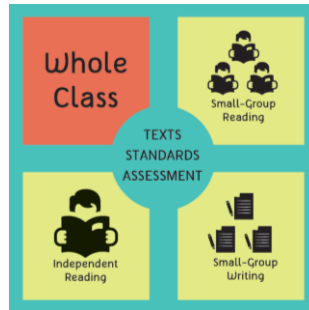



**Qualified for Abbreviated Review<sup>1</sup>**

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


 Title: **StudySync**

 Grade: **6-8**

 Publisher: **McGraw Hill LLC**

 Copyright: **2021**

 Overall Rating: **Tier I, Exemplifies quality**
**Tier I, Tier II, Tier III** Elements of this review:

<b>STRONG</b>	<b>WEAK</b>
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:

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

<sup>1</sup> 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>.

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

<sup>3</sup> A range of texts are texts written at different reading levels.

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Grade: **6**

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

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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b></p> <p><b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</b></p>			
<p><b>Non-negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b></p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Unit 1: Testing Our Limits begins with the short story “Eleven,” by Sandra Cisneros, with a quantitative measure of 1070 Lexile. Qualitative analysis considers the overall text complex, as Cisneros establishes a first-person point of view through a stream of consciousness technique in addition to her use of imagery and symbolism. Students also read the informational text “Red Scarf Girl,” by Ji-Li Jiang. While the quantitative measure is considered moderate with an 870L, qualitative measures deem the text complex due to the need for prior knowledge of Chinese culture during a specific period in history, the Chinese Communist Party, and the events surrounding the Cultural Revolution. The Unit 1 Novel Study is centered on Gary Paulsen’s <i>Hatchet</i> and Madeleine L’Engle’s <i>A Wrinkle in Time</i>. Quantitative measures place <i>Hatchet</i> at 740L with qualitative measures that support the text’s complexity due to the story’s point of view and domain-specific vocabulary. <i>A Wrinkle in Time</i> has a 740L, and the qualitative analysis indicates that the text may be difficult due to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>unfamiliar words and word meanings and the reader inferences required to comprehend the red-eyed character's dialogue. Unit 3: In The Dark texts include the informational text "Hatshepsut, His Majesty, Herself," by Catherine M. Andronik. Quantitative measures place the biography at 1070L. Students' need for prior or additional information about ancient Egypt and content specific vocabulary add to the text's qualitative complexity. Students also read "Dare to be Creative!" by Madeleine L'Engle, which has a Lexile of 1110. Qualitative features adding to the text's overall complexity include the use of a combination of text structures, historical references, and prior knowledge of real people and events. Unit 5: Making Your Mark focuses on drama. In this unit, students read poems such as "Saying Yes" and "Helen Keller," several fictional texts such as "Amigo Brothers," "Charles" and "Listen, Slowly," as well as informational texts <i>Warriors Don't Cry</i> and <i>The Story of My Life</i>. Quantitative analysis places Melba Pattillo Beals' <i>Warriors Don't Cry</i> at 890L, but qualitative complexity is higher due to the amount of prior knowledge students must have regarding the civil rights movement, racial tensions in the late 1950's, and the function of the National Guard. Similarly, "Amigo Brothers," by Piri Thomas, measures low quantitatively with an 890L, but qualitative features increase the text's overall complexity. Students infer</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>1b)</b> At least 90% of texts are of <b>publishable quality</b> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p><b>Yes</b></p>	<p>characters’ actions and become familiar with boxing and terms specific to boxing such as: haymaker, psyching up, and aceboon.</p> <p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Texts across the materials cover a vast range of genres and themes and consist of age-appropriate content for student interest. For example, in Unit 1, students read the short story “Eleven” by PEN/Nabokov Award for Achievement in International Literature recipient Sandra Cisneros. Students identify with the eleven-year-old main character while gaining exposure to rich vocabulary, figurative language, and point of view of the main character. In Unit 2, students read <i>The Treasure of Lemon Brown</i>, by Newbery Medal and Children’s Literature Legacy Award winner Walter Dean Myers. Students use the text as a mentor text as they analyze the author’s methods for developing relationships in preparation for their Extended Writing Project. In Unit 3, students read <i>The Lightning Thief</i>, by New York Times bestselling author Rick Riordan. Students read this text to answer the question, “How can a twelve-year old boy become a hero?” The text is also used as a mentor text for strengthening students’ writing skills as they</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>focus on the author’s use of dialogue. In Unit 4, students compare and contrast the narrative points of view in two texts as they focus on the importance of the theme and its relation to bullying with “Priscilla and the Wimps,” by John Newbery Medal winner Richard Peck and “All Summer in a Day” by award winning author Ray Bradbury. In Unit 6, students continue reading texts of publishable quality that offer rich opportunities for students to meet grade-level ELA standards. Texts include <i>Bronx Masquerade</i>, by Children’s Literature Legacy Award winning author Nikki Grimes, and “A Letter to His Daughter,” by civil rights activist W. E. B. Du Bois. Students engage with the texts as an introduction to the unit and the thematic focus of being true to oneself.</p>
	<p><b>Required</b>  <b>1c) Materials provide a coherent sequence or collection of connected texts</b> that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> <li>In grades <b>K-2</b>, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Unit 2: You and Me focuses on relationships as students read texts that prepare them for responding to the unit’s Essential Question, “How do relationships shape us?” In this unit, students conduct three novel studies including: <i>One Crazy Summer</i>, the story of a girl’s struggle to embrace her past in order to navigate her future; <i>Walk Two Moons</i>, which focuses on the life of a young girl after her mother’s absence; and <i>Roll of Thunder</i>,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p><i>Hear My Cry</i>, a novel chronicling the main character’s struggles with racial tensions, violence, and inequality and how she learns when “hold her tongue” and when to speak up. Materials include a Novel Study Reading Guide - Teacher Edition that provides teacher support for teaching each novel study. The guide includes key information about theme, characters, and vocabulary for each chapter, as well as close reading focus questions and assessments. In Unit 3: In the Dark, students read a collection of both fictional and informational texts about characters that face uncertainty. In both <i>The Lightning Thief</i> and <i>Hoot</i>, questions focus student attention on identifying these moments. For example, in Chapter 1 of <i>Hoot</i>, students answer questions such as, “Why doesn’t Roy defend himself when Dana Matherson bullies him on the first day?” and “How does Miss Hennepin react when she sees the bruises on Roy’s neck?” Students then complete the Discuss and Write section by responding to the prompt, “How does Roy deal with the bully? What would you have done?” Students discuss the questions and write an essay explaining their own experiences with handling a bully. As students read <i>The Lightning Thief</i>, questions again focus readers’ attention to the uncertainties faced by the characters. For example, Chapter 2 questions ask, “Why does Clarisse compare Percy to ‘the Big Three’? How does it make Percy Feel?” and “Why is Percy so surprised when he learns</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Mr. D’s true identity?” In Unit 6, True to Yourself, students read texts that address the concepts of personal development and the Essential Question, “Who are you meant to be?” Students read <i>Esperanza Rising</i> and use the Reading Guide to conduct a novel study while focusing on the theme and responding to questions such as, “What does it mean to face personal hardship?” “What hardships are particular to an immigrant’s experience?” and “How do faith and family provide a new perspective for encountering life’s difficulties?” The unit includes paired text selections which students read in conjunction with the main selection. These comparative texts deepen student understanding. For example, after students read pages 100-157 of <i>Esperanza Rising</i>, they read the comparative text, <i>Brave</i>, to compare and contrast Esperanza and Jensen, two characters who “grapple with their respective places in the world.”</p>
	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>Yes</b></p>	<p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Instructional materials are organized in a way that requires students to revisit specific texts throughout the unit to support and build knowledge. In Unit 2, students read “A Poem for My Librarian, Mrs. Long,” <i>The Circuit</i>, and “The Day,” comparing and contrasting texts of the same genre in order to demonstrate their understanding of similar ideas from different authors. Students read and reread the text</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>selections to make these connections. For example, in <i>One Crazy Summer</i>, students conduct a novel study by responding to questions as they read. Students return to the anchor text as they read comparative texts paired with the selection. For example, after reading pages 1-42 of <i>One Crazy Summer</i>, students read “Letter to His Daughter” and complete a comparative writing using both texts. This integration of reading and referring back to the text is repeated throughout the novel study. In Unit 3, students read <i>The Lightning Thief</i>, conducting a close reading of the text while answering unit Think Questions that support understanding, such as: “In the first half of Chapter 1, what details let us know that Mrs. Dodd is dangerous?” “In Chapter 8, what clues indicate the identity of Percy’s father?” and “What does Percy do with the three pearls and why?” Students also read comparative texts that relate to the concept of destiny, which helps them in determining whether they believe Percy’s quest is “predetermined, or is he in control of his own life’s path.” For example, students read “The Road Not Taken” as a comparative text and respond to the writing prompt, “What would the world look like if we all walked the same walk, and talked the same talk?” The materials prompt students to “Refer to each text and your personal experience as appropriate to support your point of view.” In Unit 5, students read a collection of fiction and nonfiction texts with the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>common theme and unit title, “Making Your Mark.” Materials offer a Reading Guide that supports students in their reading of the first novel study, <i>The Story of My Life</i>. The Reading Guide is organized into sections which include key vocabulary and close-reading questions. Each section also includes a list of comparative reading texts, and “The unit concludes with writing assignments that allow students to revisit <i>The Story of My Life</i> both creatively and summatively.”</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>2. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>2a) A majority of questions in the materials are text dependent and text specific;</b> student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text-dependent and text-specific with student ideas expressed through both written and spoken responses. The materials offer text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas. For example, in Unit 1, students read <i>Hatchet</i>. The novel is divided into sections to enhance student understanding. After each section, students complete a set of Think Questions for close reading. For example, after reading Chapters 1-3, students answer, “How does Brian feel about his mother as she drives him to the plane that will take him to Canada? List the words or phrases from the text that helped you identify his feelings.” After reading Chapters 4-7, students determine “Why does Brian feel that he is lucky to discover the rock overhang? Quote from the text to describe the advantages of the overhang and why Brian is glad to find it.” Each section also includes a Discuss and Write prompt in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>which students discuss in pairs or groups before writing explanations individually. For example, after reading Chapters 13-15, students discuss Brian’s thought process at the end of Chapter 13. Then students are directed to reread the chapters and provide a written analysis, comparing the hope that Brian lost with his new hope. Students support their responses with evidence from the text. After reading the final chapters of the text, students discuss and write a response to the prompt, “What message is the author attempting to convey in the scene in which Brian imagines himself at home, visualizing the lake? Compare the meaning of these two places to Brian: his home in New York City and the home he has created in the wilderness. Is one place more “home” to Brian than the other? Explain, citing evidence from the text to support your arguments.” In Unit 2, students read <i>Walk Two Moons</i> to consider the power of storytelling as a tool for both revelation and personal revision. In doing so, students answer text dependent questions that help them better understand essential ideas, events, and developments in the text. For example, “What is the message that is left on the Winterbottoms’ front porch? What does the phrase mean?” and “What is the fourth message that Phoebe finds on the Winterbottoms’ porch? Taken as a whole, what do you think is the significance of these messages? How do they relate to each other?” In Unit 6, students read <i>Bronx</i></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p><i>Masquerade</i>. Students conduct their initial reading of the text to identify and describe characters, setting details, and events central to the plot. Students respond to questions such as, “How does Devon feel about his nickname?” “Why does Devon hide his true interests?” and “What social pressures does Janelle face?” Students then participate in group discussions as they prepare for a debate presenting arguments to the questions, “Do you think that Devon and Janelle would be accepted for who they really are by their peers? Do you think they could help each other? Why or why not?”</p>
	<p><b>Required</b>  <b>2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p><b>Yes</b></p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. For example, in Unit 2, after reading <i>Walk Two Moons</i>, students work with a skill model in which they turn and talk to answer questions and discuss language, style, and audience. Students answer questions such as, “How did the reader use the narrator’s word choice to draw conclusions about the narrator’s personality? How did the reader use the narrator’s word choice to analyze tone? And How will this analysis help the reader discover information about other characters in the text?” In the novel study of <i>Eleven</i>, students explain, “How does Rachel feel about the red sweater that is placed on her desk? Respond with textual evidence from</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the story as well as ideas that you have inferred from clues in the text.” In Unit 4, students read <i>I Am Malala</i> in which a young girl and her family face numerous dangers in their fight for the right to education. To begin, students complete the Setting a Purpose for Reading section by looking closely at vocabulary, viewing the Concept Definition video, and completing a vocabulary chart (L.6.6). Students then read the text to identify and restart the text’s key ideas and details (RI.6.3). Upon their next encounter with the text, students read to determine the author’s point of view and purpose for writing by responding to questions such as, “How does the reader identify one of Malala’s purposes for writing?” and “How does the reader identify Malala’s point of view toward the police?” (RI.6.6). Students return to the text to identify the author’s use of connotation and denotation (RI.6.4). After their final reading of the text, students express their understanding by completing a writing prompt in their Writer’s Notebooks. Students reflect on connections between the text and the unit’s Essential Question, “Which qualities of character matter most?” and complete a freewriting for their response. In Unit 5, students read <i>The Miracle Worker</i>, to compare Hellen Keller’s approach to conflict. Students conduct an initial read of the text which prepares them for identifying and describing characters and setting details, as well as specific events that</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>are pertinent to the plot (RL.6.2). Students then answer questions, “What are some ways that the coach of an athletic team gets his or her players to perform well during an event?” and “How might these same strategies transfer to the writer of a script or the director of a play or movie?” as they discuss dramatic elements and structure of the text (RL.6.5). Students then analyze the text’s conflict and resolution as they prepare to respond to the writing prompt, “What is the conflict in the play and how is it resolved?” Students compare the conflict and resolution of the conflict in the play with those that are presented in “Helen Keller” and <i>The Story of My Life</i>. Students are instructed to, “Cite specific scenes or dialogue that contributed to the drama’s plot in order to support your response.”</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>3. COHERENCE OF TASKS:</b>  Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed,</p>	<p><b>Required</b>  <b>3a) Coherent sequences of questions and tasks</b> focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p><b>Yes</b></p>	<p>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. Materials require students to develop an understanding of texts and illustrations. Students study the integration of knowledge with specific texts and across multiple texts. Instructional activities include various subjects such as arts, technology, science, and social studies. Students demonstrate their understanding through discussion and writing. In Unit 1: Testing Our Limits, students read the novel <i>Hatchet</i> and the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			<p>memoir <i>Red Scarf Girl</i>. As they read, students think about the unit’s Essential Question, “What do we do when life gets hard?” Students compare and contrast the two works by responding to the following prompt: “<i>Red Scarf Girl</i> and <i>Hatchet</i> feature young people trapped in challenging situations. In both texts, the setting provides the context for the main conflict or problem.” After reading the selections, students are able to make the connection between the texts’ themes and the essential question by determining that, in both, characters have to rely on their own good sense in order to solve problems. After reading “The Good Samaritan,” students connect the text to the unit’s essential question by responding with original ideas and information from the text. In the Extended Writing Project, students use writing techniques gleaned from authors of the unit texts to write narratives in response to “How can an unexpected event turn into a major challenge?” The prompt asks students to “Imagine the very worst possible day. What event or individual makes that day so terrible? How do your characters respond? Write a story in which the main character faces an unexpected challenge on what was supposed to be a normal day.” The Teacher Edition, Reading Guide, provides teachers with guidance for supporting student understanding of the text. The text is divided into sections by chapter. Each section offers quick synopses</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>of key elements of the plot, genre, or foreshadowing, as well as vocabulary, Think Questions for Close Reading, and a Discuss and Write. For example, in Unit 3, students conduct a novel study of <i>Black Ships Before Troy</i>. As they read, the teacher points out key passages and the importance of those passages in their overall understanding of the text. After reading Chapters 1-3, the teacher directs students' attention to a key passage that is located in the ship-gathering chapter. Together, they discuss the plot, genre, and foreshadowing in this section. Students then respond to the Think Questions to strengthen their comprehension of the text. Questions for the section include: "When the three goddesses—Hera, Athene, and Aphrodite—begin quarreling over the golden apple, why do the other guests at the wedding refuse to get involved?" and "Why is the most vulnerable part of Achilles' body his heel? Explain the origin of this weakness." After reading Chapters 9-11, students are directed back to a Key Passage from the chapter "The Armor of Achilles" to focus on motif, point of view, and setting. Students then complete Think Questions: "What revives Hector after his second battle with Ajax?" "In two or three sentences, describe Patroclus's punishment for killing Zeus's son." and "What message does Hector deliver to Achilles with his dying breath? Explain it using your own words."</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in Unit 1, students read the nonsensical poem “Jabberwocky.” The materials direct the teacher to activate prior knowledge by listening to student responses to questions, “Why is it important to celebrate different languages?” and “What is important to keep in mind when trying to communicate with someone or understand someone who speaks a different language than you?” Students also participate in a Turn and Talk in which they discuss the poem’s unusual vocabulary, as well as the setting, character actions, and overall mood. Students participate in a Collaborative Conversation in preparation for the writing prompt, “Choose two nonsensical words from the first stanza of “Jabberwocky” and create a definition for each based on context, sound, and the image you picture in your head. Then write a poem about a time you overcame an obstacle incorporating each of the two words.” In Unit 2, students conduct a close reading of <i>Roll of Thunder, Hear My Cry</i> to analyze the theme in preparation for a collaborative conversation and constructed response. First, students make connections with the essential question by determining “How do relationships shape us?” Students record their answers in their Writer’s Notebooks.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Students then work in small groups to “discuss, read, and annotate the first Skills Focus prompt in which they must determine if the author’s themes or messages, are positive or negative.” In Unit 4, students plan a literary analysis by completing an extended writing task. Students use knowledge gained in unit study to draft, revise, edit and publish an essay in response to the prompt, “After reading the texts from the Personal Best unit, write a proposal in which you argue which texts would be the most effective for a school-wide book club. In your proposal, choose one informational and one literary text.” Students use textual evidence to support their arguments and explain how the texts develop a theme or a main idea that communicates the character qualities that matter most.</p>
	<p><b>Required</b>  <b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</li> </ul>	<p><b>Yes</b></p>	<p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. Unit 1 begins with students reading excerpts from <i>Eleven</i>. After reading, students define academic vocabulary, practice using context clues, work through a modeled context clues activity, and respond to the questions,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>“What evidence from the text suggests that the word nonsense means ‘foolish or unacceptable behavior?’” and “If you did not know what the word germs meant, what meaning would be most likely based on context clues in the passage?” In Unit 3, students read the paired text selection, <i>Hatshepsut: His Majesty, Herself</i>. After reading, students work with a modeled lesson as they define words by identifying Latin roots, affixes, prefixes, and suffixes. Then, students practice their understanding by answering comprehension questions such as, “The Latin root reg means ‘guide or rule’ . Therefore, the most likely meaning of regent is--?” and “Stemming from the Latin root auctor, the word authority means ‘the power or right to give orders.’ Based on this meaning, which word can you substitute for authority in the paragraph?” In Unit 5, students read <i>Amigo Brothers</i> and are asked to “Analyze Vocabulary Using Context Clues.” Students read the text and use the annotation tool to make predictions about each bold vocabulary word based on the context clues in the sentence. Finally, in Unit 6, students conduct a close reading of the graphic novel <i>Brave</i>, analyzing word choice and tone. Students collaborate in class discussion and write responses to the question, “What does it mean to be true to yourself?” Students cite evidence of specific word choices and tone that express how they are true to themselves.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<p><b>Non-negotiable*</b></p> <p><b>4. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	Not applicable for this grade level
	<p><b>Required *Indicator for grades K-1 only</b></p> <p><b>4b)</b> Materials provide grade-appropriate instruction and practice for the basic <b>features of print</b> (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).</p>	N/A	Not applicable for this grade level
	<p><b>Required *Indicator for grades K-1 only</b></p> <p><b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A	Not applicable for this grade level
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	N/A	Not applicable for this grade level
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency irregular words using</b> multisensory techniques.</p>	N/A	Not applicable for this grade level
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4f)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent</p>	N/A	Not applicable for this grade level

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>Required *Indicator for grades K-2 only</b> <b>4j)</b> Materials provide opportunities for teachers to <b>assess</b> students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.	N/A	Not applicable for this grade level
	<b>Required *Indicator for grades K-5 only</b> <b>4k)</b> Foundational Skill materials are <b>abundant and easily implemented</b> so that teachers can spend time, attention and practice with students who need foundational skill supports.	N/A	Not applicable for this grade level
<b>Section III. Additional Criteria of Superior Quality</b>			
<b>5. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>5a)</b> Materials seek a <b>balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.) <ul style="list-style-type: none"> <li>• The majority of informational texts have an informational text structure.</li> <li>• In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>		See EdReports for more information
	<b>Required</b> <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).		
	<b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		
<b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b>	<b>Required</b> <b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.<sup>6</sup></p>		
	<p><b>Required *Indicator for grades 3-12 only</b>  <b>6b) The majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b>, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>		
	<p><b>Required</b>  <b>6c) Materials include multiple writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> <li>• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>• In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>		
	<p><b>Required</b>  <b>6d) Materials address the grammar and language</b> conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> <li>• For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own</li> </ul>		

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



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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.		
	<b>Required</b> <b>8c)</b> Materials include <b>guidance and support</b> that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.		
	<b>Required</b> <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).		
	<b>Required</b> <b>8e)</b> Materials are <b>easy to use and well organized</b> for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.		
	<b>Required</b> <b>8f)</b> Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		
	<b>8g)</b> The content can be <b>reasonably</b> completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
<b>Compile the results for Sections I-III to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>7</sup></b>	1. Quality of Texts	<b>Yes</b>	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials 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 and are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	<b>Yes</b>	The 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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	3. Coherence of Tasks	Yes	advance and deepen student learning over time.  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 also designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts and also support students in examining the language critical to the meaning of texts while advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice.
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>8</sup></b>	4. Foundational Skills	N/A	Not applicable for this grade level.
<b>III. Additional Criteria of Superior Quality<sup>9</sup></b>	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.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u></b>			

<sup>8</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

<sup>9</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier I rating.

**Qualified for Abbreviated Review<sup>1</sup>**

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



Title: **StudySync**

Grade: **7**

Publisher: **McGraw Hill LLC**

Copyright: **2021**

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

**Tier I, Tier II, Tier III** 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	

<sup>1</sup> 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>.

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

<sup>3</sup> A range of texts are texts written at different reading levels.



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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b>  <b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</b></p>			
<p><b>Non-negotiable</b>  <b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Unit 1: Conflicts and Clashes begins with students reading the fable <i>Rikki-Tikki-Tavi</i>, by Rudyard Kipling, with a quantitative measure of 1010 Lexile. Qualitative measures deem the text complex due to unfamiliar vocabulary, descriptive details, and complex sentence structure. Additionally, students' need for prior knowledge of the colonial Indian setting increases the text's overall complexity. Students also read Gary Paulsen's memoir, <i>Woodson</i>, which has a 940L. The informational text includes complex sentences which contain multiple phrases and clauses. Both the syntax and the author's use of specific domain-specific terms for dog sledding and terrain adds to the text's overall complexity. <i>The Skin I'm In</i>, by Sharon G. Flake, measures 570L; however, the relatively low quantitative analysis is offset by the qualitative analysis of the text. The themes of the text are challenging for most students as the protagonist navigates teenage years through "self-discovery in a content intolerant of her identity." The novel offers students lessons in self-esteem, identity, colorism, and skin-</p>

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			<p>tone bias, as well as bullying. The text’s complexity increases as students encounter difficult vocabulary. In Unit 4: The Moment of Truth, students read <i>Barrio Boy</i>, by Ernesto Galarza, which has a 1080L. Qualitative measures deem the overall text complex because of its vocabulary, including Spanish terms that may be challenging for readers. The text also discusses immigrant experiences as the author introduces an important central idea: “Being an immigrant is a challenge, but it doesn’t have to mean forgetting who you are or where you come from.” Geographical references such as San Blas, Mexico, and Sutter’s Fort may challenge some students due to the unfamiliarity of these locations. In Unit 5: Test of Time, students read texts to make connections to the Essential Question, “Why do we still read myths and folktales?” The unit begins with students reading <i>Aesop’s Fables</i>, translated by George Fyler Townsend, to discover how “old stories” impact readers over an extended period of time. Quantitative measures place the text at 1060L, while antiquated vocabulary, such as shepherd, cottager, and miser, as well as complex sentence structure, adds to the text’s complex qualitative measure. While the quantitative measure of Charlotte Blake Alston’s “The Story of Anniko” measures 750L, qualitative features add to the text’s overall complexity. The folktale requires students to synthesize elements of fantasy and fiction with real-life experiences of</p>



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			<p>Western Africans. Students' need for prior knowledge of the Senegalese culture adds to the overall complexity in that it may be unfamiliar. Unit 6: The Power of One includes "New Directions," by Maya Angelou. This informational piece has a 1360L, as well as other characteristics that add to the text's overall complexity. For example, students may find Angelou's purpose for writing the text confusing as she writes from the perspective of her grandmother, experiencing and overcoming prejudices as her grandmother did. Angelou's sentence structure and unique use of punctuation add to the qualitative complexity of the text.</p>
	<p><b>Required</b>  <b>1b)</b> At least 90% of texts are of <b>publishable quality</b> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p><b>Yes</b></p>	<p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. For example, in Unit 1, the materials include the Japanese folktale "The Wise Old Woman," by Japanese American author Yoshiko Uchida. Students read about a good-hearted, honest farmer who finds himself in conflict with the cruel lord who rules the village and make connections to the Essential Question, "When do differences become conflicts?" In Unit 3, students read <i>The People Could Fly</i>, by Children's Literature Legacy Award winning author Virginia Hamilton. Students determine how the author uses historical</p>

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			<p>facts in her fictional writing by comparing the text and Hamilton’s portrayal of the Underground Railroad with an excerpt from Ann Petry’s <i>Harriet Tubman: Conductor of the Underground Railroad</i>, identifying the changes Hamilton makes in her fictional telling of the events and the effects of these shifts. In Unit 4, texts include published works such as the poem “Casey At Bat,” by Ernest Lawrence Thayer; “Hitting big league fastball ‘clearly impossible,’” by Paul Recer; <i>The Boy Who harnessed the Wind: Creating Currents of Electricity and Hope</i>, by William Kamkwamba and Bryan Mealer; and <i>Barrio Boy</i>, by Ernesto Galarza. The collection of informational texts support students in understanding “the events and moments that shaped the lives of extraordinary individuals” and responding to the unit’s Essential Question, “How can one event change everything?” In Unit 5, students read a collection of fictional texts to respond to the unit Essential Question, “Why do we still read myths and folktales?” Published texts include <i>Aesop’s Fables</i>, an excerpt from <i>The Hunger Games</i>, by 1990 Newbery Medal winner Suzanne Collins, and the poems “Perseus,” by Robert Hayden, and “The New Colossus,” by Emma Lazarus.</p>
	<p><b>Required</b>  <b>1c) Materials provide a coherent sequence or collection of connected texts</b> that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p><b>Yes</b></p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. In Unit 2, Highs and</p>

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	<ul style="list-style-type: none"> <li>In grades <b>K-2</b>, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</li> </ul>		<p>Lows, students read the poem, “My Mother Pieced Quilts” and the essay, “Museum Indians.” Students compare and contrast both texts dealing with love and family history as they relate the texts to the Essential Question, “What do we learn from love and loss?” As students read <i>Ghost</i>, they continue to deepen their understanding of love and loss by responding to questions such as, “What happened to Coach’s gold medal?” and “Why does he tell Ghost about it?” In Unit 4, Moment of Truth, students read texts to understand how a moment can activate a chain of events that result in dramatic change as they prepare to respond to the Essential Question, “How can one event change everything?” Unit texts include <i>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793</i>, <i>The Boy Who Harnessed the Wind</i>, and <i>Barrio Boy</i>. In <i>The Boy Who Harnessed the Wind</i>, a boy is greatly impacted by poverty but uses science as a means for survival. In this novel study, students gain vocabulary and textual knowledge relating to the effects of poverty through the use of the words: tuberculosis, morose, dismal, anguish, and gaunt. Students also gain scientific knowledge about wind energy through terms such as: generate, friction alternator, accelerate, megawatts, and turbine.</p> <p>Additionally, students analyze the pivotal moments in the classic short stories “Harrison Bergeron” and “The Three</p>

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			<p>Questions.” Students read Ernest Thayer’s poem, “Casey at the Bat,” and an excerpt from Viola Canales’s award-winning novel, <i>The Tequila Worm</i>, to explore the impact of a single moment in time. Students use knowledge gained in the unit to complete the Extended Writing Project by writing an informative essay in response to the prompt, “How can one moment change everything?” In Unit 6: The Power of One, students read the novels <i>The Giver</i> and <i>Hidden Figures</i> to discover how some “stories depict characters and historical figures who chose to stand out from the crowd.” In <i>The Giver</i>, students read to determine “What is Jonas’s trajectory from ‘sameness’ to individual personhood?” and “Does the reader’s understanding of this society evolve along with Jonas’s?” Students also determine whether the novel depicts a utopian or dystopian society. In <i>Hidden Figures</i>, students learn how a group of lesser-known African-American women working as mathematicians for NASA “broke barriers and marked important firsts.” Students read and determine “What obstacles [did] the human ‘computers’ face as they pursued careers in mathematics and engineering?” and “How did they take advantage of their opportunities, not only to advance their own careers but also to forge a path for future generations of women?” By the end of the unit, students prepare and present oral argumentative presentations in response to the prompt, “What literary</p>

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	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>Yes</b></p>	<p>work, film, or dramatic production would you recommend to your classmates? Why is this work important? How does this work entertain, inspire, or educate?"</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. In Unit 1, students conduct a novel study of <i>Stargirl</i>. As students progress through the text, they follow the student Reading Guide, which divides the novel into text sections. Each text section has a series of tasks for students to complete, such as: a first read which guides students as they use context clues for bold words/unfamiliar vocabulary and generate questions using sentence stems before reading; Think Questions that enhance comprehension; Discuss and Write constructed response prompts which deepen understanding of the text; and a Comparative Text selection for each identified section. Students use the comparative texts such as <i>Bridge to Terabithia</i> and <i>Pilgrim at Tinker Creek</i> to compare characters and character's actions, deepening their understanding of the anchor text. In Unit 3, students read <i>We Beat the Street</i>. In their initial reading, students identify and restate the text's key ideas and details. During the second read, they determine the meanings of words and phrases as they are used in the text, including connotative meanings. Finally, during the close read, students analyze the author's use of connotations and</p>

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			<p>denotations. The Unit 4 genre focus is informational text. Students read <i>The Boy Who Harnessed the Wind</i>, <i>An American Plague: the True and Terrifying Story of the Yellow Fever Epidemic of 1793</i>, <i>The Yearling</i>, and <i>Barrio Boy</i>. As they read, students work to answer the Essential Question, “How can one event change everything?” For example, after reading chapters 5-6 of <i>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793</i>, students read <i>When Breath Becomes Air</i>. Using both text selections, students express their understanding of the texts by comparing and contrasting how the two doctors from the selections deal with becoming patients. Students return to the texts to support their responses with text evidence. In Unit 6, students read two argumentative articles for and against reality television shows in Point/Counterpoint’s “Reality TV and Society.” During the first read, students identify the text’s key ideas and details. Next, students read to restate the text’s key ideas and details. Then, students read and evaluate the argument and specific claims within the text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Finally, students read to analyze how two authors, writing about the same topic, shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts while comparing and contrasting the articles.</p>

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<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>2. TEXT-DEPENDENT QUESTIONS:</b></p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>2a) A majority of questions in the materials are text dependent and text specific;</b> student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text-dependent and text-specific with student ideas expressed through both written and spoken responses. The materials offer text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas. For example, in Unit 3, students read <i>Harriet Tubman: Conductor of the Underground Railroad</i>. To begin, students complete the Blast, an informational introduction to the unit that provides students with background knowledge for the anchor text. Then, after reading the text, students respond to questions such as, “What is mainly the significance of the following passage (paragraph 4)?” Finally, students respond to the prompt, “Who was Harriet as an adult? What did she do with the information she learned?” Students write a short biographical essay using textual evidence and specific examples to support their ideas. Additionally, in Unit 3, Integrated Reading and Writing section, students read “Machines, not people should be exploring the stars for now” to respond to multiple choice questions such as “In paragraph 11, Lincoln claims that robotic space exploration is less expensive than manned space flight. How does he support this claim? What piece of evidence best supports your answer to number 1?” Unit 4, students read <i>The Boy Who Harnessed the Wind</i>. As students read, they respond to text-dependent and text-specific questions such as, “Which inference</p>

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			<p>is best supported by the phrase ‘Creating Currents of Electricity and Hope’ in the excerpt’s title?” and “How do you know that the author values education? How does his interest in education help him?” During their second read, focusing on textual evidence, students answer questions, “What is the most likely reason William was motivated to build the windmill?” and “Select a sentence that suggests a windmill would improve William’s family’s overall wealth.” Next, during the third reading of the text, focusing on informational text elements, students respond to questions, “How does the excerpt show how William Kamkwamba’s experiences lead to the idea to build a windmill?” and “What piece of evidence BEST supports your answer in question number 1?” Finally, during the close read, focusing on a short written response, the students explain why windmills are so important in Malawi and the effect or influence would the building of a windmill have on the people there. Students are directed to use several pieces of evidence from the text to support their response as well as their own inferences. In Unit 5, students read <i>The Hunger Games</i>. As students read, they are instructed to “think about some of the important themes of the novel” as well as respond to questions such as, “How does Katniss maintain her humanity while fighting an oppressive regime?” and “What does her world teach us about inequities in our own?” Students</p>



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			<p>respond to text-dependent and text-specific questions to deepen their understanding of the text. After reading Chapters 1-5, students respond to questions such as, “How do Katniss and Peeta convince Haymitch to get serious about mentoring them? Use a specific example from the novel in your response.” After reading Chapters 11-16, students explain, “What does Katniss discover while they talk amongst themselves? How does she react?”</p>
	<p><b>Required</b>  <b>2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p><b>Yes</b></p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. For example, after students complete the unit novel studies for Unit 1, they complete an Extended Writing Project and Grammar section. Students plan and write an argumentative response to the prompt by choosing two or three selections from the unit and writing a literary analysis that illustrates the different types of lessons learned about love and loss. Students must “be sure to present an argument in which you explain what lesson each character, narrator, or speaker learns and how love or loss helps them learn this lesson” (W.7.4). In Unit 3, students conduct a novel study of <i>We Beat the Street: How a Friendship Pact Led to Success</i>. As students read, they complete the Think Questions, which engage students in thinking at the depth and complexity of grade-level</p>

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			<p>standards. For example, students make inferences as they respond to questions, “What does the adult Rameck cite as the dangerous ‘mixture’ his household faced?” and “What did his mother most likely do with the money?” (RL.7.1), as well as “What does Rameck mean when he says ‘crack don’t care who you are or who you used to be?’” (RL.7.4). In Unit 4, Integrated Reading and Writing, students read the paired reading selection <i>Fever 1793</i>. In their first read of the text, students identify and describe characters, setting details, and the central ideas that support the story’s plot (RL.7.2 and RL.7.3). Students then compare and contrast <i>Fever 1793</i> with <i>An American Plague</i>, analyzing how texts of different genres written about the same topic can help the reader better understand the ways in which authors use or alter events in history (RL.7.9). In this unit of study, students also complete a jigsaw in which they are divided into small groups to read and discuss the source’s information using the guiding questions, “What are the source’s key ideas?” “What evidence from the source is new or interesting to you?” and “How does the source help to answer the driving question?” (RI.7.1). Unit Assessment questions and tasks also include the language of the standards. For example, Unit 2, End-of-Unit Assessment includes, “What type of figurative language does the necklace in the story represent?” (RL.7.4), “Explain how the author uses foreshadowing</p>

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			in the story. Provide an example from the text.” (RL.7.3), “Which words in the poem are an example of internal rhyme?” (RL.7.5), and “Compare and contrast the significance they each give to what they have lost.” (RL.7.9).
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>3. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>3a) Coherent sequences of questions and tasks</b> focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p><b>Yes</b></p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Materials require students to develop an understanding of texts and illustrations. Students study the integration of knowledge with specific texts and across multiple texts. Instructional activities include various subjects such as arts, technology, science, and social studies. Students demonstrate their understanding through discussion and writing. In Unit 1: The Power of One, the unit begins with students viewing The Big Idea section and introduces the Blast piece that gives students the opportunity to explore background information about the unit. The Blast is followed with questions such as, “How can you use your differences to make a difference?” and “How do we stand out from the crowd?” After completing the unit, and learning about a variety of inspiring individuals, students deliver oral presentations that critique a literary work or dramatic production of their choice. Students use knowledge gained from unit texts to develop their own voice and to</p>

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			<p>present their perspective to an audience. Students also complete an Extended Writing Project in which they respond to the prompt, “What literary work, film, or dramatic production would you recommend to your classmates? Why is this work important? How does this work entertain, inspire, or educate?” Additionally, in Unit 1, students read the poem “Second Estrangement” and develop their skills by analyzing poetic elements and structure. Students then respond to the literary analysis writing prompt, “What do you think is the deeper meaning or message of the poem ‘Second Estrangement’? How does the poet's use of poetic structure, such as open verse and line length, contribute to the poem's deeper meaning?” Students write a response to this question, using evidence from the poem and information from other unit texts to support their responses. Unit 3 offers students the opportunity to engage in coherent sequences of questions and tasks that focus on building students’ understanding of the unit texts through reading and written expression. For example, as students read <i>Harriet Tubman: Conductor on the Underground Railroad</i>, they answer a series of comprehension questions, participate in group discussions, and respond to multiple writing prompts that build student knowledge of the unit title, Chasing the Impossible, and the Essential Question, “What makes a dream worth pursuing?”</p>

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	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>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 Unit 2, students plan a literary analysis by completing an extended writing task. Students use knowledge gained in unit study to draft, revise, edit and publish an essay in response to the prompt, “Choose two or three selections from the unit and write a literary analysis that shows the different types of lessons learned about love and loss.” The materials prompt students to “present an argument in which you explain what lesson each character, narrator, or speaker learns and how love or loss helps them learn this lesson.” Students begin by reviewing the characteristics of argumentative writing. Students then read “Lessons from Love and Loss” and use the annotation tool to identify and label the characteristics of argumentative writing in the text. After completing the annotation exercise, students share their annotations in small groups. Students then review the writing rubric, and the teacher answers any clarifying questions before students draft their argumentative essays. In Unit 4, students complete a novel study of <i>The Boy Who Harnessed the Wind</i> in which they revisit the novel often as they read comparative texts, such as fictional novel, <i>Esperanza Rising</i>, and non-fiction text, <i>The Last Hunger Season</i>. The novel study offers</p>

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			<p>several different writing opportunities, including argumentative writing prompts. For example, students write a persuasive essay arguing for better access to education and improved conditions in schools in a country or area of their choosing. Students also write an expository piece in which they answer a series of questions, such as “How similar was William’s first appearance to his depiction of it in the book?” “How did the photographs in the second presentation add to your understanding of William’s project?” “Did you learn anything new or different from the presentations?” and “What material from the book was left out of the TED Talks?” The materials instruct students to cite evidence from the text and both videos to support their analysis. Lastly, students write a narrative response. The materials prompt each student to think about a person who has made a positive impact on his or her life and write a poem honoring that person as his or her mentor. In Unit 5, students take an End-of-Unit Assessment that addresses a variety of skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Students answer a series of questions and write responses using cold reads of short excerpts in the assessment, some of which address setting and plot in “Artemis” and “Iphigenia” with the following question, “Why is the seaside setting important to the plot?” Students determine connotations with <i>The Elephant and the Dog</i></p>

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	<p><b>Required</b></p> <p><b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</li> </ul>	Yes	<p>with the following question, “What connotation does the word solitary have as it is used in paragraph 1?” Finally, students determine the author’s use of figurative language in <i>The Spider’s Gift</i> by responding to the prompt, “What type of figurative language does the author use in this folktale?” Students give examples from the text and explain the meaning of each.</p> <p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. In Unit 2, students read “The Walking Dance.” In their first reading of the text, students make predictions about each bold vocabulary word based on the context clues in the sentence using the annotation tool to make their predictions. In checking for understanding, students work in pairs to determine the meaning of the rest of the identified words in the text. Prior to returning to the text to conduct a close reading, students complete a vocabulary chart by identifying the correct meanings of words and using those words to write sentences. In Unit 4, the students read “Harrison Bergeron” and focus on Word Patterns and Relationships to determine the</p>

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			relationship between particular words (e.g., synonym/antonym, analogy) and better understand each of the words. Then, students determine the difference between the meaning of limited point of view, multiple points of view, narrator, omniscient point of view, and point of view. In Unit 6, students read <i>A Thousand Cranes</i> and analyze vocabulary using context clues. Students use the academic and content vocabulary from the unit when discussing the “negative impact of war on individuals and society.” Students also complete a word challenge that prompts them to “use a minimum of five words” as they discuss their prior knowledge of atomic bombs and the side effects of radiation.
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<b>Non-negotiable*</b> <b>4. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop	<b>Required *Indicator for grades K-5 only</b> <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a> ) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	<b>N/A</b>	Not applicable for this grade level
	<b>Required *Indicator for grades K-1 only</b> <b>4b)</b> Materials provide grade-appropriate instruction and practice for the basic <b>features of print</b> (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).	<b>N/A</b>	Not applicable for this grade level
	<b>Required *Indicator for grades K-1 only</b> <b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words;	<b>N/A</b>	Not applicable for this grade level



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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4i) Materials provide instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>)</li> <li>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</li> </ul>	N/A	Not applicable for this grade level
	<p><b>Required *Indicator for grades K-2 only</b></p> <p><b>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.</b></p>	N/A	Not applicable for this grade level
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>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.</b></p>	N/A	Not applicable for this grade level
<b>Section III. Additional Criteria of Superior Quality</b>			
<p><b>5. RANGE AND VOLUME OF TEXTS:</b></p> <p>Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4,</a></p>	<p><b>Required</b></p> <p><b>5a) Materials seek a balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>		See EdReports for more information

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><a href="#">RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.</a></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<ul style="list-style-type: none"> <li>The majority of informational texts have an informational text structure.</li> <li>In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul> <p><b>Required</b></p> <p><b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p> <p><b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>		
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b></p> <p>The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.<sup>6</sup></p> <p><b>Required *Indicator for grades 3-12 only</b></p> <p><b>6b)</b> The <b>majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b>, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>		

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>6c)</b> Materials include multiple <b>writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> <li>As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>		
	<p><b>Required</b>  <b>6d)</b> Materials address the <b>grammar and language</b> conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> <li>For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage.</li> </ul>		
<p><b>7. ASSESSMENTS:</b>  Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative and self-assessment measures.</p>		
<p><b>Required</b>  <b>7b)</b> Materials <b>assess student understanding of the topics, themes, and/or ideas</b> presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>			
<p><b>Required</b>  <b>7c)</b> Aligned <b>rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>			

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

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>7</sup></b>	1. Quality of Texts	<b>Yes</b>	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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 and are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	The 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 also designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts and also support students in examining the language critical to the meaning of texts while advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>8</sup></b>	4. Foundational Skills	<b>N/A</b>	Not applicable for this grade level.
<b>III. Additional Criteria of Superior Quality<sup>9</sup></b>	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: <b><u>Tier I, Exemplifies quality</u></b>			

<sup>8</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

<sup>9</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier I rating.



**Qualified for Abbreviated Review<sup>1</sup>**

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



Title: **StudySync**

Grade: **8**

Publisher: **McGraw Hill LLC**

Copyright: **2021**

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

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

<b>STRONG</b>	<b>WEAK</b>
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	

<sup>1</sup> 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>.

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

<sup>3</sup> A range of texts are texts written at different reading levels.



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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b>  <b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</b></p>			
<p><b>Non-negotiable</b>  <b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Unit 1: Everyone Loves a Mystery offers texts such as “The Tell Tale Heart,” by Edgar Allen Poe, with a 950 Lexile. Students read the short story to determine which events in the text are factual or perceived. The author’s use of first-person point of view may be challenging for some students; this perspective, along with the switch between external description and internal thought, add to the text’s complex qualitative measure. The essay “Let ‘Em Play God,” by Alfred Hitchcock, has a quantitative measure of 1070L. The text is considered accessible qualitatively, but the author’s use of idiomatic expressions such as “cry for joy” and “work like the devil” may be difficult for some students to understand. Unit 3: No Risk, No Reward focuses on the informational text genre. Students begin by reading “The Vanishing Island,” by Anya Groner, with a 1000L. Student understanding of how environmental and geological changes lead to erosion, prior knowledge of historical events such as the Indian Removal Act and the Trail of Tears, and references to French influences of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Louisiana culture all add to the text’s qualitative complexity. Students also read <i>The Call of the Wild</i>, by Jack London, which has an 1160L. London’s references to Alaska’s snowy climate and dog sledding may be unfamiliar to students. This, in conjunction with complex syntax and the use of the dog’s perspective, increases the overall complexity of the text. In Unit 5: Times That Try Us, students read the primary source <i>Anne Frank: The Diary of a Young Girl</i>, which has a 790L. Qualitative measures offer students the opportunity to develop their understanding of the story of Anne Frank and the Holocaust by utilizing prior knowledge of WWII and the geographical location of the Netherlands. Additionally, historical allusions and references to concentration camps and Germany’s restrictions on Jewish people increase the text’s overall complexity. Students also read Winston Churchill’s speech “Blood, Toil, Tears and Sweat,” which has a 1220L. The speech’s extensive vocabulary and students’ need for prior knowledge of World War II adds to the qualitative complexity of the text. Unit 6: Beyond Reality includes texts that are appropriately complex, ranging in Lexile from 1070 to 1160. Students read <i>The Dark Is Rising</i>, by Susan Cooper, which has a quantitative measure of 1000L. Qualitative analysis deems the text complex in that the story is set in England and references British landscapes and the Thames river, which may</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>be unfamiliar to students. Additionally, the author’s use of mythology and time travel, as well as the novel’s archaic vocabulary, add to the text’s complexity. <i>The War of the Worlds</i>, by H.G. Wells, has a quantitative measure of 1200L. Not only is Wells’ writing style complex, but students may not immediately understand that the text is a work of fiction that relies heavily on the readers’ imagination. Further qualitative analysis identifies the use of British spellings and complex sentence structure as increasing the text's overall complexity.</p>
	<p><b>Required</b>  <b>1b)</b> At least 90% of texts are of <b>publishable quality</b> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p><b>Yes</b></p>	<p>At least 90% of provided 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. For example, Unit 2 offers texts from a variety of authors, such as, “I’m Nobody! Who are You?” by legendary American poet Emily Dickinson. The materials also include “Commencement Address to the Santa Fe Indian School,” by former First Lady Michelle Obama, and Margaret Edwards awards winner S.E. Hinton’s <i>The Outsiders</i>. In Unit 3, students read a collection of informational texts centered around the unit topic “No Risk, No Reward.” The unit begins with the essay “The Vanishing Island,” by notable essayist Anya Groner. This informational text introduces students to the struggles Biloxi-Chitimacha-Choctaw Native Americans face</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>as their home on the coastal region recedes. In <i>A Night to Remember</i>, by Francis Parkman Prize winner Walter Lord, students gain a better understanding of Lord’s style of reporting the events of the Titanic and the risks involved in preparation for writing an informational essay. Students read Langston Hughes’ poem “Mother to Son” to analyze the poem’s extended metaphor, in which Hughes compares life to a staircase, as the key to determining the poem’s theme. In Unit 4, texts include published works such as Irene Hunt’s Newbery Medal winning book <i>Across Five Aprils</i>. Students examine this work of historical fiction before identifying and explaining which character had the best argument. Students also read “The Gettysburg Address,” by Abraham Lincoln, and compare the speech to James Weldon Johnson’s poem “To America” and Cornelia Hancock’s <i>Letters of a Civil War Nurse</i>. Students use the texts to “form opinions and make arguments and claims about America.” In Unit 6, students read a collection of texts focusing on the unit topic “Beyond Reality,” while focusing on texts of science fiction and fantasy. Texts include, “Manual and the Magic Fox,” by Russian fantasy writer Ekaterina Sedia; <i>The Dark Is Rising</i>, by Newbery Medal winning English author Susan Cooper; “There Will Come Soft Rains,” a science fiction short story by Ray Bradbury; and H.G. Wells’ <i>The War of the Worlds</i>.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b></p> <p><b>1c)</b> Materials provide a <b>coherent sequence or collection of connected texts</b> that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> <li>In grades <b>K-2</b>, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. In Unit 1: Everyone Loves a Mystery, students focus on reading fictional works while determining responses to the Essential Question, “What attracts us to the mysterious?” Novel study texts include, <i>Monster</i>, <i>Great Tales and Poems</i>, and <i>Ten Days in a Mad-House</i>. Students read <i>Monster</i> and consider how race and class influence outcomes. As they read <i>Ten Days in a Mad-House</i>, students examine “how we treat the most vulnerable among us.” Questions and tasks focus students’ attention to understanding guidelines and procedures that prevent abuse among institutions, schools, hospitals, military, police, and government. Students respond to questions such as, “How can structures of an institution protect the acts of individuals who wield power in bad faith?” and “How has work like Bly’s influenced today’s investigative reporting?” In Unit 4: Hear Me Out, students learn about argumentative texts. The unit includes multiple texts selected for comparison within and across genres including “Denee Benton: Broadway Princess,” and “Cover Letter to Lucas Arts.” Students read Sojourner Truth’s “Speech to the Ohio Women’s Conference: Ain’t I a Woman?” and analyze argumentative writing within the text. Students then read</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>“To America,” “Letters of a Civil War Nurse,” and “The Gettysburg Address,” gaining a better understanding of the Civil War. In Unit 5: Trying Times, students read and complete tasks that help them respond to the unit Essential Question, “Who are you in a crisis?: In <i>Anne Frank: The Diary of a Young Girl</i>, students acquire vocabulary knowledge that deepens their understanding of the text such as: capitulation, surreptitiously, Gestapo, and saboteur. As students read, they also respond to questions that help with making connections to the essential question, such as: “What effect does the image of her friend Lles have on Anne?” “What does it foreshadow?” “What surprise does Anne prepare for St. Nicholas Day and what insight does this reveal about her personality?” and “What is Anne’s recommendation for countering unhappiness and why is it ironic?” By the end of the unit, students are prepared to write and deliver an oral presentation in response to the question, “How do you advocate a position?” in which students advocate a position on a topic they care about while referencing texts and characters from the unit.</p>
	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>Yes</b></p>	<p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. In Unit 3, students read the poem, “Cocoon.” Upon their first read, students make inferences to understand the main ideas of the piece. In the second read,</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students discuss a student model of a close reading of the poem while making their own annotations. In the third close read, students analyze connotations and denotations. In their final encounter, students write an analysis of the text, explaining the author’s purpose for telling the story of her personal experience. Students are directed to use textual evidence to support their response and to include the author’s use of connotation and denotation. In Unit 4, students read “Speech to the Ohio Women’s Conference: Ain’t I a Woman.” In the initial reading of the text, students identify and restate the text’s key ideas and details. The second read of the text is a close read, in which students study how to support an argument in a speech. In the third reading of the text, students analyze word choice, including analogies and allusions. In their final reading of the text, students study the reasons and evidence that support the speech’s argument and write a response comparing and contrasting the two versions of Sojourner Truth’s speech. In Unit 5, students conduct a novel study of <i>Refugee</i>. Materials include an Instructional Path which guides student learning through the novel study, while also including comparative text selections to deepen student understanding of the anchor text. The Instructional Path breaks the novel apart into sections, and each section is paired with a comparative text. For example, after reading pages 60-115 of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p><i>Refugee</i>, students read an excerpt from the speech “Blood, Toil, Tears, and Sweat.” Students analyze the speech to identify Churchill’s sense of urgency, as well as his use of tone, word choice, and rhythm, to convey his opinions to the British Parliament. Then students return to <i>Refugee</i> and write an essay about the role of leadership in social order. Students cite evidence from both texts to support their arguments. In Unit 6, students explore the Essential Question, “What do other worlds teach us about our own?” As students read <i>War of the Worlds</i>, they are directed to return to the text often to answer the Think Questions and the Discuss and Write prompts. For example, after reading Chapters 1-8, students answer questions, “According to the narrator, what do the Martians look like?” and “How does the narrator feel when he looks at them?” Then students complete the Discuss and Write by responding to the prompt, “In writing this scene from <i>The War of the Worlds</i>, H. G. Wells creates a mood of terror. How does he accomplish this?” Students then analyze the text and identify the choices the author makes in developing the story’s tension and in creating terrifying effects, including supporting textual evidence in their responses.</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>2. TEXT-DEPENDENT QUESTIONS:</b></p>	<p><b>Required</b>  <b>2a) A majority of questions in the materials are text dependent and text specific;</b> student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text-dependent and text-specific; student ideas are expressed through both written and spoken responses. The materials offer</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			<p>text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas. For example, in Unit 2, students conduct a novel study of <i>The Outsiders</i>. Students complete the Think Questions, which are dependent on the text. Students also complete the Discuss and Write sections that are dependent on the text. For example, after reading Chapters 7-9, students respond to the prompt, “Why do you think Randy confides in Ponyboy? How does Randy’s confiding help Ponyboy understand what Cherry meant by ‘Things are rough all over’?” Additionally, students read comparative texts that are text-dependent and text-specific. For example, after reading “Rest in Peace, Doc,” students write an analysis using specific evidence from both texts to explain the pressures that compel the young men to fight. In Unit 4, students read <i>The Adventures of Tom Sawyer</i> to analyze the growth and maturity of the main character and his attitude towards society. Students begin their analysis by responding to the question, “How is Tom Sawyer introduced? What do readers learn about him in the initial scene?” Students are prompted to use text evidence in their responses. After reading Chapters 12-16, students are asked, “What propels Tom to want to run away to Jackson Island? What does this tell readers about his emotional state?” Analysis continues and after reading Chapters 19-24, students respond to the question, “What inspires</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Tom to finally apologize to Becky? How is Tom beginning to show a different side to his character?" In Unit 6, students continue to conduct novel studies of unit texts which require them to respond to text-dependent and text-specific questions. In addition, students respond to questions about texts that have been integrated for reading and writing. For example, students read an excerpt from <i>Children of Blood and Bone</i>. Upon their initial read, students determine the kind of character Yemi is and "Why is Zelig reluctant to bow to her?" Students also read to determine the author's point of view and the story structure before comparing the text with "How Hare Drank Boiling Water and Married the Beautiful Princess" to respond to the prompt, "Compare and contrast the points of view of the narrators in the texts. How much do they know or reveal? Does this create suspense or humor? Cite evidence from each text in your response."</p>
	<p><b>Required 2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p><b>Yes</b></p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking about the depth and complexity required by the grade-level standards to advance and deepen student learning over time. For example, in Unit 1, students read texts about the scary and the mysterious. In the Extended Writing Project, students complete and present a suspenseful scene in the form of a group presentation. This culminating task integrates writing, speaking, and listening</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>skills. To prepare for this task, students read “The Tell-Tale Heart.” Students reflect on how “The Tell-Tale Heart” connects to the unit’s Essential Question, “What attracts us to the mysterious?” by writing their own “suspenseful narratives” using techniques learned in the unit (W.8.3a). In Unit 2, students read the poem “I’m Nobody! Who are you?” In their initial reading of the poem, students are directed to “make predictions about each bold vocabulary word based on the context clues in the sentence.” (L.8.4a). Then students read the poem again to analyze the ways in which the structure of a text contributes to its meaning through discussing their answers to the questions, “What does the reader notice about Dickinson’s rhyme scheme and meter?” “How does the reader analyze Dickinson’s choice to capitalize the word <i>Nobody</i>?” “How does the reader analyze the line lengths and punctuation in the poem?” and “How will this thinking help the reader analyze other poems?” (SL.8.1a). Finally, students analyze the poem for its poetic elements and structure to explain how they contribute to the poem’s meaning before writing their own poems of at least two stanzas “in which the speaker declares who he or she is” while including rhyme, rhythm, and meter. Students are further instructed that, “poetic elements and structure should help show the speaker’s attitude toward the topic and contribute to the poem’s overall meaning” (W.8.5 and W.8.9a). In Unit 5,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students read texts about how times of crises affect people. In the Extended Writing Project, students reflect on a crisis in their own lives as they plan and present a personal soliloquy. This culminating task integrates writing, speaking, and listening skills. To prepare for this task, students read <i>Parallel Journeys</i>. Students reflect on how the text connects to the unit’s Essential Question, “Who are you in a crisis?” by freewriting in their Writer’s Notebooks (SL.8.1a, SL.8.4, and W.8.4). Unit Assessment questions and tasks also include and reflect the language and intent of the standards. In Unit 5, End-of-Unit Assessment, students respond to questions such as, “What does the speaker do in paragraph 5 to reflect the author’s purpose?” (RI.8.6), “Which sentence best describes the structure of paragraph 3?” (RI.8.5), “Why does the playwright most likely limit the play’s action to one scene?” (RL.8.5), “What two purposes does the character of Allen serve in the play’s plot?” (RL.8.3), and “What does the inclusion of information about microchipping in paragraphs 20 and 21 indicate about who the author’s audience most likely is?” (RL.8.4).</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>3. COHERENCE OF TASKS:</b>  Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to</p>	<p><b>Required</b>  <b>3a) Coherent sequences of questions and tasks</b> focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p><b>Yes</b></p>	<p>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. Materials require students to develop an</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			<p>understanding of texts and illustrations. Students study the integration of knowledge with specific texts and across multiple texts. Instructional activities include various subjects such as arts, technology, science, and social studies. Students demonstrate their understanding through discussion and writing. In Unit 3, students read <i>The Vanishing Island</i> to determine its connection to the unit title, No Risk, No Reward, and The Essential Question, “Why do we take chances?” After reading, students explain why people care so deeply about the vanishing island and why nothing can induce them to leave, as well as why people still continue to inhabit it and work so hard for its cultural survival. Students also read “A Kenyan Teen’s Discovery: Let There Be Lights to Save Lions” to identify the struggles and impacts of Richard Turere’s invention. Students read “The Day I Saved a Life” to develop further understanding of the theme of standing up for what you believe even if it involves risk. As students read, they discover how one boy takes a stand for animal rights by convincing a fisherman to release a shark and how that moment led to the boy becoming an activist. Students then read <i>The Call of the Wild</i> and connect Buck’s rebellion, when he stands up to Spitz, with the previous unit texts and the unit topic. In their final text selection, students read the poem “Cocoon” in which Mahvash Sabet wrote during her imprisonment for standing up for her religious beliefs; Sabet’s relatives</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>smuggled her poetry out of prison and had it translated and published. Students read and determine the risks both Sabet and her relatives braved in order to publish her poetry, making further connections with the unit topic and collection of texts. In Unit 4: Hear Me Out, texts and tasks are centered around students' understanding the impacts of word choice on an audience. As students read, they discuss and express their understanding of the unit focus by making connections to the Essential Question, "How do you choose the right words?" To begin, students complete the introduction section, The Big Idea, to preview the topic. In the unit, students read the graphic novel <i>HUG</i> to answer the question, "What do you do when you know that time is running out?" Students then read two opposing articles, "Gaming Communities: Do they encourage positive communication" and "Counterpoint: Gaming Does Not Promote Positive Communication" to respond to the question, "Can gaming help a person learn how to communicate better, or does gaming encourage negative communication among players?" In the section including the text "Speech to the Ohio Women's Conference: Ain't I a Woman," students learn how Sojourner Truth uses her words to advocate for women's rights as they respond to the focus question, "How can words inspire change?" Students also read an excerpt from <i>Across Five Aprils</i> to "debate the causes and merits of going to war" by</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>responding to questions such as, “Why are members of the Creighton family so divided about the idea of secession from the Union?” and “What role does Wilse believe England will take in the conflict between the North and South?” Then, students read <i>Letters of a Civil War Nurse</i>, in which Nurse Cornelia Hancock writes to her mother regarding her perspective on the personal costs of the Civil War. As students read, they analyze how the author’s carefully chosen words help readers understand the truth of her experiences and present a persuasive appeal to its audience. Students use the letter as a model to write their own personal narratives in response to the prompt, “Write a letter in the quiet, composed style of Nurse Hancock, in which you explain your need for something, such as supplies or information. First, think about the message you want to send. Next, decide on your audience, or the letter’s recipient.” Students then read President Lincoln’s “The Gettysburg Address.” Lincoln delivered this speech on the Gettysburg battlefield, addressing the nation. Students compare and contrast these texts to determine, “In what ways do the authors of the poem, letter, and speech form opinions and make arguments and claims about America? How are their arguments alike or different?”</p>
	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing,</p>	<p><b>Yes</b></p>	<p>Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	speaking, listening, and language through quality, grade-level complex texts.		<p>quality, grade-level complex texts. Culminating tasks are engaging and provide students the opportunity to demonstrate comprehension and knowledge of a topic or topics. Through the Skill lessons, Close Reads, and Independent Reads within the unit texts, students prepare to complete the larger culminating tasks, Extended Writing Projects, and/or Extended Oral Projects. Every unit title serves as a theme for the entire unit. The facilitation of the Checks for Success section provided in the Lesson Plan gives teachers directions for observing and measuring the students' readiness to complete culminating tasks. Culminating tasks integrate reading, writing, speaking, and listening. For example, in Unit 4, students read texts about the impact of "choosing the right words." In the Extended Writing Project, students read the essay "Gaming Communities" and use the annotation tool to identify and label the genre characteristics for argumentative writing. As they read, students also reflect on how "Gaming Communities" connects to the unit's Essential Question, "How do you choose the right words?" Students work in pairs or groups to discuss the questions in the lesson before completing the writing assignment by explaining whether they believe actions or words have more of an effect on people within an argumentative essay. In Unit 5, students read texts addressing times of crisis that affect people. For example, students conduct novel studies</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>of <i>The Diary of Anne Frank: A Play</i>, <i>Anne Frank: The Diary of a Young Girl</i>, and <i>Refugee</i> to determine how the texts support their understanding of the unit title, Trying Times, and the Essential Question, “Who are you in a crisis?” As students read <i>The Diary of Anne Frank: A Play</i>, they answer the questions “What lessons does the story of Anne Frank have to offer current and future generations?” and “How does the play convey those lessons?” As students read <i>Anne Frank: The Diary of a Young Girl</i>, they gain a better understanding of the important themes and messages within the text. Students answer “What lessons does the story of Anne Frank have to offer current and future generations?” “Why has the book received such critical acclaim?” and “Why is it important?” In their final novel study, students read <i>Refugee</i> to consider what it would be like to walk in these characters’ shoes. Students also gain an understanding of what it means to lose not only one’s home, but one’s homeland. Students have the opportunity to make text-to-text connections by responding to questions, “How do refugees find the strength to continue seeking lives of normalcy when they have suffered so much?” and “How can the world better receive these traumatized families?” In the Extended Writing Project, students reflect on a crisis in their own lives as they plan and present a personal soliloquy. To prepare for writing, students work together in pairs or</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>small groups to read and annotate the exemplar accompanying the writing prompt. Students then draft their argumentative works. After revising and editing their soliloquies through discussion and peer reviews, students present their work by delivering oral presentations to the class. Materials include a presentation checklist and an active listening checklist for all students.</p>
	<p><b>Required</b>  <b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</li> </ul>	<p><b>Yes</b></p>	<p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. In Unit 1, students conduct the first reading lesson for <i>Phineas Gage: A Gruesome but True Story About Brain Science</i>, analyzing vocabulary by using context clues as they read. Students read the text and make predictions about each of the bolded vocabulary words based on the context clues in the sentence. Students also use the annotation tool to make predictions after the teacher models this strategy using the first bolded vocabulary word. For example, students read paragraph 1, focusing on the sentence that uses the word “will” as follows: “He is good with his hands and good with his men, ‘possessing an iron</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>will as well as an iron frame,' according to his doctor." The teacher points out these context clues: "A will is something that a person possesses, or has. Based on that clue, students determine more information about the word such as part of speech." In Unit 3, students read <i>The Call of the Wild</i>. As students read, they respond to the Think Questions For Close Reading. These questions help students deepen their understanding of the text by eliciting deep thought or consideration and include questions about vocabulary. For example, after reading Chapter 2, students are asked, "What is the 'law of club and fang' that the chapter title refers to? What do 'club' and 'fang' represent? How does this relate to themes in the book?" Students must be able to determine, through reading, that the "law of club and fang" is a reference to a line at the beginning in Chapter 2, implying that the wild dogs in the Klondike are governed by force, the club is the primary weapon of man, and the fang is the primary weapon of animals. This terminology allows the reader to understand the power of violence and force in the wilderness.</p>
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<p><b>Non-negotiable*</b>  <b>4. FOUNDATIONAL SKILLS:</b>  Materials provide instruction and diagnostic support in</p>	<p><b>Required *Indicator for grades K-5 only</b>  <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a>) while providing abundant opportunities for every</p>	<p><b>N/A</b></p>	<p>Not applicable for this grade level</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>student to become proficient in each of the foundational skills.</p>		
	<p><b>Required *Indicator for grades K-1 only</b>  <b>4b)</b> Materials provide grade-appropriate instruction and practice for the basic <b>features of print</b> (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).</p>	<p>N/A</p>	<p>Not applicable for this grade level</p>
	<p><b>Required *Indicator for grades K-1 only</b>  <b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	<p>N/A</p>	<p>Not applicable for this grade level</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	<p>N/A</p>	<p>Not applicable for this grade level</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency irregular words using</b> multisensory techniques.</p>	<p>N/A</p>	<p>Not applicable for this grade level</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4f)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p>	<p>N/A</p>	<p>Not applicable for this grade level</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4g)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> in oral and silent reading, that is, to read a wide variety of grade-</p>	<p>N/A</p>	<p>Not applicable for this grade level</p>

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

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



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

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

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

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

**FINAL EVALUATION**

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section	Criteria	Yes/No	Final Justification/Comments
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>7</sup></b>	1. Quality of Texts	<b>Yes</b>	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials 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 and are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	<b>Yes</b>	The majority of questions in the materials are text-dependent and text-specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	<b>Yes</b>	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are also designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts and also support students in examining the language critical to the meaning of texts while advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice.
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>8</sup></b>	4. Foundational Skills	<b>N/A</b>	Not applicable for this grade level.
<b>III. Additional Criteria of Superior Quality<sup>9</sup></b>	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: <b><u>Tier I, Exemplifies quality</u></b>			

<sup>8</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

<sup>9</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier I 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 3-12.

Appendix I.

Publisher Response

The publisher had no response.



Appendix II.

Public Comments

There were no public comments submitted.