, to support your response.
	Required **3c)** Questions and tasks support students in **examining the language** (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. • Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**Yes**	Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than with isolated vocabulary practice and by engaging students with multiple repetitions of words in varied contexts. The materials build knowledge by embedding frequent and varied vocabulary and language skills practice within writing and discussion tasks, as well as in isolated lessons. Unit 1: The Power of Communication incorporates language skills lessons within Comparative Text Lessons and the anchor text. For example, in the "Speech to the Second Virginia Convention," Comparative Lesson, students examine the relationship between language, style, and audience and explain how the author's use of language, including the cumulative impact of word choices, affects the meaning and tone of the speech.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			In Unit 2: Moving Forward, students examine text structure as they read “The Perils of Indifference." Students analyze how the author defines and develops ideas and claims through detail and the text’s cause and effect structure. After reading, students respond to questions such as, “How does the reader identify structural elements Wiesel uses in his argument?” and “How does the reader identify how Wiesel uses structural elements to make his claim about indifference?” Students also examine word meaning after rereading and discussing a model of close reading in which they reference materials to determine and clarify the precise meaning, parts of speech, and etymology of unknown and multiple meaning words, as well as verify the preliminary determination of the meaning of a word or phrase for words such as infamy and composed. In Unit 6: The Book Thief, Novel Study, students look closely at “A Quilt of a Country” and engage in mini-lessons to recognize and analyze figurative language, examine word patterns and relationships, and compare the text to the anchor text, *The Book Thief*. In the Figurative Language skills lesson, students interpret figurative language in context and analyze to deepen understanding. In the Word Patterns and Relationships skills lesson, students “identify relationships and patterns among words that aid their comprehension of the text.” Students respond to the following questions: “How does the reader determine

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			what the author is trying to say with the use of the word "splintered?" "How does the reader determine what the author is trying to say with the use of the word 'splintered'?" and "How will these methods help the reader analyze other new words in the text?"
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ☐ Yes ☐ No	**Required *Indicator for grades K-5 only** **4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-1 only **4b)** Materials provide grade-appropriate instruction and practice for the basic **features of print** (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-1 only **4c)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-5 only **4d)** Materials provide systematic and explicit **phonics** instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).	**N/A**	Not applicable to this grade level

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**Required *Indicator for grades K-5 only** **4e)** Materials provide multiple opportunities and practice for students to master grade appropriate **high-frequency irregular words using** multisensory techniques.	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-5 only **4f)** Resources and/or texts provide ample **practice** of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-5 only **4g)** Opportunities are frequently built into the materials that allow for students to achieve reading **fluency** in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. 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**.	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-5 only **4h)** Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-5 only **4i)** Materials provide **instruction and practice in word study**. • In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)*	**N/A**	Not applicable to this grade level

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	• 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.		
	Required *Indicator for grades K-2 only **4j)** Materials provide opportunities for teachers to **assess** students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-5 only **4k)** Foundational Skill materials are **abundant and easily implemented** so that teachers can spend time, attention and practice with students who need foundational skill supports.	**N/A**	Not applicable to this grade level
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☐ Yes ☐ No	**Required** **5a)** Materials seek a **balance in instructional time between literature and informational texts.** (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.		See EdReports for more information.
	Required **5b)** Materials include print and/or non-print texts in a **variety** of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	5c) Additional materials provide direction and practice for regular, **accountable independent reading** of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☐ Yes ☐ No	**Required** **6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.[6]		
	Required *Indicator for grades 3-12 only **6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.		
	Required **6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing).		

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **6d)** Materials address the **grammar and language** conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. • For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction as a way to develop more complex sentence structure and usage.		
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☐ Yes ☐ No	**Required** **7a)** Materials use **varied modes of assessment**, including a range of pre-, formative, summative and self-assessment measures.		
	Required **7b)** Materials **assess student understanding of the topics, themes, and/or ideas** presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.		
	Required **7c)** Aligned **rubrics or assessment guidelines** (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.		
	Required **7d)** Measurement of progress via assessments include **gradual release of supporting scaffolds** for students to measure their independent abilities.		
	7e) Materials assess student proficiency using methods that are **unbiased and accessible** to all students.		
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below	**Required** **8a)** As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage		

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	8g) The content can be **reasonably** completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.		

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality[7]	1. Quality of Texts	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	**Yes**	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both

[7] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

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

[8] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
III. Additional Criteria of Superior Quality[9]	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**			

*As applicable

[9] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

Instructional Materials Evaluation Tool for Alignment in ELA Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.[2] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[3] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **StudySync** Grade: **English III**

Publisher: **McGraw Hill LLC** Copyright: **2021**

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

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

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

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/studysync-ela-2021/high-school.
[2] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[3] A range of texts are texts written at different reading levels.

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

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

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

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

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

[4] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.
[5] For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.			
Non-negotiable **1. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**Required** **1a)** Materials provide texts that are **appropriately complex** for the identified grade level according to the requirements outlined in the standards. • **A text analysis that includes complexity information is provided.** Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades **K-2, extensive read-aloud** texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. For example, in Unit 1: Breaking Away, students read the argumentative text "Point/Counterpoint: Life After High School" (1586L). Qualitative elements adding to the text's complexity are an implicit purpose and difficult vocabulary for which students may need to depend on context clues to determine meaning, including words such as acclimate and fundamental. Students also read the poem "Indian Boarding School: The Runaways," by Louise Erdrich. While no quantitative data is available, qualitative analysis deems the text complex due to the author's use of literary devices, especially metaphors and personification, to reveal the speaker's thoughts and feelings. The poem's knowledge demands also increase its complexity, as students require an understanding of schools being established to instill European values and culture in Native American children who were forcibly removed from their families. In Unit 3: No Strangers Here, students read "My True South: Why I Decided to Return Home by Jesmyn Ward" (1350L) to understand how the author's home shapes what she values

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and what she stands for. The text contains nonfiction information about Mississippi while using figurative language that expresses the author's emotional relationship to the setting. Students also connect many different ideas drawn from multiple paragraphs about different periods in the author's life which adds to the complexity of the text. Students also read *As I Lay Dying*, by William Faulkner, 1030L, to determine how "one's life experiences may be impacted by the place one is from." The story is told from multiple perspectives and contains vocabulary that may be unfamiliar to students which includes regional words or words more common to the time period, such as adze, chide, ought, reckon, miscue, and buzzards, making the text qualitatively complex. In Unit 5: The Wars We Wage, students read *The Moor's Account*, by Laila Lalami, 1110L, to gain understanding of an enslaved man's trek through the wild country that would someday become the United States. The text is a fictional memoir based on a historical person. This, paired with the author's use of robust vocabulary, adds to the text's qualitative complexity. Students also read William Shakespeare's "Othello" which is qualitatively complex due to the texts use archaic vocabulary and sentence structure.
	Required **1b)** At least 90% of texts are of **publishable quality** and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality	**Yes**	At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	of content, language, and writing that is produced by experts in various disciplines.		representing the quality of content, language, and writing that is produced by experts in various disciplines. In Unit 2: The Highway, students read Mark Twain's *Adventures of Huckleberry Finn*, a fictional novel and social commentary on the time period just before it was published in 1885. In Unit 4, students read "The Old Cabin" by Paul Laurence Dunbar, published in 1905. The poem is written in a dialect and uses phonetic spellings, prompting students to use context clues to ascertain meaning. It challenges students' notions of traditional poetic structures and similarly asks them to construct meaning in a different way. Unit 5: The Wars We Wage includes an excerpt from *Hunger: A Memoir of (My) Body* by Roxane Gay. The excerpt discusses beauty standards and the feminist perspective on societal expectations of women and offers students a real-life perspective through the lens of a female writer, as opposed to a secondary source or informational text about similar societal issues. To counter the artist's perspective, students read a primary source, the Civil Rights Act of 1964 by President Lyndon B. Johnson and the U.S. Congress in Unit 6: With Malice Toward None.
	Required **1c)** Materials provide a **coherent sequence or collection of connected texts** that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.	**Yes**	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Units offer thematic

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	• 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.		options that connect texts of varying complexities and genres that center around specific themes and focus questions in order to build skills and engage students. Each unit provides overarching ideas or themes, as well as skills and tasks. Each unit presents a common theme focused on an Essential Question and ends with a task (written or oral) that assesses students' mastery of the skills within that unit. For example, Unit 1: Breaking Away, focuses on early American writing. Students read connected texts throughout the unit to prepare for responding to the Essential Question: How does independence define the American spirit? Texts within the unit allow students to strengthen prior knowledge while focusing on short constructed responses, character details, and narratives. Students practice using the skills in preparation for the extended written response question at the end of the unit, which asks, "How does the desire for independence affect our choices?" Unit 4: Living the Dream focuses on the Essential Question: What does home mean to you? Lessons in the Integrated Reading and Writing section build the theme of home and the American Dream with cohesive lessons which utilize a variety of texts to build vocabulary skills throughout the unit. For example, students read the essay "How it Feels to be Colored Me," by Zora Neale Hurston. Students note the difficult words in bold as they read the text for the first time and students context clues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			to determine the meaning of the words. Students annotate and draw inferences about what the text does not state explicitly to answer the question, “What does this detail or information reveal or suggest that is not directly stated by the author?” Later, students define the difficult words from their first read to check for understanding. Students then reread the text and prepare to discuss their answers to the question, “How do Hurston and Hughes each use figurative language to convey the central ideas of their texts?” Students also determine the central idea(s) and evaluate how well the author conveys these ideas. Then, students describe to what extent “figurative language strengthens central ideas, using relevant evidence from the text.” Through these activities, the materials accomplish multiple learning goals by connecting similarly themed texts and providing students with the opportunity to analyze the effect of language on the overall message of each text. Unit 5: The Wars We Wage focuses on the Essential Question: What does it mean to win? Students begin by reading “These Wild Young People.” After reading, students write an argumentative essay about the greatest challenges facing today’s youth. Then, students read William Faulkner’s short story “A Rose for Emily” to analyze Miss Emily’s relationship with her community. After reading and discussing the short story, students identify and describe character traits and setting details. Students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			then make connections to the Essential Question by responding to the prompt, "What does it mean to win?" in their Writer's Notebooks. Next, students read excerpts from *The Great Gatsby*, by F. Scott Fitzgerald, and engage in group discussions about character choices and their effects. Finally, students analyze the thoughts, words, and actions of the characters in "A Rose for Emily" and *The Great Gatsby* by comparing and contrasting how characters reflect elements of the Modernism period.
	Required **1d)** Within a sequence or collection, quality texts of grade level complexity are selected for **multiple, careful readings** throughout the unit of study. These texts are revisited as needed to support knowledge building.	**Yes**	Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. Both the novel studies and thematic units include frequent, repeated reads that build student knowledge and provide skills practice. Units progress thematically, chronologically, or as a novel study, giving teachers the flexibility to build on a theme while also scaffolding skills through close reads. For example, Unit 2: The Highway incorporates repeated close reads for multiple texts, including: *The Negro Motorist Green Book*, *Adventures of Huckleberry Finn,* "Remarks at the Signing of the Highway Beautification Act," "Driving My Own Destiny," and "A Good Man is Hard to Find." For *The Negro Motorist Green Book*, students conduct multiple close readings and analyze the use of visual media and text elements to enhance the reader's understanding. After their initial reading, students discuss the informational text,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			identifying and restating the text's key ideas and details. After rereading and discussing with the Close Reading Skill Model, students analyze the use of informational text elements in a nonfiction text. In their third reading of the text, students analyze the use of multiple forms of media and evaluate how they convey messages to the reader. Students return to the text as they use print or digital resources to clarify and validate their understanding of multiple meaning words in a passage. After engaging in the close readings and discussions of *The Negro Motorist Green Book*, students write a response explaining how the author uses visual media and text elements to enhance the reader's understanding. In Unit 4: Living the Dream, students read the poem "The Negro Speaks of Rivers." Through this close read, students analyze difficult vocabulary in context to determine meaning. Students also make inferences based on specific lines in the poem and answer questions such as, "Which of these inferences is best supported by lines 2–3 of the poem?" At the end of the lesson, students respond to a creative prompt in which they write a poem about their experiences with imagery and the effects. In a later lesson, students read the essay "How it Feels to be Colored Me." They engage in multiple lessons with repeated readings that focus on skills such as figurative language, central idea, and author's purpose. At the end of these lessons, students engage in a discussion that

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			compares both Hughes' poem and Hurston's essay. The discussion prompt requires students to look closely at each author's use of figurative language to convey meaning and compare each author's methods and effect on the audience. In Unit 6, students read the speech "I've Been to the Mountaintop" as an example of a peaceful fight for justice. Upon their first reading, students discuss the speech, identifying and describing the key ideas and details of the speech. Students return to the text to analyze the effects of its rhetorical devices. In their third reading, students identify and analyze the speech's central ideas. Then, students read the text again to analyze how King's use of style and language enhances the reader's understanding of his argument. After their final close reading of the speech, students write a short response to explain how the author uses rhetoric to support the main idea and purpose of the speech. Students free write in their Writer's Notebooks to make connections by reflecting on how "I've Been to the Mountaintop" connects to the unit's Essential Question, How can we attain justice for all?
Non-negotiable (only reviewed if Criterion 1 is met) **2. TEXT-DEPENDENT QUESTIONS:** Text-dependent and text-specific questions and tasks reflect the requirements of Reading	**Required** **2a)** A **majority of questions in the materials are text dependent and text specific**; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions within lessons, tasks, and writing prompts either direct students to address specific texts or give students the option to provide

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. ☒ Yes ☐ No			evidence from any of the texts in the unit. Questions are text dependent, prompting students to gather evidence to complete the unit tasks. For example, in Unit 1: Breaking Away, after reading the poems "On Being Brought From Africa to America" and "An Address to Miss Phyllis Wheatley," students respond to text-specific questions, such as: "In which ways do the authors agree about religion, and in which ways do they disagree? Then, tell how both poems represent Early American literature." In addition to answering text-specific questions, students analyze and answer questions which involve literary elements and require that students depend on the text to support their answers. For example, after reading Chapter 2 of *The Scarlet Letter*, students demonstrate their understanding of the author's use of characterization and details about the historical and social setting to develop the plot by writing a short response to the prompt, "What details about the historical and social setting of this society contribute to the plot and how people in the crowd perceive Hester? Use evidence from the text to support your response." In Unit 3, after reading "Billy Budd" and "A Good Man Is Hard to Find," students respond to the following prompt: "Compare Billy Budd's act of killing with the one represented in 'A Good Man Is Hard to Find,' in which an evil act is clearly committed. How is Billy's act of murder different? Is it murder at all? Are the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			circumstances under which Billy Budd killed mitigating, and if so, why? Cite evidence from both texts in support of your argument." Additionally, students complete the culminating task for *The Crucible* Novel Study, which requires them to "Write a narrative in first-person from the point of view of a character in *The Crucible* that exhibits individuality. Who or what represents authority to them? Does their individuality pose a threat to this authority? How, or why not?" The prompt reminds students to include a plot with a beginning, middle, and end, a clear setting, characters and dialogue, descriptive details, and a clear theme in their narratives. In Unit 5: The Wars We Wage, students engage with the play *Death of a Salesman* by writing a response to the following prompt: "Consider the ideas you have read in this text, as well as individuals you admire. In your opinion, what makes a person successful? Provide textual evidence to support your response."
	Required **2b)** Questions and tasks include the **language of the standards and require students to engage in thinking at the depth and complexity** required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)	**Yes**	Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. In Unit 5: The Wars We Wage, questions and tasks within individual lessons guide students towards a deeper understanding of the Essential Question, What does it mean to win? For example, in the lesson for Faulkner's "A Rose for Emily," students reflect on the story's connections

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			to the Essential Question by freewriting and considering scaffolding questions, such as: "What ideas, people, and values mattered most to Emily?" and "How successful was Emily in accomplishing what she aimed to do?" This task requires students to think deeply and critically about the text and aligns to RL.11-12.1 and W.11-12.10. Later in this set of lessons, students complete a writing task that requires them to "Rewrite any section of the story from a different point of view: either that of Emily, her father, Tobe, or a character of your own imagination. Be sure to incorporate and modify specific descriptions and dialogue from the text as needed in your alteration of Faulkner's classic story." (W.11-12.3). These tasks deepen student understanding of the Essential Question in preparation for the End of Unit Assessment, which asks students to "Write an essay in which you argue for your personal definition of 'a win.' Support your claim in your essay with at least two details from the sources you read in this Assessment." In Unit 6: With Malice Toward None, students read Ellison's *Invisible Man* before engaging in a group discussion for the prompt: "Discuss *Invisible Man* as a piece of early postmodernism. How is your interpretation of *Invisible Man* influenced by the postmodern elements Ellison uses, such as fragmentation?" This task requires students to engage in thinking at the complexity expected of L.11-12.1.d. In this same unit, students read the poem

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			"Demeter's Prayer to Hades" and answer questions to develop their understanding of vocabulary in context (RL.11-12.4), such as: "What is the meaning of the word faith as it is used in the text? Write your best definition here, along with a brief explanation of how you arrived at its meaning" and "Use context clues to determine the meaning of the word mortals as it is used in "Demeter's Prayer to Hades." Write your definition of mortals here, along with those words or phrases from the text that informed your definition."
Non-negotiable (only reviewed if Criterion 1 is met) **3. COHERENCE OF TASKS:** Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text. ☒ Yes ☐ No	**Required** **3a)** Coherent **sequences of questions and tasks** focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.	**Yes**	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Students analyze texts across units and build skills while comparing themes and literary elements. For example, in Unit 1: Breaking Away, students read "On Being Brought from Africa." The unit begins as the teacher reviews and builds background knowledge about the author, Phillis Wheatley. Then, students research Wheatley, watch a background video, and read the poem while focusing on the themes of religion, freedom, and independence. Students read "An Address to Miss Phillis Wheatley" to build background knowledge while focusing on the unit theme. The writing task at the end of the second lesson draws from the unit's early close reads, prompting students to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			consider both texts and "compare and contrast the overall attitude toward religion in each poem." Unit 3: No Strangers Here includes a novel study for *Their Eyes Were Watching God*. In this study, students read excerpts from the text in addition to comparative, supplemental texts that support their understanding. After reading Chapters 1-2 of the novel, students respond to an argumentative writing prompt highlighting the thematic issues of the beginning chapters as they answer the question, "Do children owe it to the people who raised them to honor their requests, even when they are life-altering?" The prompt requires students to construct a written response in which they "take a stance and create an argument to defend it." Toward the end of the unit, students reference Chapter 18 of the novel, which alludes to the title of the text in the lines, "They seemed to be staring at the dark, but their eyes were watching God" (Hurston, 151). Students analyze the text to answer the question, "What is the literal meaning of the title and what else might it suggest in the greater context of the novel?" In Unit 6: With Malice Towards None, students read "I've Been to the Mountain Top." In their initial reading of the speech, students identify and describe the key ideas and details of the speech and respond to the following questions: "What are some moments that King stops at as he surveys history?" "What is the specific issue that

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			King focuses his speech on?" "What does King say about the economic power of black Americans?" and "How did discussing Martin Luther King's vision for America, along with your own vision for improving society, affect how the speech impacted you?" Students spend the next two lessons analyzing the rhetorical devices in the speech, as well as identifying the text's language, style and audience, before writing an extended response that is longer than required in previous units. The prompt asks students, "What makes rhetoric effective? Identify King's main idea and purpose in this speech. Then, discuss what aspect of King's rhetoric is most crucial to convincing his audience of his main idea. Cite examples of rhetoric from the text and explain how it is used to support King's central idea." Students identify the author's purpose and evaluate King's use of rhetorical devices to express the main idea.
	Required **3b**) Questions and tasks are designed so that students **build, apply, and integrate knowledge and skills** in reading, writing, speaking, listening, and language through quality, grade-level complex texts.	**Yes**	Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. The materials expose students to a wide range of grade-level texts, as well as practice in reading, writing, speaking, listening, and language. For example, as part of the *Walden* Novel Study for Unit 2: The Highway, students read Mark Twain's *Adventures of Huckleberry Finn*. Upon their first reading of the text, students identify,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			describe, and make inferences about the narrator and setting of the book. Students also respond to the following questions: "Why was Huck Finn living with the Widow Douglas?" and "What does Huck do to make Miss Watson talk about 'the bad place' and 'the good place'?" After their second reading, students respond to comprehension questions prior to writing a summary of Chapter 1. Students return to the text to evaluate the effects of Twain's use of language and style on the reader. To begin, students view the Concept Definition video and complete the Turn and Talk by discussing the text's language, style, and audience. Students continue to evaluate language as they work independently to complete a vocabulary chart. Students continue to engage with Chapter 1 as they "analyze how Mark Twain's choices regarding words and syntax help develop the main character's tone towards traditional society." Finally, students "compare and contrast the reasons Huck and Thoreau might have for wishing to flee society." As they prepare for writing, students "infer something uniquely American about this impulse" and cite evidence from both *Adventures of Huckleberry Finn* and the unit's anchor text, *Walden*. Unit 3: As I Lay Dying includes a novel study option that allows students to conduct multiple close readings of the novel *As I Lay Dying*, while utilizing supplemental texts to compare and contrast similar texts

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			within the unit of study and to strengthen knowledge-building skills. Students practice speaking and listening with the poem "One Today" by Richard Blanco. In this lesson, students read the poem together and discuss which inferences they can make about the speaker on their first reading of the poem. Then, students consider the quote from Malcolm Forbes, "Diversity: the art of thinking independently together," before they "discuss the quotation's meaning and how it relates to diversity in America." This activity incorporates both listening and speaking skills development while assessing the students' understanding of the poem's theme and perspective. The majority of the lessons prompt students to develop language skills through formative assessments and activities, such as analyzing specific vocabulary and structure. In Unit 4: Living the Dream, Integrated Reading and Writing, students read parts of the play *Fences*, by August Wilson. Students utilize a look-for guide when discussing structure, which lists the names, traits, and motivations of characters, the setting and its influence over characters, and events of the plot and their effect on character choices. Students often write responses to demonstrate their understanding and to analyze the literary elements related to the thematic focus. At the end of the study of *Fences*, students express their understanding of the language elements of the text with a written response to the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			prompt, "How does the literal action—Troy constructing a fence in the backyard, and enlisting Cory to join him—coincide with what is happening in the dialogue? Analyze how the author uses dramatic elements and structure to develop the connection between literal action and the deeper relationship between the characters." In Unit 5: The Wars We Wage, students conduct a novel study of F. Scott Fitzgerald's *The Great Gatsby*. Students begin by reading Chapters 1-3 to "dive into the major elements of the story, including its setting, themes, and characters." Then, students construct a written response to the following prompt: "Think about the advice the narrator's father gives him about judging people. Do you think Nick, the narrator, judges Gatsby?" Students respond with a 300-word essay as they "explore what the excerpt tells us about Nick and Gatsby in terms of character" and discuss how the two characters relate to larger themes within the text. After reading Chapters 4-5, students determine whether Nick's claiming to be too poor to marry his fiancé even though he comes from a prominent family impacts his "reliability as a narrator" by responding to questions such as, "Do you believe him when he says he is 'one of the few honest people' that he's ever known? If not, does this impact how you view the story?" After reading Chapter 6, students respond to questions pertaining to Fitzgerald's use of literary devices by making inferences and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			deepening their understanding of the text. Afterward, students read and respond to the prompt, "Daisy and Gatsby have been reunited after five years apart. But the reunion is not as perfect as Gatsby might have imagined. Something isn't right. What does Gatsby need from Daisy in order for them to be together?" After reading the remaining chapters, students complete the Reading Quiz and write an essay in response to the prompt, "F. Scott Fitzgerald once said, 'Show me a hero and I'll write you a tragedy.' With that in mind, do you think Gatsby is a heroic figure or a tragic figure? Can a character be both tragic and heroic at the same time? If so, in what ways? Which character in The Great Gatsby do you feel the most sympathy for? The least sympathy? Why?"
	Required **3c)** Questions and tasks support students in **examining the language** (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. • Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**Yes**	Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than with isolated vocabulary practice and by engaging students with multiple repetitions of words in varied contexts. The materials build knowledge by embedding frequent and varied vocabulary and language skills practice within writing and discussion tasks, as well as in isolated lessons. In Unit 2: The Highway, students engage in the *Adventures*

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			of Huckleberry Finn Novel Study to deepen their understanding of language, style, and audience. Students use a checklist to analyze the text's language which includes guidance to support students in determining the author's style and intended audience by directing students to identify and define unfamiliar words or phrases with multiple meanings; analyze the surrounding words and phrases and the context in which the specific words appear; determine if syntax is simple or complex and traditional or nontraditional and its effects on mood, voice, and tone; determine the style of language and identify connections to the voice(s) of characters; determine audience, both intended and unintended, and possible reactions to the author's word choice and style while considering the period of publication; and examine their reaction to the author's word choice and how the author's choice affects the reader's reaction. The checklist also guides students in assessing the use of the conventions of English and standards of writing in their own work, their peer's work, and the work of authors. After reading and analyzing the text independently, students answer multiple-choice questions using an excerpt from the text. For example, for paragraph 6 of *Adventures of Huckleberry Finn*, students answer questions such as, "How does the author's use of specific word choices suggest Huck's attitude toward the sister?" and "What effect do Miss Watson's repetitious

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			commands to Huck have on the reader?" All units embed vocabulary-building tasks. In the Unit 4: Living the Dream, End of Unit Assessment, students respond to questions about vocabulary and language, such as: "Essentially, water is forced to fight an uphill battle to reach the home. Which sentence from the passage helps the reader understand the meaning of the phrase 'fight an uphill battle'?" "Which word could replace downcast in the first sentence of the excerpt without changing the connotation of the excerpt?" and "What change, if any, is necessary with the underlined portion of the following sentence? 'He had worked hard as the manager of a dry, cleaning business, and this money meant he could finally give it up'." Lastly, in Unit 6: Malice for None, Integrated Reading and Writing, students read and analyze the language, style, and audience of Martin Luther King Jr.'s speech, "I've Been to the Mountaintop." Students reference guidance and a model of annotation notes from another student to build an understanding of what to look for when analyzing language. For example, paragraph 10's guidance states, "Let's look at how one reader analyzes Dr. King's word choice and tone to enhance her understanding of the persuasive power of the speech." Students consider the excerpt with highlighted portions and the exemplar students note in the margin that states, "King uses strong words and figurative language. He lists important African and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			American cities to connect his audience in Memphis to a global community. His varied syntax helps emphasize the importance and breadth of his vision." Then, after reading the speech again, students answer multiple-choice questions for paragraphs 32-33 of the speech, such as: "How does the author's repetition of the phrase 'if I had sneezed' enhance the meaning of this paragraph?" and "What is the effect of the syntax in the sentence, 'And I looked at that letter, and I'll never forget it,' on the reader?"
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.	**Required *Indicator for grades K-5 only** **4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-1 only **4b)** Materials provide grade-appropriate instruction and practice for the basic **features of print** (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-1 only **4c)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-5 only **4d)** Materials provide systematic and explicit **phonics** instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that	**N/A**	Not applicable to this grade level

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).		
	Required *Indicator for grades K-5 only **4e)** Materials provide multiple opportunities and practice for students to master grade appropriate **high-frequency irregular words using** multisensory techniques.	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-5 only **4f)** Resources and/or texts provide ample **practice** of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-5 only **4g)** Opportunities are frequently built into the materials that allow for students to achieve reading **fluency** in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. 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**.	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-5 only **4h)** Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-5 only **4i)** Materials provide **instruction and practice in word study**. • In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound	**N/A**	Not applicable to this grade level

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	symbol relationships of English. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* • 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.		
	Required *Indicator for grades K-2 only **4j)** Materials provide opportunities for teachers to **assess** students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-5 only **4k)** Foundational Skill materials are **abundant and easily implemented** so that teachers can spend time, attention and practice with students who need foundational skill supports.	**N/A**	Not applicable to this grade level
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☐ Yes ☐ No	**Required** **5a)** Materials seek a **balance in instructional time between literature and informational texts.** (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.		See EdReports for more information.
	Required		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	5b) Materials include print and/or non-print texts in a **variety** of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).		
	5c) Additional materials provide direction and practice for regular, **accountable independent reading** of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☐ Yes ☐ No	**Required** **6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.[6]		
	Required *Indicator for grades 3-12 only **6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.		
	Required **6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.		

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing).		
	Required **6d)** Materials address the **grammar and language** conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. • For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction as a way to develop more complex sentence structure and usage.		
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☐ Yes ☐ No	**Required** **7a)** Materials use **varied modes of assessment**, including a range of pre-, formative, summative and self-assessment measures.		
	Required **7b)** Materials **assess student understanding of the topics, themes, and/or ideas** presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.		
	Required **7c)** Aligned **rubrics or assessment guidelines** (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.		
	Required **7d)** Measurement of progress via assessments include **gradual release of supporting scaffolds** for students to measure their independent abilities.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7e) Materials assess student proficiency using methods that are **unbiased and accessible** to all students.		
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. ☐ Yes ☐ No	**Required** **8a)** As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with **understanding the text** itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.		
	Required **8b)** Materials **do not confuse or substitute** mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.		
	Required **8c)** Materials include **guidance and support** that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.		
	Required **8d)** Materials provide additional supports for expressing understanding through **formal discussion and writing development** (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).		
	Required **8e)** Materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **8f)** Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		
	8g) The content can be **reasonably** completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.		

FINAL EVALUATION

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality[7]	1. Quality of Texts	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through

[7] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	**Yes**	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	**Yes**	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. 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. Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than with isolated vocabulary practice and by engaging students with multiple repetitions of words in varied contexts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)[8]	4. Foundational Skills	**N/A**	Not applicable to this grade level
III. Additional Criteria of Superior Quality[9]	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**			

*As applicable

[8] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.
[9] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

Instructional Materials Evaluation Tool for Alignment in ELA Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.[2] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[3] independently. Thus, a strong ELA classroom is structured with the below components.

Title: **StudySync** Grade: **English IV**

Publisher: **McGraw Hill LLC** Copyright: **2021**

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

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

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

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/studysync-ela-2021/high-school.
[2] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[3] A range of texts are texts written at different reading levels.

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

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

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

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

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

[4] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.
[5] For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.			
Non-negotiable **1. QUALITY OF TEXTS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**Required** **1a)** Materials provide texts that are **appropriately complex** for the identified grade level according to the requirements outlined in the standards. • **A text analysis that includes complexity information is provided.** Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades **K-2, extensive read-aloud** texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. For example, in Unit 1: What's Next? students read the speech "We Choose to Go to the Moon," by John F. Kennedy (1570L). The text is qualitatively complex in that it requires students to decode paragraph-long sentences and make frequent inferences based on the use of imagery. Students read *The Metamorphosis* by Franz Kafka (1340L) to analyze and interpret the allegory to determine the meaning of the text. Additional qualitative measures increasing the text's complexity include lengthy descriptions of the "character's pained, precarious thoughts" and the author's use of allegory. In Unit 2: Uncovering Truth, students study poetry and drama as they read the narrative poem, "Sir Gawain and the Green Knight," translated by Silmon Armitage. The Arthurian legend involves very specific themes, characters, and plot lines that may be difficult for students who are unfamiliar, and students require prior knowledge of Arthur and his role in mythical lore, as well as quests and the themes their stories entail. Additionally, readers may not be familiar with the narrative verse form

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and may find it especially challenging to recognize dialogue in this format. Students need an understanding of how to read verse, such as passing the ends of lines and continuing to the punctuation indicating the end of a sentence. While this text does not have a Lexile level rating, it is deemed qualitatively complex. In the Novel Study for Unit 3, students read *Gulliver's Travels* by Jonathan Swift (1300L). The text's qualitative features include the extensive use of semicolons for longer sentences and paragraphs, complex and fantastical vocabulary for grade-level appropriate text complexity, made-up geographical names, such as Lilliput and Blefuscu, and advanced vocabulary, such as conjectured and whereupon. In Unit 6: Times of Transition, students read an excerpt from *A Small Place* by Jamaica Kincaid (1360L), an informational essay that requires students to have background knowledge of colonial and postcolonial Antigua. Students also read "Tryst With Destiny" by Jawaharlal Nehru (1230L). Qualitative features add to the text's complexity by requiring prior knowledge for student understanding. Examples include the author's celebration of the occasion of India's Independence from British rule with no explicit mention of British rule or colonialism and references to winning independence from Britain being a very different process for India than it was for America.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **1b)** At least 90% of texts are of **publishable quality** and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	**Yes**	At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Unit 1: What's Next focuses on informational sources, such as essays, court documents, and speeches. This unit incorporates authentic texts with varying purposes which challenge students to consider their own effect on the future. For example, students analyze the informational text "Overcoming Imposter Syndrome" by Dena Simmons and develop skills in evaluating text structure, central or main ideas, and comparing and contrasting. Unit 2 offers a novel study of William Shakespeare's *Hamlet*, published in 1601. Materials prompt students to consider the play's dramatic irony, blank verse, iambic pentameter, figurative language, and context clues, as well as the very specific vocabulary of the time period. In Unit 3: Against the Wind, students read "Ode on a Grecian Urn" by John Keats, published in 1820. In this lyric poem, Keats creates a serious and formal tone through the use of elevated language, which prompts students to question the concepts of beauty and the place of art in our world. Lastly, in Unit 4: Sculpting Reality, students read classical poet Percy Shelley's sonnet, "Ozymandias." This text exposes students to another style of writing and provides practice with

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			analyzing poetic structure, rhythm, and rhyme scheme within one of the most well-known poetic forms, the sonnet.
	Required **1c)** Materials provide a **coherent sequence or collection of connected texts** that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. • 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.	**Yes**	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Units offer thematic options that connect texts of varying complexities and genres that center around specific themes and focus questions in order to build skills and engage students. Each unit provides overarching ideas or themes, as well as skills and tasks. Each unit presents a common theme focused on an Essential Question and ends with a task (written or oral) that assesses students' mastery of the skills within that unit. For example, Unit 2: Uncovering Truth focuses on the Essential Question: How do challenges cause us to reveal our true selves? This unit incorporates a majority of fiction texts to build the theme of self, using the texts in diverse ways to engage students' listening, speaking, reading, writing, and language abilities. For example, students begin by reading the epic poem *Beowulf* to gain understanding about the hero's journey, both literal and interpersonal. Throughout the first read of one excerpt, students focus on language and practice critical reading by identifying word patterns of descriptive language and imagery. Additionally,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students practice analyzing context clues and making predictions as they read the epic to better engage and focus on the central ideas developed throughout the text. Secondly, students practice their speaking and listening skills through small group work and whole-class discussions by engaging in Turn and Talk activities throughout a lesson. For example, when reading "The Pardoner's Prologue" from Geoffrey Chaucer's *The Canterbury Tales*, students discuss their responses to the following questions with a neighbor: "Who/What is an example of a public figure, celebrity, or social media account that often says one thing but does another?" and "Why do you think they act this way? What is entertaining and/or problematic about this behavior?" Teachers prompt students to share how they believe this conversation connects to the definition of point of view. Unit 5: Fractured Selves focuses on Modernist art and literature and the Essential Question: "What causes individuals to feel alienated?" Students read and analyze Modernist poetry, such as "The Great Figure" and "The Love Song of J. Alfred Prufrock," the short stories "A Cup of Tea" and "The New Dress," and an excerpt from the play, *The Glass Menagerie*. Texts also include the poems "Miss Rosie," "The Idler," "Hurricane Season," and "Pearl Divers' Daughters," which prompt students to consider how feelings of alienation can result from a variety of situations. Furthermore, the nonfiction texts *A Room of*

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			One's Own, "Be Ye Men of Valour," *Killers of the Dream*, and "Shooting an Elephant" encourage students to "think about the power of the written word to reflect important historical events and the experience of alienation individuals experienced within them." The activities in this unit focus on developing students' ability to analyze the authors' use of language, style, and targeted audience, as well as strengthening their writing skills, and prepare students for the culminating extended response question, "Why is alienation such a common theme in modernist literature?" The theme for Unit 6: Times of Transition centers around change and focuses on the Essential Question: How are we shaped by change? Each text explores a major change or transition in life and in circumstances. Students build skills while studying a variety of texts, such as "The Mysterious Anxiety of Them and Us," "Love After Love," and "Ghosts." Students analyze language and build critical reading skills with multiple-choice questions after their first read through of Okri's short story. For example, students consider the literal meaning of one paragraph before determining the symbolic meaning of the same paragraph. This prompts students to make connections between the author's words and their effect on the audience. Before reading Walcott's poem, students engage in collaborative discussions with an accompanying introductory video. Students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			discuss how the images, words, and music in the video make them feel and recall a time when they rediscovered something about themselves. After reading the poem and completing an assessment on the language and structure, students engage in creative writing with a reflection on the poem's impact on their own lives. Toward the end of the unit, students read Adichie's short story and practice all the skills they have been building by properly identifying and using textual evidence, analyzing story elements and identifying how they convey meaning, and completing writing assignments that focus on comparing and contrasting characters and connecting back to the central question of the unit.
	Required **1d)** Within a sequence or collection, quality texts of grade level complexity are selected for **multiple, careful readings** throughout the unit of study. These texts are revisited as needed to support knowledge building.	**Yes**	Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. Lessons within the materials involve multiple reads of more complex texts that include first reads for comprehension, closer study of specific sections for building skills, and repeated close reads of entire texts for writing and discussion. Units progress thematically or as a novel study, giving teachers the flexibility to build on a theme while also scaffolding skills through close reads. Using the novel study, students engage in multiple reads of the same text while developing skills. For example, in Unit 1, students conduct a novel study of *Brave New World* to discuss the impact of free will on decision making.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Students engage with supporting or comparative texts across multiple genres with similar themes as they read the anchor text. Students focus on gathering textual evidence, developing reasoning, and analyzing rhetoric. Throughout the unit, students prepare for the culminating task by honing their informative writing skills, specifically structure, details, and evidence, while pondering "the forces of fate and free will and how they determine the course of human lives." Students also read the novella *The Metamorphosis*. After the first reading, students use critical reading skills and build understanding of the meaning of the text to answer multiple-choice questions such as, "What does the following sentence mainly reveal about Gregor (paragraph 1)?" Throughout this section of the unit, students engage in lessons on story structure, textual evidence, and connotation and denotation. After another close reading of the story, students collaborate with their peers to help one another gain understanding and build necessary skills as they respond to the literary analysis writing prompt. Unit 3: Against the Wind includes multiple readings of an excerpt from "The Federalist Papers, No. 10." After the initial reading, students engage in an assessment of their critical reading skills by responding to questions that require them to identify and restate the text's key ideas and details. Then, students examine the first paragraph and recall specific assertions. Students engage in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			further close readings of either small parts or the entire text, while also learning about primary and secondary sources, arguments and claims, language, style, and audience. At the end of this section of the unit, students engage in a final close reading of the entire excerpt, focusing on specific vocabulary from previous readings, then respond to an argumentative writing prompt to demonstrate their deeper understanding of the text. In Unit 4, students read *Jane Eyre*. Students begin by gathering textual evidence from both the primary text and outside research sources to prepare for an argumentative literary analysis task. In the culminating writing task, students construct a response that examines what was typical of governesses of the time period and argue if "Jane Eyre either fit or broke the mold." Students use the rhetorical devices from their close readings (context clues, author's purpose, and summarization) to write an argumentative literary analysis after several days of reading both the anchor and outside research sources.
Non-negotiable (only reviewed if Criterion 1 is met) **2. TEXT-DEPENDENT QUESTIONS:** Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of	**Required** **2a)** A **majority of questions in the materials are text dependent and text specific**; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. The majority of questions throughout the units require students to cite evidence or return to the text for the answer, and many questions across the curriculum require students to demonstrate a thorough understanding and knowledge of the text, both explicitly and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
meeting other grade-specific standards. ☒ Yes ☐ No			inferentially. For example, text-specific questions in Unit 1 include: "Which of the following sentences would provide the best textual evidence for the inference that Gregor Samsa still doesn't want to believe he has turned into a bug?" and "Which of these is most closely a central idea of the passage below (paragraph 6)?" Additionally, for the text *Bird by Bird: Some Instructions on Writing and Life,* the guided questions include: "How does the author motivate herself to write? How does she silence the distractions? Use evidence from the text in your answer." In Unit 4, students read *The Importance of Being Earnest*. Text-dependent questions include: "Which of the following best explains the significance of Bunbury?" "How mainly does Algernon lure Lady Bracknell out of the room, so Jack can propose?" and "What best explains the absurdity of Miss Prism's statement that 'What a lesson for him! I trust he will profit by it,' upon hearing of Ernest's supposed death (page 323)?" In Unit 5: Fractured Selves, students practice rhetorical analyses with non-fiction and historical texts. Students read Winston Churchill's speech "Be Ye Men of Valour" and collaborate to discuss the text's structure before answering the following writing prompt: "Write a response in which you summarize the main argument of Churchill's speech and evaluate the structure of the speech. In your response, address the following question: Does the arrangement of ideas make the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			speech more persuasive? Remember to support your response with textual evidence." The culminating tasks also include text-dependent questions, such as in the Unit 3 Novel Study of *Nectar in a Sieve*, which includes the following prompt: "How are the lives of Rukmani and others impacted by modernization? Write a persuasive essay exploring how our narrator's life, as she recalls it, is determined by the setting and circumstances in which her story takes place. In what ways are her and others' lives made better within a changing India? In what ways do their fortunes become worse or more powerless? Considering Rukmani's circumstances, and the circumstances of others, make an argument about the trajectory of society."
	Required **2b)** Questions and tasks include the **language of the standards and require students to engage in thinking at the depth and complexity** required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)	**Yes**	Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. The anchor of Unit 2: Uncovering Truth is the Essential Question, How do challenges cause us to reveal our true selves? Questions and tasks throughout the unit are appropriately complex and guide students toward a deeper understanding of the Essential Question. For example, after reading an excerpt from *Hamlet*, the materials include Text Talk questions, such as: "What plan involving his uncle does Hamlet develop in his Act II soliloquy?" and "At the end of Act III, Scene

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			i, what is Ophelia's reaction to Hamlet's hostile comments to her?" (RL.11-12.1). Later in the study of *Hamlet*, students complete a literary analysis task in which they analyze Hamlet's soliloquies to respond to the prompt: "How does each soliloquy express Hamlet's conflicted feelings in a unique way? Be sure to use textual evidence to support your analysis." This writing task requires students to engage in thinking at the complexity necessary to meet W.11-12.2 and W.11-12.5. This unit continues with a close reading of *Men We Reaped* and a writing task that challenges students to consider how the text "connects to the unit's Essential Question." These frequent references to the unit's Essential Question advance and deepen student learning; such tasks also address the requirements of grade-level standards, including W.11-12.9. Unit 6: Times of Transition also includes questions and tasks that address the complexity of the standards. For example, after studying "Commencement Address at The New School" by Zadie Smith, students respond to the following writing task: "Most of Smith's commencement speech is about seeing oneself as one of the few or one of the many. React to this speech in a short essay. Use the examples she gives to determine her central idea about individualism. Tell whether you plan to be one of the few or one of the many when you leave school. Explain your choice, using examples from your own life and textual

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			evidence from Smith's speech." (RI.11-12.2 and W.11-12.4).
Non-negotiable (only reviewed if Criterion 1 is met) **3. COHERENCE OF TASKS:** Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text. ☒ Yes ☐ No	**Required** **3a)** Coherent **sequences of questions and tasks** focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.	**Yes**	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Both novel studies and thematic units offer a central focus for the course, while building skills and scaffolding students' abilities in reading, writing, speaking, listening, and language. In Unit 2: Uncovering the Truth, students focus on the "archetype of the hero." Students begin the unit by conducting research and watching a video to develop their background knowledge. Students then read excerpts from *Beowulf* and "Sir Gawain and the Green Knight." Similarly structured lessons guide students as they build knowledge of heroes and the choices they make, incrementally developing understanding of the Essential Question: How do challenges cause us to reveal our true selves? The Lesson 9 writing task builds upon the unit's early close reads by prompting students to "compare and contrast the overall attitude toward religion in each poem. The two excerpts (the Heaney translation and the Hinds graphic novel) of *Beowulf* demonstrate a universal pattern in literature. People are living in fear as an evil force threatens to upset society. Then a brave, strong, and good hero appears to defeat the evil force." Students engage with

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			questions such as: “What would a hero's arrival look like in a modern-day setting?” and “What would the application of Anglo-Saxon values look like in today’s society and culture?” After Lesson 10, students respond to a prompt asking “How does the portrayal of Gawain in this excerpt reveal the values and code of conduct of medieval knights? Use textual evidence and original commentary to support your response.” These questions scaffold the culminating writing task, “How do leaders rise up and guide others?” Unit 3: Against the Wind focuses on the Essential Question: How do leaders fight for their ideas? and developing argumentative skills and techniques. For the unit’s anchor text, *Gulliver’s Travels*, students practice identifying and analyzing point of view and perspective. Students analyze the “literary techniques intended to provide humor or criticism; possible critiques an author might be making about contemporary society; an unreliable narrator or character whose point of view cannot be trusted.” After annotating the text for aspects of point of view, students take a quiz on the author’s techniques for showing perspective. For example, students answer questions such as, “Which of these quotations most effectively shows how the author uses humor to make the reader think the Lilliputians are foolish?” Later in the unit, students engage with the supplemental text, *Hawaii’s Story by Hawaii’s Queen* by Queen Liliuokalani, to continue analyzing

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the author's techniques for creating certain perspectives. Additionally, students practice using the techniques they observe throughout the unit in their own writing by responding to the following writing prompt: "Imagine that you are a reporter. Write an article about Queen Liliuokalani's protest. Make sure that your article answers the questions of *who, what, where, when, why,* and *how*. Use evidence from the text and information acquired from your own research." In Unit 6: Times of Transition, students engage in literary analysis that centers around the question, "How are we shaped by change?" The unit begins with the text "Tryst with Destiny," for which students "consider how large-scale change on a national level can affect the people of a particular country." Upon their first reading of the text, students "Evaluate details in order to determine the key ideas of the text" using the guiding questions: "What details are included?" "What is the purpose of each detail?" and "How does this detail enhance my understanding of a key idea?" After reading and evaluating the text, students engage in a lesson on background information surrounding national governmental changes and write a response to the prompt: "How do transitions in the Supreme Court affect society?" Additionally, students continue their analyses of similar themes with Zadie Smith's "Commencement Address at The New School," engaging in lessons on language, style, audience, textual

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			evidence, and summarizing. Then, students collaborate and write a response to the following prompt: "Most of Smith's commencement speech is about seeing oneself as one of the few or one of the many. React to this speech in a short essay. Use the examples she gives to summarize her central idea about individualism. Tell whether you plan to be one of the few or one of the many when you leave school. Explain your choice, using examples from your own life and textual evidence from Smith's speech."
	Required **3b**) Questions and tasks are designed so that students **build, apply, and integrate knowledge and skills** in reading, writing, speaking, listening, and language through quality, grade-level complex texts.	**Yes**	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. Units include lessons and practice in skills with reading, language, listening, writing, and speaking, with culminating tasks that allow students to demonstrate mastery of these skills and lessons. For example, the *When Breath Becomes Air* Novel Study for Unit 1 incorporates all of these elements, as students begin the study by reading the memoir's prologue and exploring some of the text's complex vocabulary, including words such as apostasy, incongruity, terminal, and virulent. Each reading section of the study includes Reading Quizzes that deepen student understanding of the text. After completing the first quiz, students express their understanding of the text by explaining the compromises Paul Kalanithi

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			was forced to make after his cancer diagnosis. Students also respond to the prompt, "What are some of the things you are working for in your future? How might your goals change if you knew you only had a little time left?" by writing an essay "...analyzing Kalanithi's compromises and how you might react similarly or differently in his position." Students return to pages 19-43 of the text to determine why Kalanithi believes he would never be a doctor. Students further analyze the text as they identify Kalanithi's change of heart and compare it to a situation in their own lives. After reading *When Breath Becomes Air*, students read the comparative text, *The Metamorphosis*. Students then complete a Comparative Writing by responding to the prompt, "Both Gregor and Paul undergo unexpected transformations that affect their futures and identities. Have you ever faced a life-changing event or situation? How did you cope with it? How did it affect you and the people around you? Were you calm under pressure or did you panic? Did you confront the issue head-on or did you avoid it?" The materials direct students to collaborate on writing and activities often, such as in the Unit 4 Novel Study of Jane Austen's *Pride and Prejudice.* During a close read of a comparative text, "Dear Mama," students respond to a prompt directing them to "use their Skills Focus annotations, their own ideas and reactions to the text, and any other notes and annotations they

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			have to collaboratively explore the text." After engaging with their peers, students answer the following writing prompt: "Using Coleman's poem as a model, write a letter to someone important to you and include enough details for the reader to understand why this person is important in your life. Title the letter 'Dear ___' and begin the body with a question, as Coleman does with 'when did we become friends?'" During this writing activity, students engage their reading, writing, and language skills and use figurative language to express the unique relationship they have with the person to which they are writing. Similarly, each unit ends with a culminating task that applies all of the skills in which students learn and practice throughout the unit. For example, in the culminating writing task for the Unit 5 Novel Study of George Orwell's *1984*, students express their understanding of the text by explaining, "All of the texts in this unit feature individuals who are surrounded by others, but live mostly in their own heads and lack meaningful connection to others. How is this possible?" This prompt requires students to return to the unit's comparative texts for supplemental evidence of the development of characters, settings, themes, and literary elements. Unit 5 comparative texts include "The Love Song of J. Alfred Prufrock" by T.S. Eliot, *The Glass Menagerie* by Tennessee Williams, and "Be Ye Men of Valour" by Winston Churchill. Throughout the unit, skills lessons engage

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students in analyzing poetic elements and structure, comparing and contrasting, analyzing text structure, identifying word meaning, and analyzing the elements of literature.
	Required **3c)** Questions and tasks support students in **examining the language** (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. • Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**Yes**	Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than with isolated vocabulary practice and by engaging students with multiple repetitions of words in varied contexts. The materials build knowledge by embedding frequent and varied vocabulary and language skills practice within writing and discussion tasks, as well as in isolated lessons. In First Read lessons, challenging words appear in bold. The Think section contains practice questions that guide students as they use various strategies and resources, such as root words and context clues. Teachers reference instructions in the Lesson Plans for modeling think aloud strategies for context clues and inferences. Skill Lessons contain specific vocabulary practices in word meaning, context clues, and foreign words and phrases. For example, in Unit 2: Uncovering Truth, Integrated Reading and Writing, students read an excerpt from Bill Bryson's book, *Shakespeare: The World as a Stage*. Students learn about connotation and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			denotation of language in one lesson, then complete a brief vocabulary practice activity by reading and defining words in context, such as analyze, context, context clue, connotation, and denotation. Students follow the guidelines for identifying connotation and denotation, which suggest that students first "note unfamiliar words and phrases, keywords used to describe important individuals, events, and ideas, or words that inspire an emotional reaction." Next, students determine and note the denotative meaning of words by consulting a reference material, such as a dictionary, glossary, or thesaurus. In order to identify connotative meanings, students consider the genre or subject of the text, the intended meaning of the word, the differences from the dictionary definition of the word, and whether the word creates a positive, negative, or neutral emotion. In the Unit 4 Novel Study for *Jane Eyre*, students engage with vocabulary words in chapters 34-38, such as desolate, conciliate, earnestly, delusion, and alter. Students find and examine the words in context and define them using context clues within the text. In the Unit 5 Novel Study for *Frankenstein*, students read Katherine Mansfield's poem "A Cup of Tea" as a comparative text. Students use the following guidelines for identifying word patterns and changes to indicate different meanings or parts of speech: determine the word's part of speech when reading, use context clues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			to determine the meaning of the word, check the meaning and part of speech, consult a dictionary to verify the preliminary determination of the meanings and parts of speech, read all of the definitions, and decide which definition, form, and part of speech makes sense within the context of the text. Additionally, students take a quiz on the meanings of words and their relationships, answering questions such as, "What part of speech is 'impulsively'?" and "Given the definitions provided, what is most likely the meaning of impulsively?"
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.	**Required *Indicator for grades K-5 only** **4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-1 only **4b)** Materials provide grade-appropriate instruction and practice for the basic **features of print** (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-1 only **4c)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-5 only **4d)** Materials provide systematic and explicit **phonics** instruction. Instruction progresses from simple to more	**N/A**	Not applicable to this grade level

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).		
	Required *Indicator for grades K-5 only **4e)** Materials provide multiple opportunities and practice for students to master grade appropriate **high-frequency irregular words using** multisensory techniques.	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-5 only **4f)** Resources and/or texts provide ample **practice** of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-5 only **4g)** Opportunities are frequently built into the materials that allow for students to achieve reading **fluency** in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. 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**.	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-5 only **4h)** Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-5 only **4i)** Materials provide **instruction and practice in word study**. • In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication	**N/A**	Not applicable to this grade level

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	and regular practice in encoding (spelling) the sound symbol relationships of English. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* • 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.		
	Required *Indicator for grades K-2 only **4j)** Materials provide opportunities for teachers to **assess** students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.	**N/A**	Not applicable to this grade level
	Required *Indicator for grades K-5 only **4k)** Foundational Skill materials are **abundant and easily implemented** so that teachers can spend time, attention and practice with students who need foundational skill supports.	**N/A**	Not applicable to this grade level
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)	**Required** **5a)** Materials seek a **balance in instructional time between literature and informational texts.** (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☐ No	**Required** **5b)** Materials include print and/or non-print texts in a **variety** of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).		
	5c) Additional materials provide direction and practice for regular, **accountable independent reading** of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☐ Yes ☐ No	**Required** **6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.[6]		
	Required *Indicator for grades 3-12 only **6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.		
	Required **6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.		

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing).		
	Required **6d)** Materials address the **grammar and language** conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. • For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction as a way to develop more complex sentence structure and usage.		
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☐ Yes ☐ No	**Required** **7a)** Materials use **varied modes of assessment**, including a range of pre-, formative, summative and self-assessment measures.		
	Required **7b)** Materials **assess student understanding of the topics, themes, and/or ideas** presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.		
	Required **7c)** Aligned **rubrics or assessment guidelines** (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.		
	Required **7d)** Measurement of progress via assessments include **gradual release of supporting scaffolds** for students to measure their independent abilities.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7e) Materials assess student proficiency using methods that are **unbiased and accessible** to all students.		
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. ☐ Yes ☐ No	**Required** **8a)** As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with **understanding the text** itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.		
	Required **8b)** Materials **do not confuse or substitute** mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.		
	Required **8c)** Materials include **guidance and support** that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.		
	Required **8d)** Materials provide additional supports for expressing understanding through **formal discussion and writing development** (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).		
	Required **8e)** Materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **8f)** Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		
	8g) The content can be **reasonably** completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.		

FINAL EVALUATION

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality[7]	1. Quality of Texts	**Yes**	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas

[7] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	**Yes**	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	**Yes**	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. 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. Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than with isolated vocabulary practice and by engaging students with multiple repetitions of words in varied contexts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)[8]	4. Foundational Skills	**N/A**	Not applicable to this grade level
III. Additional Criteria of Superior Quality[9]	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**			

*As applicable

[8] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.
[9] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

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 2020-2021 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Beauregard, Bossier, Caddo, Calcasieu, City of Monroe, Claiborne, Diocese of Alexandria, East Baton Rouge, Evangeline, Firstline Schools, Iberia, Iberville, Jefferson, Jefferson Davis, Jefferson Parish Charter, KIPP, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Lusher Charter School, Natchitoches, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, Special School District, St. Charles, St. Landry, St. Tammany, Tangipahoa, Tensas, Vermillion, Vernon, West Feliciana, and Zachary Community. This review represents the work of current classroom teachers with experience in grades 6-12.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.