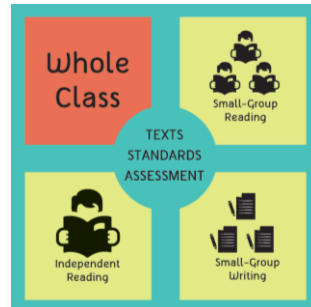




### Qualified for Abbreviated Review<sup>1</sup>

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: **EL Education**

Grade/Course: **6-8**

Publisher: **Open Up Resources**

Copyright: **2019**

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)	
4. Foundational Skills (Non-negotiable)	
5. Range and Volume of Texts	
6. Writing to Sources, Speaking and Listening, and Language	
7. Assessments	
8. Scaffolding and Support	

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 \(Tier 1\)](#)

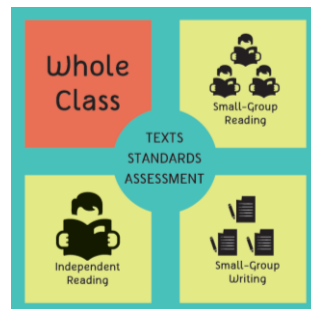
<sup>1</sup> Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://www.edreports.org/reports/overview/el-education-68-language-arts-2019>.

<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.

**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: **EL Education**

Grade: **6**

Publisher: **Open Up Resources**

Copyright: **2019**

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/el-education-68-language-arts-2019>.

<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.

---

<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. A text analysis that includes complexity information is provided for key texts throughout the materials. The text analysis includes both qualitative and quantitative measures, reader and task considerations, and an overall rationale. Required texts are appropriately complex. In Module 1, Greek Mythology, students read both informational and literary texts as they explore Greek mythology. For example, students read the literary text, “Percy Jackson &amp; The Olympians: The Lightning Thief,” (740L) by Rick Riordan, as the anchor text. The text analysis notes that although the quantitative measure is below the recommended grade level, “the complex plot, use of figurative language, and frequent references to Greek mythology greatly increase the qualitative complexity of this text, making it both interesting and challenging for the sixth-grade reader.” Students also read the classic myths “Cronus” (990L) and “Medusa,” (1000L) by E.M. Berens. These literary works fall within the 6-8 grade band for Lexile and support the overall topic of the module. Though</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>they are at the lower end of the quantitative range, the qualitative measures of the texts range from the slightly complex narrative structure of the text to the very complex knowledge demands and meaning/purpose. These texts are intentionally used within a jigsaw-style student task to allow “students to concentrate on the high qualitative complexity of each text, and work with literary themes that students will do with each text.” In Module 2, Critical Problems and Design Solutions, students read the anchor text, “The Boy Who Harnessed the Wind,” (850L) by William Kamkwamba and Bryan Mealer. The text falls below grade level according to quantitative measures, but qualitative measures range from moderately complex for language features to very complex for meaning/purpose, language features, and knowledge demands. Student work focuses on determining central ideas and analyzing how they are conveyed by specific details, as well as on writing summaries. The understanding of scientific concepts, as well as of the causes and consequences of famine, is built slowly in this text, making frequent summarizing and the ongoing connection to central ideas challenging. In Module 3, American Indian Boarding Schools, students read both literary and informative texts on the topic of American Indian Boarding Schools. For example, students read the literary text “Two Roads,”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>(740L) by Joseph Bruchac. While the quantitative measure of the text is below the recommended grade level (Grades 2-3) the qualitative complexity is appropriate for Grade 6. According to the Text Complexity Analysis, “The low Lexile of this text is largely owing to the voice of the narrator, who speaks in short, simple sentences. However, the task of making meaning from this text is far from simple. To understand the novel, students must identify interwoven and nuanced themes, as well as, consider multiple perspectives.”</p> <p>Students also read the informational text “The Land of Red Apples,” by Zitkala-Sa, an excerpt from a memoir by Zitkala-Sa. The text falls within the 6-8 grade band and is deemed appropriate for Grade 6. Students work with the text in a supported close read so that it is accessible to all students. In Module 4, Remarkable Accomplishments in Space Science, students read the informational text “Hidden Figures - Young Readers’ Edition,” (1120L) by Margot Lee Shetterly. The text tells the “story of talented mathematicians who persevered in the face of severe discrimination” which anchors the module. Qualitative measures range from moderately complex for meaning/purpose, text structure, and language features to very complex for knowledge demands. The text is designed to support the guiding questions of the module and “the book’s biographical style, as well as the careful inclusion of relevant</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>context, makes it appropriately complex” for Grade 6.</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. Most texts are authentic, published texts that were crafted for non-instructional purposes independent of these materials. Texts that were specifically crafted for use within the materials are of publishable quality and offer rich opportunities for students. In Module 1, Greek Mythology, students read “Percy Jackson and the Olympians: The Lightning Thief,” by Rick Riordan. The widely published novel shares the story of Percy Jackson, a twelve year-old boy diagnosed with dyslexia and ADHD, who discovers that he is a demigod. This novel has been made into a movie and spawned sequels and subsequent book series based on various types of mythology. In Module 2, Critical Problems and Design Solutions, students read the informational text, “The Boy Who Harnessed the Wind (Young Readers’ Edition),” by William Kamkwamba and Bryan Mealer. The award-winning memoir shares the story of how co-author William Kamdwamba employs design thinking to deal with the harm of famine in his home country of Malawi and has been published in multiple languages and made</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>into a movie. In Module 3, American Indian Boarding Schools, students read the historical fiction novel, “Two Roads,” by Joseph Bruchac. The award-winning author shares the story of Cal Black, a twelve year-old Native American boy living in the Great Depression, who is grappling with his personal identity. The narrative requires students to appreciate a number of themes woven together through a multitude of perspectives. In Module 4, Remarkable Accomplishments in Space Science, students read “Hidden Figures (Young Reader’s Edition).” by Margot Lee Shetterly. The informational text tells the story of the first black women hired by NASA. The novel explores the pioneering work of Dorothy Vaughan, Mary Jackson, and Katherine Johnson, as well as the struggles they faced with the space program. The text has been made into an award winning movie.</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</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. Materials include text sets that build understanding and knowledge of connected topics, themes, or ideas. Tasks connect topics from texts over multiple lessons. Texts regularly address a common topic from multiple and different perspectives. Tasks associated with the texts include reading, writing, speaking, and language. Students are</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.		<p>required to cite evidence to support their responses from multiple texts within a unit. Sequences of lessons with a unit are designed to connect topics and ideas across the text set. There is a clear progression of skills on a common topic. In Module 1, Greek Mythology, students focus on supporting their reasoning with evidence as they read the contemporary, mythology-based anchor text, “Percy Jackson &amp; The Olympians: The Lightning Thief.” Other texts, such as “Why Ancient Greek Mythology Is Still Relevant Today” and “Prometheus,” continue to build and connect to the Big Questions and Big Ideas of the mythology-based module, such as “What is mythology, and what is the value of studying mythology from other cultures?” and “How does point of view change with experience?” In Unit 1, Lesson 1, students begin to add words to the Academic Word Wall and the Domain-Specific Word Wall. These word walls provide students with a reference that grows as they work with the module texts. Students engage in learning activities such as Turn and Talk to discuss the terms being added. Students refer back to the word walls to support their learning as they complete assessments and performance tasks that rely on these understandings. For example, students compare traditional Greek myths to those within “The Lightning Thief” and write a mythology-based narrative. These tasks require a strong</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>understanding of the terms on academic and domain-specific word walls. In Module 2, Critical Problems and Design Solutions, students read the anchor text, “The Boy Who Harnessed the Wind (Young Readers Edition), by William Kamkwamba and Bryan Mealer. Students also read “William Kamkwamba’s Electric Wind,” by Cynthia Levinson, and view William Kamkwamba’s TED Talk, “How I Built a Windmill.” Each of the texts focus on the topic, “Critical Problems and Design Solutions.” Students complete tasks focused on vocabulary in context, central ideas, and methods used by the writers to develop the readers’ understanding of William Kamkwamba and his use of design thinking. For example, In Module 2, Unit 2, Lesson 5, students begin a research project in which they research innovators who used the design thinking process to solve a critical problem. Students refer to the anchor texts within the unit to guide their research and structure their project. In Module 3, American Indian Boarding Schools, students explore the history of American Indian Boarding Schools. Students read the anchor text, “Two Roads,” by Joseph Bruchac and supporting texts that encourage deeper understanding of the topic. Students continue to add to the class word walls they began in Unit 1 of the module. In Module 4, Remarkable Accomplishments in Space Science, students focus on researching to write and present arguments as they</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>explore accomplishments within space science. The true story, “Hidden Figures (Young Readers’ Edition),” by Margot Lee Shetterly, serves as the foundation of the unit and explores the work of the first black women hired by NASA and their impact on man reaching the moon. Other nonfiction texts, such as “This Is How the Space Race Changed the Great Power Rivalry Forever” and “Moon Dust and Black Disgust,” provide additional context and knowledge. Throughout the module, assessments and tasks require students to compare and contrast and to analyze varying arguments and points of view of texts within the module. For example, in Module 4, Unit 1, Lesson 8, students complete the End of Unit 1 Assessment: Analyze Point of View and Argument: “An Argument against the Moon Mission.” Students “trace and evaluate the argument” in the text and analyze the “author’s point of view and how it is conveyed in the text.” As students complete the assessment, they refer back to the anchor charts and notes taken throughout the module.</p>
	<p><b>Required 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. Each module has an anchor text and supporting texts. These texts are the foundation for knowledge building throughout the unit. Texts support knowledge building through multiple, careful readings that include using note</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>catcher handouts and annotation skills. Texts are regularly reread to deepen understanding of the topic being studied. Texts are reread for specific purposes and emphasize building knowledge of the topic that is the focus of the module. In Module 1, Greek Mythology, close reading is encouraged through the use of anchor charts and note catcher worksheets. According to the Grade 6, Module 1, Teacher Edition, teachers will use the Close Reading Guide, “Why Ancient Greek Mythology Is Still Relevant Today,” to set the purpose of the close-read and to guide students through a close-read of this excerpt. In Module 2, Critical Problems and Design Solutions, Unit 2, Lesson 3, students reread excerpts of Chapter 12 of “The Boy Who Harnessed the Wind” to better understand how word connotations affect meaning. After reading Chapter 12 independently or in small groups, the teacher directs the students back to the text to focus on using differences among word connotations to determine meaning. Students reflect on how the author’s use of the word ‘headaches’ impacts the reader’s understanding of the text. In Module 3, American Indian Boarding Schools, Unit 3, Lesson 7, students gather evidence in preparation for writing a literary argument essay in response to the prompt: “Should Cal return to Challagi Indian Industrial School?” Students independently reread sections of the anchor text, “Two Roads,” to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>find reasoning and evidence for both positions in relation to the prompt. Students complete their Independent Argument Evidence note catcher as they reread and reflect on the text. This graphic organizer will then be used to plan their argument essay in support of their chosen claim. In Module 4, Remarkable Accomplishments in Space Science, an excerpt from John F. Kennedy’s “Special Message to the Congress on Urgent National Needs” is read multiple times for various purposes. In Unit 1, Lesson 2, the speech is first read aloud as a model by the teacher, and then independently by the students. As students listen to the text, they focus on how President John F. Kennedy’s point of view is conveyed in the text. Students practice the Annotating Text protocol as they work to locate evidence in support of a claim, to identify the central idea and supporting details, and/or to determine the author’s purpose. Students also focus on point of view as they complete the related note catcher.</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>2. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of</p>	<p><b>Required</b>  <b>2a) A majority of questions in the materials are text dependent and text specific;</b> student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Throughout the materials student ideas are expressed through both written and spoken responses. The majority of questions require students to support their responses with text evidence and valid reasoning. Materials include both text dependent and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			<p>text specific questions. In Module 1, Greek Mythology, Unit 1, End of Unit 1 Assessment, students participate in a text-based discussion and complete a graphic organizer. Part One of the assessment is a text-based discussion focused on the topic “How does Percy respond to challenges? What can we infer about his character from these responses?” Part Two of the assessment is a graphic organizer in which students identify and describe the most important events that occurred in “The Lightning Thief.” In Module 2, Critical Problems and Design Solutions, Unit 1, Lesson 15, students participate in a Fishbowl Activity, a text-based discussion about “The Boy Who Harnessed the Wind” using textual evidence to support their analysis of what the text says. The discussion centers on the question: “What critical problems does William face? What makes them critical?” In Module 3, American Indian Boarding Schools, Unit 2, Lesson 2, students read an excerpt of Chapter 21 from “Two Roads,” by Joseph Bruchac. Students then complete a note catcher composed of text-dependent and text-specific questions and graphic organizers. For example, question 1 asks, “What does Cal mean when he says, ‘When I first arrived, I was expecting Indians.’ What does this imply about what he actually found at the school?” The Culminating Task requires students to cite evidence to support the stated theme. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>prompt reads, “The following theme could be inferred from this excerpt: Finding one’s identity often involves recognizing one’s values. What evidence from the text supports this theme?” In Module 4, Remarkable Accomplishments in Space Science, Unit 2, students answer questions in the Text Guide as they read “Hidden Figures (Young Readers’ Edition)” in class. The guide consists of text- dependent and text-specific questions and vocabulary designed to support student understanding of the text as they read. For example, in Lesson 1, Prologue and Chapter 1, students are asked “What does the author mean by ‘the face of science?’ Is this literal or figurative language?” and “Why did the narrator assume the face of science was brown?”</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. Questions and tasks are complex, of high quality, and require students to engage in thinking at the complexity required by the standard. Questions and tasks advance student learning over the course of the modules. In Module 2, Critical Problems and Design Solutions, Unit 1, Lesson 14, students reread an excerpt of “The Boy Who Harnessed the Wind” and answer the question, “How does this excerpt fit into</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the overall structure of the text and help to develop a central idea of the text?” (RI.6.5). Students closely read an excerpt of text that they have previously studied and analyze its structure within the novel as a whole and how the structure shapes the central idea of the text. In Module 3, Unit 1, American Indian Boarding Schools, Lesson 5, students read sections of “The Meriam Report” to complete a Jigsaw activity in which each team answers several text dependent questions. For example, students answer, “How would you describe the author’s point of view toward the use of child labor at American Indian boarding schools?” (RI.6.6). Teams then share their responses with one another and complete a note catcher synthesizing the information they have collectively gathered. In Module 4, Remarkable Accomplishments in Space Science, Unit 1, Mid-Unit 1 Assessment, students read “An Account of the Moon Landing,” and answer several questions focused on point of view and connotation. The questions build on one another and require students to cite text evidence to support their claims. For example, question one, Part A, asks, “What is the author’s point of view toward the Apollo 11 astronauts and mission in this article?” (RI.6.6), followed by Part B, which asks, “What are four words or phrases from the excerpt that best help to convey that point of view?” (RI.6.6).</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>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>Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. There is evidence of knowledge building across sequences of texts including the use of questioning to support students making meaning of complex texts. Tasks and assessments require students to refer to multiple texts on a shared theme or topic. In Module 1, Greek Mythology, Unit 2, Lesson 4, students read the anchor text “The Lightning Thief” and other Greek myths, including “Theseus and the Minotaur,” “Cronus,” “Medusa,” and “Hestia.” Students are expected to notice common ideas and understand common themes such as a hero’s help may come when they least expect it in the texts using a note catcher activity. In Module 2, Critical Problems and Design Solutions, Unit 3, Lesson 14, students learn about innovators through the anchor text, “The Boy Who Harnessed the Wind,” by conducting their own research of an innovator, and by reading the additional texts entitled, “William Kamkwamba's Electric Wind,” “How I Built a Windmill,” and “The Hippo Roller.” The final assessment makes connections among the texts by having students complete a Fishbowl Discussion using information from the anchor text,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>their research, and their peers' presentations on the topic "How do habits of character help people solve critical problems?" In Module 3, American Indian Boarding Schools, Unit 3, Lesson 7, students prepare to write an argumentative essay. In previous lessons, students have analyzed components of a model essay. In this lesson, they begin to plan their independent literary arguments by using a graphic organizer to break down the aspects of their literary arguments. The graphic organizer guides students through the writing process by asking questions such as, "What context about the text or topic does your reader need in order to make sense of the rest of your essay? Include a brief mention of the opposing position (what is the other claim someone could make?)." Students are provided support in incorporating text evidence to support their reasoning as they work their way through the introduction, body paragraphs, and conclusion. Students reference earlier graphic organizers and note catchers for their evidence. In Module 4, Remarkable Accomplishments in Space Science, Lesson 1, students analyze each of the resources provided to infer the topic of the unit. Students record their findings in an I Notice/I Wonder note catcher as they work with a partner to carefully examine each of the resources. Resources include quotes and excerpts from relevant historical texts to be studied in the unit and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>photographs from the events documented within the unit. Students complete the note-catcher and discuss possible unit topics. At the end of the lesson, students each complete an exit ticket where they will choose between two possible titles for the unit. Students choose the title they find most supported by their analysis and explain the impact of specific words and their connotations on the unit title. This lesson prepares students to begin their work with this unit.</p>
	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Tasks directly involve the analysis of complex texts and require students to express their understandings through both writing and speaking. In Module 1, Greek Mythology, Unit 1, Lessons 15-16, students complete the End of Unit 1 Assessment: Text-Based Discussion: “The Lightning Thief,” Chapters 1-12. After reflecting on their Mid-Unit Assessments in an Entrance Ticket, students read and annotate an excerpt from Chapter 12 of the novel in preparation for the text-based discussion. The discussion has two parts: a collaborative discussion within a small group and short response questions. The collaborative discussion focuses on the prompt, “How does Percy respond to challenges? What can we infer about his character from these responses?” As the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>group discusses the topic, they score their contributions to the conversation on the rubric provided. Students then complete a graphic organizer for the second portion of the assessment. The graphic organizer focuses on describing the most important events in the novel so far and their impact on the plot. In Module 2, Critical Problems and Design Solutions, Unit 2, Lesson 12, students share the research they have completed on their independent reading texts. After completing an Entrance Ticket reflecting on William Kamkwamba’s TED Talk, “How I Built a Windmill,” and a Language Dive over word choice in excerpts of “The Boy Who Harnessed the Wind,” students share what they have learned from their independent reading texts with one another. Students then respond to the QuickWrite: Connect Anchor Text to Research. Students address the prompt: “What similarities are there between William Kamkwamba and the innovator you are researching? Focus your evidence on design thinking and habits of character.” In Module 3, American Indian Boarding Schools, Unit 3, Lessons 10-13, the Performance Task is an Audio Museum: Voices of American Indian Boarding Schools. Students design and create short audio presentations to share the stories of American Indian Boarding School students. These presentations are created after reading “Two Roads” and other texts on the topic. Students also study point of view</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>through the use of chosen texts and must choose one of the texts for which to write a preface that provides the reader with the context necessary to understand the selected text and a reflection of their audio presentation of the selected text. In Module 4, Remarkable Accomplishments in Space Science, Unit 3, Lessons 11-16, students read “Hidden Figures” as an anchor text and other texts, including “Special Message to the Congress on Urgent National Needs,” “This Is How the Space Race Changed the Great Power Rivalry Forever,” and “Moon Dust and Black Disgust,” and create an anchor chart for the characteristics of nonfiction narratives. For the Performance Task, students refer to the module’s texts and the anchor chart to create a class picture book for the stories of hidden figures.</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. Questions and tasks support skills in language, vocabulary, sentences, and structure relative to the texts being analyzed. Questions and tasks focus on depth of word knowledge and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>connections between words and their associated texts. Questions and tasks also focus on emphasizing word meaning and relationships among words. In Module 1, Greek Mythology, Unit 1, Lesson 5, students complete note catcher worksheets while reading passages, such as “Why Ancient Greek Mythology Is Still Relevant Today” Students further their understanding of words by completing a chart to break the word “mythology” into its roots and affixes. Students continue examining language as they closely read and analyze portions of the text. Students explore terms such as “immortal,” “moral,” and “philosophies” by defining them in context and then using them to summarize portions of the text. In Module 3, American Indian Boarding Schools, Unit 2, Lessons 11 and 12, students begin to gather and analyze evidence for their argument essays while focusing on correctly using pronouns in their writing. The Entrance Ticket requires students to revise a short text to “improve meaning and sentence variety” through combining sentences and using conjunctions. Students also explain their choices in a short reflection. After completing an Entrance Ticket, students begin gathering evidence to argue whether or not Cal should return to the Challagi Indian Industrial School. Students review appropriate personal pronoun usage through a short mini lesson. Students are reminded that this skill will be necessary as they write the narrative letters</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>introduced in a previous lesson. Students then practice using pronouns correctly in a homework assignment. The Entrance Ticket for the following lesson requires students to revise sentences “to correct a vague or ambiguous pronoun” using their understanding of pronouns from the previous day. Students will continue to use these skills as they write their argument essays. In Module 4, Remarkable Accomplishments in Space Science, Unit 2, Lesson 2, students complete an Entrance Ticket reflecting on an excerpt from the text “Hidden Figures” as they examine the author’s purpose in repeating a structure within the text. Students then read Chapters 2-3 of the text with a focus on using “context to determine the meanings of multiple-meaning words.” Students discuss and define the selected words with a partner based on their working definitions of the terms. Partners then address the words within their context and complete the sentences that are provided with the appropriate words and phrases. Students then compare their original definitions with the modified ones based on the text. Students then examine the impact the author’s word choice has on the meaning of the text by answering several additional questions.</p>

**Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)**

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.		
	<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.	<b>N/A</b>	Not applicable for this grade level.
<b>Section III. Additional Criteria of Superior Quality</b>			
<p><b>5. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required</b> <b>5a)</b> Materials seek a <b>balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> <li>• The majority of informational texts have an informational text structure.</li> <li>• In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>		See EdReports for more information.
	<p><b>Required</b> <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>		See EdReports for more information.
	<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>		See EdReports for more information.
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific,</p>	<p><b>Required</b> <b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing</p>		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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>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>See EdReports for more information.</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>See EdReports for more information.</p>
	<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 sentence construction as a way to develop more complex sentence structure and usage.</li> </ul>		<p>See EdReports for more information.</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>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>		See EdReports for more information.
	<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>		See EdReports for more information.
	<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>		See EdReports for more information.
	<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>		See EdReports for more information.
	<p><b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> to all students.</p>		See EdReports for more information.
<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>		See EdReports for more information.
	<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>		See EdReports for more information.

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>		See EdReports for more information.
	<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>		See EdReports for more information.
	<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>		See EdReports for more information.
	<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>		See EdReports for more information.
	<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>		See EdReports for more information.

**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	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. Materials provide published texts that 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. Text collections of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	Questions in the materials are text dependent and text specific and 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. Student ideas are expressed through both written and spoken responses.
	3. Coherence of Tasks	Yes	Materials include coherent sequences of questions and tasks that focus students on understanding the text and its illustrations,

<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
			making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts and support students in examining the language critical to the meaning of texts.
<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.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u></b>			

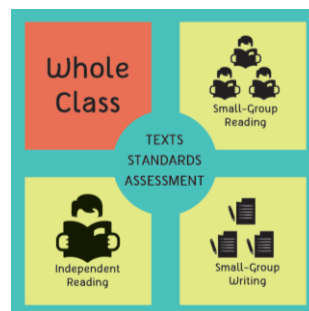
\*As applicable

<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: **EL Education**

Grade: **7**

Publisher: **Open Up Resources**

Copyright: **2019**

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/el-education-68-language-arts-2019>.

<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.

---

<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, 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. A text analysis that includes complexity information is provided for key texts throughout the materials. The text analysis includes both qualitative and quantitative measures, reader and task considerations, and an overall rationale. Required texts are appropriately complex. In Module 1, The Lost Children of Sudan, students read both informational and literary texts as they explore the impact of the Second Sudanese Civil War on the lives of the hundreds of thousands of children in Southern Sudan who were “lost”. For example, students read the anchor literary text, “A Long Walk to Water,” (720L) by Linda Sue Park. The text analysis notes that although the qualitative measure is below the recommended grade level, the “alternating plot structure; frequent changes of setting and perspective; and content that revolves around issues like drought, civil war, and displacement” make the text complex for the grade-level. Students also read informational texts such as “The Lost Boys of the Sudan,” by UNICEF. This short text explains why there was a “migration of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>about 20,000 boys who were fleeing the war in Sudan.” Qualitative measures indicate that the text is moderately complex in meaning/purpose, text structure, and language features. Students encounter unfamiliar vocabulary, and the knowledge demands are very complex due to the need to understand the context of the situation being depicted. The informational texts provide the background knowledge necessary to understand the anchor text. The texts are intentionally added to build student content knowledge as they read the anchor text. In Module 3, The Harlem Renaissance, students read a variety of texts related to the cultural renewals of the Harlem Renaissance. For example, students read “One Last Word: Wisdom from the Harlem Renaissance,” by Nikki Grimes. This illustrated book of poetry showcases the contemporary poetry of Grimes and the poems of the Harlem Renaissance that inspired them. Additional texts include the literary short stories, “His Motto,” (970L) by Lottie Burrell Dixon, and “The Boy and Bayonet,” (1110L) by Paul Laurence Dunbar. Both texts are considered moderately complex in text structure and knowledge demands. Both are considered very complex in relation to language features due to the number of unfamiliar vocabulary words and religious references that students will need to closely read to understand. The texts are intentionally sequenced to build and deepen student</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>content knowledge as they read the anchor text and the additional supporting texts. In Module 4, Plastic Pollution, students explore multiple texts and resources as they examine the Guiding Questions and Big Ideas surrounding the complex issue of plastic pollution. For example, the anchor text for the module is “Trash Vortex,” (1120L) by Danielle Smith-Llera. Qualitative measures of meaning/purpose and knowledge demands are moderately complex due to the combination of simple and complex vocabulary and ideas. Qualitative measures of text structure and language features are very complex due to text structure of the anchor text and heavy use of scientific and mathematical terms. Students also closely read the informational text article, “Five Weird Materials That Could Replace Plastic,” (1010L) by Jessica Hullinger, as published in “The Week” magazine. With a quantitative measure of 1010L. Qualitative measures indicate the text is moderately complex based on its vocabulary and the specific content knowledge required to effectively understand the text. An additional required text is the informational article, “Five Things You Can Do to End Plastic Pollution,” (1240L) written by Anjali Acharya. Qualitative measures indicate that the text is moderately complex due to text structure, complex sentences, unfamiliar terminology, and strong knowledge demands. However, the placement of this</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>text in Unit 2 of the final module of the year and the specific task of closely reading the article in small groups makes it accessible and appropriately complex for Grade 7.</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. Most texts are authentic, published texts that were crafted for non-instructional purposes independent of these materials. Texts that were specifically crafted for use within the materials are of publishable quality and offer rich opportunities for students. In Module 2, Epidemics, students read the informational text, “Patient Zero: Solving the Mysteries of Deadly Epidemics,” by Marilee Peters. Each chapter of this nonfiction narrative chronicles the advent of historic epidemics, such as the bubonic plague and AIDS, and the work of the epidemiologists combating them. Additional texts include the published articles “Kindness Contagion,” by Jamil Zaki from “Scientific American,” “Social Contagion: Conflicting Ideas,” from “The Economist Magazine,” and “Disease Detective,” by Marylou Tousignant from “National Geographic Extreme Explorer.” Each of these articles provides additional insight and research that further develops the topic in a relevant and engaging</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>manner. In Module 3, The Harlem Renaissance, students read “One Last Word: Wisdom from the Harlem Renaissance,” by Coretta Scott King Award winning author Nikki Grimes. This award winning collection pairs poems written by the author with the poems from the Harlem Renaissance that inspired each of them. Additional texts include short stories from “The Upward Path, A Reader for Colored Children,” a historical textbook for African-American students, as well as the poem “National Hymn (Lift Every Voice and Sing)” and drama “Shuffle Along” by Flournoy Miller and Aubrey Lyle and its musical adaptation, by Eubie Blake, are also included.</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. Materials include text sets that build understanding and knowledge of connected topics, themes, or ideas. Tasks connect topics from texts over multiple lessons. Texts regularly address a common topic from multiple and different perspectives. Tasks associated with the texts include reading, writing, speaking, and language. Students are required to cite evidence to support their responses from multiple texts within a unit. Sequences of lessons with a unit are designed to connect topics and ideas across</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the text set. There is a clear progression of skills on a common topic. In Module 1, The Lost Children of Sudan, students focus on strengthening their analysis of narrative texts as they research the stories of the hundreds of thousands of children fleeing their war-torn homeland of Sudan in the novel, "A Long Walk to Water," by Linda Sue Park. The novel provides the foundation for the content that is built over the course of the module. Students also read additional texts about 'lost children' including "Nasreen's Secret School: A True Story of Afghanistan," by Jeanette Winter, and "Brothers in Hope: The Story of the Lost Boys of Sudan," by Mary Williams. As students read and learn about the children of Sudan, they build an Academic Vocabulary Wall and a Domain-Specific Vocabulary Wall with the new vocabulary they learn. These resources are then available as they write informative responses that compare a factual account to a fictional one, as well as write their own narratives about a Lost Child of Sudan. In Module 4, Plastic Pollution, students focus on researching and then proposing solutions to the issue of plastic pollution. Students begin by reading a variety of texts, including the anchor text, "A Plastic Ocean; Trash Vortex: How Plastic Pollution is Choking the World's Oceans," by Danielle Smith-Llera, various supplemental videos, and additional online resources to analyze the life cycle of plastic so they better</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>understand how to most effectively minimize the effects of plastic pollution. They then write argumentative essays highlighting the most critical pollution point in the plastic life cycle and create an action plan to combat it. The culminating task requires students to create a short video to share with others that documents their argument, action plan, and conclusions. Throughout each module, students build and reflect upon their learning through a variety of note catchers, journals, and anchor charts. For example, in Module 3, Unit 3, Lesson 1, students begin their Action Plan Journal that will become a component of the documentary clip they create and then share at the end of Unit 3.</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. Each module has an anchor text and supporting texts. These texts are the foundation for knowledge building throughout the unit. Texts support knowledge building through multiple, careful readings that include using note catcher handouts and annotation skills. Texts are regularly reread to deepen understanding of the topic being studied. Texts are reread for specific purposes and emphasize building knowledge of the topic that is the focus of the module. In Module 1, The Lost Children of Sudan, students read the anchor text, "A Long Walk to Water," by Linda Sue Park. Students complete note</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>catchers, vocabulary activities, and character charts while reading. In Unit 1, Lesson 4, students revisit Chapter 3 to complete a character analysis chart analyzing the points of view of the characters. Students are asked to find supporting evidence in the text. In Module 2, Critical Problems and Design Solutions, Unit 2, Lesson 1, students closely read differentiated versions of the article “Kindness Contagion” to determine two or more central ideas of the text and trace the development of the central ideas throughout the text. Students refer to the “Close Readers Do These Things” anchor chart and the “Work to Become Effective Learners” anchor chart as they collaborate in groups of three to closely read and annotate the text. Students also complete the “Kindness Contagion” note catcher as they read. The note catcher requires students to define specific terms, explain key concepts, and provide analysis of each paragraph. Once students have closely read and reread the article, they write a summary that traces the development of the central ideas throughout the text. Students refer to the “Criteria of an Effective Summary” anchor chart as they prepare their article summaries. In Module 3, The Harlem Renaissance, Unit 3, Lessons 8-9, students gather materials in preparation for creating a museum exhibit that focuses on a theme developed throughout the Harlem Renaissance.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Students revisit material from throughout the module as they decide which pieces to include in their exhibit. Students choose a piece of visual art and a text “that shows how Harlem Renaissance themes have carried into the present.” To choose their texts, students reread and reflect on the texts and their related activities that they have studied over the course of the module. Once they have selected their three pieces, students write a curator’s statement that provides context for each piece and explains how each piece individually and the three pieces collectively illustrate their chosen theme. In Module 4, Plastic Pollution, Unit 2, Lesson 2, students closely read and analyze the article, “Five Things You Can Do to End Plastic Pollution.” Students refer to the “Close Readers Do These Things” and “Work to Become Effective Learners” anchor charts to guide their analysis and collaboration. Students work to identify the central ideas and point of view in the article. After reading independently, students share their ideas with one another through a Think-Pair-Share focused on the “habits of character” they noticed in the article. Students then complete the Middle of Debate note catcher following the same procedures as they did for the previously completed Beginning of Debate note catcher as they prepare to debate and defend their positions regarding the stages of the plastic life cycle.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>2. TEXT-DEPENDENT QUESTIONS:</b></p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input 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. Throughout the materials student ideas are expressed through both written and spoken responses. The majority of questions require students to support their responses with text evidence and valid reasoning. Materials include both text dependent and text specific questions. In Module 1, The Lost Children of Sudan, students read “A Long Walk to Water,” by Linda Sue Park and complete various activities, including anchor charts and vocabulary logs. In Unit 1, Lessons 14-15, students prepare a text-based discussion on themes found in the text. Students complete a note-catcher handout with text specific evidence included for the discussion. Students are expected to answer the questions “How do Salva and Nya overcome adversity? What theme might the author be developing through these characters?” using evidence from the text to support their answers and elaborate on how the evidence supports the theme. In Module 1, The Lost Children of Sudan, Unit 2, Lessons 5-6, students complete the Mid-Unit 2 Assessment: Research to Answer a Question. Lesson 5 begins with students reflecting on previous learning and then reading Chapter 14 of “A Long Walk to Water” independently. As students read, they document unfamiliar vocabulary, record the gist, and refer back</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>to the “Work to Become Ethical People” and “Questions About ‘A Long Walk to Water’” anchor charts. Students then express their learning through a Think-Pair-Share exercise focusing on the question, “Which habits of character did you see in this chapter? Who demonstrated them? What did they look like?” Students complete Part 1 of the assessment as they “analyze the main ideas and supporting details in a clip from ‘God Grew Tired of Us.’” After completing the first part of the assessment, students participate in a Think-Pair-Share focused on the following questions: “How does Panther describe Southern Sudan before the war? How does this description differ from the descriptions Linda Sue Park gives in ‘A Long Walk to Water’? What do these two different descriptions of Southern Sudan tell us about the country?” The second part of the assessment requires students to research and answer questions related to the Lost Boys of Sudan. In Module 3, The Harlem Renaissance, Unit 1, Lesson 2, Compare Text and Music: “Shuffle Along Election Day,” students compare an audio recording of “Election Day” from the musical “Shuffle Along” to its written counterpart. Students answer several text dependent and text specific multiple choice questions, such as: “What is the effect of repeating the phrase election day in the text?” and “In the lyrics we learn that even if the day ‘be dark and cold’ people will ‘never mind.’ What does</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>this imply about election day?” These questions require students to refer directly to the text for analysis and understanding. Students also write a short essay in response to the prompt: “Write a brief response comparing the text and music version of ‘Election Day.’ How do the techniques in each medium affect the meaning of the song?” In Module 3, The Harlem Renaissance, students read the poems “The Negro Speaks of Rivers” and “I Shall Return Again” and compare the similar themes. Students also compare these themes to artworks Ethiopia Awakening and African Phantasy: Awakening. In Unit 1, Lesson 12, students complete a text dependent and text specific questions on the Collaborative Discussion: Analyze Structure, Language, and Theme in Poetry and Art handout. Questions include “How does the language and the structure of the poems create meaning? What are the thematic connections between the poems and the artworks?” Students use this information to complete a collaborative fishbowl activity or a small group recorded discussion.</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. Questions and tasks are complex, of high quality, and require students to engage in thinking at the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>complexity required by the standard. Questions and tasks advance student learning over the course of the modules. In Module 1, The Lost Children of Sudan, students read the anchor text. “A Long Walk to Water.” In Unit 3, Lesson 2, students read and listen to Chapter 17 of the text. After closely reading, students complete a note catcher with text dependent questions such as: Part A “How does the reader’s tone of voice change as the chapter goes on?” followed by Part B, “What are some of the ways the author shows the reader what tone to read in? (RL.7.4). In Module 2, Epidemics, Unit 2, Lesson 10, students begin with an Entrance Ticket that asks them to read an excerpt from “Kindness Contagion” and then “underline the best evidence to support the point that emotions can spread even without direct contact” (RI.7.1). Students then work with a partner to sort and color-code evidence to create a Model Informative Essay focused on the topic “It’s fair to say that the study of animal behavior has been informed by ideas from computer programming.” These activities are designed to support students in determining which evidence best supports a claim as they write and revise their own informative essays with a partner in response to the Focus Question: “How do epidemiologists use ideas from the study of crime detection to understand and explain epidemics?” (W.7.2). In Module 3, The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Harlem Renaissance, students closely read the text “The Boy and the Bayonet” After reading, students answer text dependent questions. For example, in Unit 2, Lesson 5, students answer Part A “What is Bud’s main concern following the bayonet incident?” and Part B “Which phrase best develops Bud’s point of view about the incident?” using evidence from the text to support their understanding of the text (RL.7.6). In Module 4, Plastic Pollution, Unit 1, Lesson 5, students analyze both the film transcript and video of an excerpt from “A Plastic Ocean.” Students respond to numerous questions that include the language of the standards on both the Entrance Ticket and Note Catcher. For example, the Note Catcher requires students to “record the evidence and reasoning the speaker uses to support the given claim. If a claim has multiple pieces of supporting evidence and reasoning, record them all in the boxes below the claim. Then evaluate whether the evidence is relevant and sufficient and the reasoning is sound, and underline YES or NO in the right-hand column.” (RI.7.1, RI.7.8, SL7.2). Students also answer multiple choice questions comparing the text and video versions of the excerpt. For example, after being directed to read an excerpt from the transcript, students are asked in Part A, “What is the purpose of this section of the video?/Part B How does the video add to what Craig is saying in the transcript?” (SL.7.2, RI.7.5).</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>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>Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. There is evidence of knowledge building across sequences of texts including the use of questioning to support students making meaning of complex texts. Tasks and assessments require students to refer to multiple texts on a shared theme or topic. In Module 1, The Lost Children of Sudan, students read the anchor text “A Long Walk to Water” and several additional articles. In Unit 2, Lesson 12-13, students complete a compare and contrast essay showing the similarities and differences between “A Long Walk to Water” and the article “The ‘Lost Girls’ of Sudan.” Throughout the unit, students use a note catcher document to collect evidence about the similarities and differences in how each of the texts treat their subject. Students are also asked to reflect on questions such as: “What patterns do you notice? Why do you think Linda Sue Park chose to use historical events in this way?” In prior lessons, students are taught the Painted Essay format and use it as a guide to complete the essay. While writing, students refer to materials from previous lessons, including the academic word wall, domain-specific word wall, Become Effective Learners</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>anchor chart, and Effective Informative Essay anchor chart. In Module 2, Epidemics, Unit 3, Lessons 12-13, students create a podcast based on the script they wrote in the End of Unit 3 Assessment. The podcast requires that students add sound effects and music to their script in an effort to clarify and emphasize the points being illustrated. The foundation of this performance task, the podcast script “about an epidemic they researched, presenting claims and findings and emphasizing salient points in a focused and coherent manner,” is the focus of Unit 3 and requires students to collaborate in teams of three to review texts within the module, research, and then write a podcast about their chosen medical epidemic. They listen to and analyze exemplary podcasts as they prepare to create their own and to refine and extend their research skills as they determine the content of their podcast. In Module 3, The Harlem Renaissance, students focus on texts and artwork from the Harlem Renaissance including: Shuffle Along, “Lift Every Voice and Sing,” The Harp, “Calling Dreams,” “Hope,” “I Shall Return,” Ethiopia Awakening, African Phantasy: Awakening, “The Negro Speaks of Rivers,” “His Motto,” “The Boy and the Bayonet,” “On Bully Patrol,” “David’s Old Soul,” and “The Sculptor.” In Unit 3, Lessons 8-9, students identify common themes and connect the works they’ve studied in the module to include in museum exhibits. Students also</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>draft a curator’s statement and a label for their favorite piece in their exhibits. The curator’s statement will focus on providing key information about the Harlem Renaissance, theme, and evidence from the piece in their writing. Students may also choose to write about any connections that exist in the language and structure of the works in their exhibit. In Module 4, Plastic Pollution, Unit 1, Lesson 10, students closely read and analyze Chapter 3 of the informational text, “Trash Vertex,” by Danielle Smith-Liera. Students begin the lesson by responding to two prompts on the Entrance Ticket. These prompts are designed for students to preview the text for the day. The first prompt asks, “Which picture or graphic from Chapter 3 do you find most intriguing or helpful for understanding the text and why? What do you think the author’s purpose was in selecting this picture or graphic?” The second prompt requires students to reflect on vocabulary words and their definitions that they previously identified for Chapter 3. Students then complete the Author’s Point of View and Purpose: “Trash Vortex,” Chapter 3 note catcher. This activity requires students to closely read the text and demonstrate their understanding in reference to the central idea and the evidence that supports it, author’s purpose and point of view, and how the author “distinguishes her point of view from others.”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Tasks directly involve the analysis of complex texts and require students to express their understandings through both writing and speaking. In Module 1, The Lost Children of the Sudan, students compare and contrast “A Long Walk to Water” and “The ‘Lost Girls’ of Sudan” in an informative essay. Students closely examine “A Long Walk to Water” and other informational texts related to the history and context of the events in the novel. In Unit 2, Lesson 14, students participate in a peer critique of the essays. Students give and receive feedback about their End of Unit 2 Assessment: Compare and Contrast “A Long Walk to Water” and “The ‘Lost Girls’ of Sudan” focusing on appropriate transitions and domain-specific vocabulary words. Students partner up and provide their partner with kind, helpful, and specific feedback about his or her writing, focusing on appropriate transitions and domain-specific vocabulary. In Module 2, Epidemics, Unit 1, Lesson 11, students work in groups of three to analyze how individuals, events, and ideas interact with another by analyzing Chapter 4 of the informational text, “Patient Zero,” by completing and discussing a note catcher and an interactive flowchart. Students begin the activity by closely reading and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>reflecting on an excerpt of “Patient Zero.” Students then respond to the questions “What habits of character and academic mindsets did you see in this excerpt? Who demonstrated them? What did they look/sound like?” using the Think-Pair-Share protocol. Students then complete the Solve “Patient Zero,” Chapter 4 note catcher to prepare for the text-based discussion in response to the prompt “How do the events and key individuals in this excerpt interact to change our ideas about disease?” Students then use manipulatives provided for the interactive flowchart to connect the individuals’ actions and events to one another. As students draw and arrange the cards and arrows, they discuss how the actions and events are related with their triads. Then groups discuss, explain, and justify their flowcharts with the rest of the class. In Module 3, The Harlem Renaissance, students analyze texts and artwork from the Harlem Renaissance. In Unit 3, Lessons 11–12: End of Unit 3 Assessment: Present Museum Exhibit, students demonstrate their understanding of the texts by presenting a Harlem Renaissance Museum to members of the community. In addition to individual presentations, the class works cooperatively to create an introduction to the museum. Students work in small groups to create sections of the introduction. In preparation for their writing, groups analyze the introduction to “One Last Word:</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Wisdom from the Harlem Renaissance,” by Nikki Grimes. Groups are assigned Discussion Cards with questions such as: “How does Grimes create interest in the Harlem Renaissance in the first paragraph?”; “How does Grimes summarize the period, people, writing, artwork, and purpose of the Harlem Renaissance?”; and “How does Grimes wrap up the entire introduction and leave you with inspiration from the Harlem Renaissance?” Students use this analysis as a guide to create their own section of the introduction. In Module 4, Plastic Pollution, Unit 2, Lessons 14-15, students complete the End of Unit 2 Assessment, Part I: Write an Argument Essay. Students reflect on previous materials including their Mid-Unit 2 Assessment: Analyze How Authors Present Evidence Differently, note catchers from throughout the module, texts from the module, specifically “A Plastic Ocean,” “Trash Vortex,” “Five Weird Materials That Could Replace Plastic,” “Five Things You Can Do to End Plastic Pollution,” and “Boyan Slat: The Great Pacific Garbage Patch Kid,” and their independent reading journals as they “plan and write an argumentative essay about addressing plastic pollution in the middle of the plastic life cycle.” Students use the Argument Writing Plan Graphic Organizer to structure and build their argument by answering questions, such as “Opposing Claim: What counterclaim might others raise to refute</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>your claim?” and “Elaboration: What reasons or reasoning develops your point and ties the point back to the claim?”</p> <p>Students answer the questions and respond to the prompts for each portion of their argumentative essay.</p>
	<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>	<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. Questions and tasks support skills in language, vocabulary, sentences, and structure relative to the texts being analyzed. Questions and tasks focus on depth of word knowledge and connections between words and their associated texts. Questions and tasks also focus on emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts including reading different texts, completing tasks, and engaging in speaking and listening. In Module 1, The Lost Children of Sudan, students examine the language throughout the unit through use of an Academic Vocabulary Word Wall, a Domain Specific Word Wall, and a Vocabulary Log.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Vocabulary is addressed through explicit instruction within lessons. The words are organized to support placement on the appropriate classroom word walls. Students also address vocabulary through text specific questions. In Unit 1, Lesson 4, students complete an Entrance Ticket addressing the use of the word “protested” in “A Long Walk to Water.” Students answer questions such as “What is the root of the word protested? What does the root mean? What do the affixes mean? What is the origin of each part of the word?” Content-related vocabulary and academic vocabulary are intentionally taught throughout the module. For example, in Unit 1, Lesson 1, students begin adding to the Academic Vocabulary Wall and the Domain-Specific Vocabulary Wall. Words such as “haven” and “infer” are added to the Academic Word Wall and each student’s corresponding notebook. The term “habits of character” is added to the Domain-Specific Word Wall and each student’s corresponding notebook. In Module 2, Epidemics, Unit 1, Lessons 1, students explore a variety of resources to infer the topic of this new module. The Entrance Ticket requires students to define the term “infer” and to infer the meaning of “clenched” as it is used in the passage provided. Students must also cite evidence to support their inference. After completing the Entrance Ticket, students explore the topic resources to infer the topic of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>module. Students peruse seven different resources including quotes, text excerpts, images, and videos to gather information about the module topic. As they explore, students note the things they see and the questions they have in an I Notice/I Wonder note catcher. Students also share what they are noticing with several different partners as they work. Students then analyze the module Performance Task requiring them to create a podcast about epidemics as they review the Performance Task Anchor Chart. As they complete the task, they begin to study the domain-specific term “epidemic” by working in triads to determine the meaning. They continue this process with other academic words such as “character” and “mindset.” These words are added to the appropriate word walls from the previous module. Following a Turn and Talk protocol discussing the topic and its relationship to medical and social epidemics, students explore the text “Patient Zero,” by Marilee Peters. They scan the book for a few minutes and make notes of what they notice on sticky notes and/or dry erase boards. Students then share the findings, including text features, with one another in a short discussion followed by a few minutes of reflection. To conclude the lesson, students complete an Exit Ticket requiring them to break down and define the term “epidemiologist” based on its affixes. Students then support their inferred definition with evidence from the text. In</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Module 3, The Harlem Renaissance, students examine language through continued use of the word walls from prior modules, as well as a vocabulary log. In this module, students analyze texts and music from the Harlem Renaissance. Students further their study of knowledge by analyzing the use of figurative language. In Unit 1, Lesson 4, Compare Text and Music: “I’m Just Wild about Harry”, students listen to and read “I’m Just Wild About Harry” from “Shuffle Along.” Students determine the meaning of words and phrases through the use of figurative language. Students demonstrate understanding by answering questions such as, “Read the following excerpt: ‘He’s sween just like choc’late candy / and just like honey from the bee’ How does this figurative language convey Jessie’s opinion of Harry?” which advances students’ depth of word knowledge.</p>
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<p><b>Non-negotiable*</b>  <b>4. FOUNDATIONAL SKILLS:</b>  Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central</p>	<p><b>Required *Indicator for grades K-5 only</b>  <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<b>N/A</b>	Not applicable for this grade level.
	<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>	<b>N/A</b>	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p><b>Required *Indicator for grades K-1 only</b>  <b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	N/A	Not applicable for this grade level.
	<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>	N/A	Not applicable for this grade level.
	<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>	N/A	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4g)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. 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>	N/A	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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>		
	<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>	<b>N/A</b>	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-2 only</b></p> <p><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.</p>	<b>N/A</b>	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><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.</p>	<b>N/A</b>	Not applicable for this grade level.
<b>Section III. Additional Criteria of Superior Quality</b>			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>5. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required</b> <b>5a)</b> Materials seek a <b>balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> <li>• The majority of informational texts have an informational text structure.</li> <li>• In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>		See EdReports for more information.
	<p><b>Required</b> <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>		See EdReports for more information.
	<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>		See EdReports for more information.
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students</p>	<p><b>Required</b> <b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.<sup>6</sup></p>		See EdReports for more information.

<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>meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required *Indicator for grades 3-12 only</b></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>		See EdReports for more information.
	<p><b>Required</b></p> <p><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>		See EdReports for more information.
	<p><b>Required</b></p> <p><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>		See EdReports for more information.
<p><b>7. ASSESSMENTS:</b></p> <p>Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the</p>	<p><b>Required</b></p> <p><b>7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative and self-assessment measures.</p>		See EdReports for more information.
	<p><b>Required</b></p> <p><b>7b)</b> Materials <b>assess student understanding of the topics, themes, and/or ideas</b> presented in the unit texts. Questions</p>		See EdReports for more information.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>Required 8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).		See EdReports for more information.
	<b>Required 8e)</b> Materials are <b>easy to use and well organized</b> for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.		See EdReports for more information.
	<b>Required 8f)</b> Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		See EdReports for more information.
	<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.		See EdReports for more information.
<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

<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
			outlined in the standards. Text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. Materials provide published texts that 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. Text collections of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	<b>Yes</b>	Questions in the materials are text dependent and text specific and 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. Student ideas are expressed through both written and spoken responses.
	3. Coherence of Tasks	<b>Yes</b>	Materials include coherent sequences of questions and tasks that focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			language through quality, grade-level complex texts and support students in examining the language critical to the meaning of texts.
<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>			

\*As applicable

<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: **EL Education**

Grade: **8**

Publisher: **Open Up Resources**

Copyright: **2019**

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/el-education-68-language-arts-2019>.

<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.

---

<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. A text analysis that includes complexity information is provided for key texts throughout the materials. The text analysis includes both qualitative and quantitative measures, reader and task considerations, and an overall rationale. Required texts are appropriately complex. In Module 1, Folklore of Latin America, students read “Summer of the Mariposas,” (840L) by Guadalupe Garcia McCall. While the text measures below grade-level quantitatively, “This comfortable quantitative reading level allows students to focus on the metaphor, mythology, and intricate connections that create meaning in the novel.” Qualitative data considers the text very complex overall. The text contains characters from Latin American folklore and contains references to sensitive topics such as a family’s abandonment by their father, a murder and children’s discovery of the corpse, illegal crossing of the border between the United States and Mexico, magic, spells, witchcraft, and monsters. Students also compare the novel to complex informational texts about the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>folklore of Mexico. In Module 2, Food Choices, students read the informational text, “The Omnivore’s Dilemma (Young Reader’s Edition),” (930L) by Michael Pollan as they explore the complex issue of the food chain and its personal and global health indications. Though the quantitative measure of the text is 930L, the qualitative text measures, as well as the reader and task considerations, make it appropriately complex for Grade 8. Qualitative measures of meaning/purpose, text structure, and language features are all identified as very complex due to the domain-specific vocabulary and concepts students are required to process and connect. The knowledge demands are exceedingly complex based on the abstract concepts and connections the reader must consider in order to understand the arguments presented within the text. The text contains somewhat sensitive topics with which students may have personal connections. Additionally, a basic understanding of science concepts regarding nutrition are required to support student comprehension as they read and analyze the text and its supporting information. In Module 3, Voices of the Holocaust, students read the anchor text, “Maus I: A Survivor’s Tale: My Father Bleeds History,” by Art Spiegelman. The text is a Pulitzer Prize-winning graphic novel about the Holocaust, which includes complex themes, characters, and subject matter appropriate for Grade 8. The text</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>explores the a father’s experiences during the Holocaust. Students also read several informational texts on the same topic, including an excerpt from the award winning novel, “Night,” by Elie Wiesel. Students use the texts to compare themes in the texts. In Module 4, Lessons from Japanese American Internment, students explore multiple texts and resources as they examine the Guiding Questions and Big Ideas surrounding the causes, impacts, and lessons learned from Japanese American internment. For example, the anchor text for the module is “Farewell to Manzanar,” (1040L) by Jeanne Wakatsuki and James D. Houston. This informational text is a first-hand account of a young girl imprisoned in a Japanese American internment camp with her family and falls within the 6-8 grade band using quantitative measures. Qualitative measures of meaning/purpose, text structure, and knowledge demands are very complex due to the nature of the subject matter and content-specific requirements regarding World War II. Additionally, reader and task considerations note the sensitive and possibly upsetting content that may be challenging for students to process. Additional texts include the informational article, “Psychological Effects of Camp,” (1390L) by Donna K. Nagata. With quantitative measures at the Grade 11 to College Career Readiness levels and multiple qualitative measures of very complex, this text</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			explores the psychological effects of Japanese Americans forced into internment camps. Students read and analyze this text in the final unit of the module after they developed a strong understanding of the content through their work with the anchor text and other supporting texts.
	<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>	Yes	<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. Most texts are authentic, published texts that were crafted for non-instructional purposes independent of these materials. Texts that were specifically crafted for use within the materials are of publishable quality and offer rich opportunities for students. In Module 1, Folklore from Latin America, students read “Summer of the Mariposas,” by Guadalupe Garcia McCall. The story chronicles the hero’s journey of Odilia and her sisters after they find a dead body in a local swimming hole. Published in 2015, this young adult novel won multiple awards, including Bank Street College of Education’s Best Children’s Books of the Year, being included on the Texas Library Association’s Lone Star Reading List, and School Library Journal’s Best Books of the Year. In Module 2, Food Choices, students read the informational text, “The Omnivore’s Dilemma (Young Reader’s Edition),” an</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>adaptation of the award-winning book by Michael Pollan that includes research into the food chain as well as practical application for healthy and responsible eating. In addition to the anchor text, students read published articles such as “Sticking Up for Coke, Sort Of” from “The Seattle Times” and “The Advantages and Disadvantages of Pesticides” from “ChefsBest.com.” Other supporting texts include entries from the “Encyclopedia Britannica.” In Module 3, Voices of the Holocaust, students read the anchor text “Maus I: A Survivor’s Tale: My Father Bleeds History,” by Art Spiegelman. This Pulitzer Prize-winning graphic novel about the Holocaust has been noted by the Wall Street Journal as being “the most affecting and successful narrative ever done about the Holocaust.” In addition to the award-winning “Maus,” students also read excerpts of “Night,” Elie Wiesel’s autobiographical account of his survival as a teenager in Nazi concentration camps. In Module 4, Lessons from Japanese American Internment, students read the anchor text. “Farewell to Manzanar,” by Jeanne Wakatsuki Houston and James D. Houston. This bestselling memoir shares the childhood experiences of author Jeanne Wakatsuki Houston when her family was relocated to a Japanese American internment camp during World War II. This highly regarded book was published in 1973 and made into an award-winning television</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>movie in 1976. Students watch and analyze the movie as they closely read the text. Additionally, students read a variety of web-based published articles and excerpts including “Japanese Relocation during World War II” from the “National Archives” and “Psychological Effects of Camp,” by Donna K. Nagata from “Densho Encyclopedia.” These texts are authentic and engaging as they provide direct support to the content being explored.</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. Materials include text sets that build understanding and knowledge of connected topics, themes, or ideas. Tasks connect topics from texts over multiple lessons. Texts regularly address a common topic from multiple and different perspectives. Tasks associated with the texts include reading, writing, speaking, and language. Students are required to cite evidence to support their responses from multiple texts within a unit. Sequences of lessons with a unit are designed to connect topics and ideas across the text set. There is a clear progression of skills on a common topic. In Module 1, Folklore from Latin American, students read texts about Latin American folklore through anchor text, “Summer of the Mariposas,” by Guadalupe Garcia McCall, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>supplemental texts. The texts are connected on common themes and activities. In Unit 1, students analyze figurative language throughout the anchor text. Students complete a figurative language note catcher while reading. Unit 1, Lesson 2 begins with an explanation of academic and domain specific vocabulary. In the lesson, students begin vocabulary logs that are used throughout the module. Students add both academic and domain specific vocabulary to the logs. In Module 2, Food Choices, students focus on better understanding how the structure of a text reflects an author’s perspective and point of view by reading and analyzing Michael Pollan’s, “The Omnivore’s Dilemma (Young Reader’s Edition).” Students consider information and arguments from multiple perspectives presented in multiple formats to evaluate their effectiveness. Students also encounter domain-specific and academic vocabulary needed to understand and analyze the texts. These texts include: “Nourish: Short Films: 54 Bite-Sized Videos About the Story of Your Food”; “To GMO or NOT to GMO?” from “Odyssey Magazine”; and “Food Desert” from “Encyclopedia Britannica.” These resources work together to not only deepen student understanding of the American food chain and its issues, but to create opportunities for students to evaluate the strengths and weaknesses of each mode of presentation. Then, in Unit 1, Lesson 15, students take the End of Unit 1</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Assessment: Analyze the Purpose of Information, Evaluate Mediums, and Conflicting Information in Video and Text. Students independently read a new text, “Is Eating Healthy Really More Expensive?” and watch a new video, “No Free Lunch,” to answer assessment questions about the “advantages and disadvantages of digital print and video to portray information about the cost of healthy food, the purpose of the information presented, and how the two sources disagree.” In Module 3, students read the anchor text, “Maus I: A Survivor’s Tale: My Father Bleeds History,” by Art Spiegelman and other supplemental texts on the topic of the Holocaust. Throughout the module, students will learn about the history and impacts of the Holocaust through the texts. Students begin the study of the anchor text in Unit 1 by learning domain specific vocabulary for a graphic novel. In Unit 1, Lesson 3, students are provided a Holocaust glossary to deepen their understanding of the topic and the texts. Students return to the anchor text throughout the module. In Module 4, Lessons from Japanese American Internment, students focus on identifying and analyzing how multiple texts convey, connect, and distinguish among and between concepts related to the internment of Japanese Americans in the United States. Students both read the book and watch the movie, “Farewell to Manzanar,” and read a multitude of other</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>texts on the subject matter. Students build both background knowledge and domain-specific vocabulary as they read, analyze, and connect texts such as “Japanese Relocation during World War II” from the “National Archives,” “Reflections” from the Clara Breed Collection from the “Japanese American National Museum,” and “Japanese Internment Camp Survivors Protest Ft. Sill Migrant Detention Center” from the “Los Angeles Times.” In Unit 3, Lesson 1, students begin by analyzing the word ‘annotate’ to determine its meaning through its root word ‘note’. Students then reflect on the reasoning behind and process of annotating a text. Students then add the term to their Academic Word Wall. Students then read and annotate the text, “Seeking Redress,” with two specific purposes: determining a central idea and analyzing its development and analyzing how the authors’ point of view is conveyed and differs from other perspectives. Students then add several domain-specific terms to their Domain-Specific Word Wall, including: redress, reparations, pilgrimage, and wartime hysteria. After the teacher models analyzing the first few paragraphs, students use the Turn and Talk partner strategy to read and analyze the next two paragraphs. Then students analyze the rest of the text independently. Upon completion, the class participates in a Think-Group-Share to share and reflect on their understanding and analysis.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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. Each module has an anchor text and supporting texts. These texts are the foundation for knowledge building throughout the unit. Texts support knowledge building through multiple, careful readings that include using note catcher handouts and annotation skills. Texts are regularly reread to deepen understanding of the topic being studied. Texts are reread for specific purposes and emphasize building knowledge of the topic that is the focus of the module. In Module 1, Folklore from Latin America, students read “Summer of the Mariposas” by Guadalupe Garcia McCall. In Module 1, Unit 1, Lesson 3, students reread Chapters 1 and 2. Students analyze the point of view from which the text is told and will determine the “gist” of the chapters. Students also extend their understanding of the text by writing about the difference in impact the first two chapters of Summer of the Mariposas might have if they were written from the point of view of another character or by rewriting the chapters from another perspective. In Module 2, Food Choices, Unit 1, Lesson 9, students analyze the structures of specific paragraphs from Michael Pollan’s “The Omnivore’s Dilemma (Young Reader’s Edition)” to determine how the author develops key concepts by carefully reading and rereading key excerpts. Students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>participate in a Gallery Walk in which they analyze a structure within each of the four paragraphs. Students respond to multiple prompts requiring them to identify the structure and key concept conveyed by the paragraph, why the author included the paragraph, and the role the paragraph plays in the purpose of the author for the text. Students rotate from one paragraph to another in small groups as they address the prompts and document their findings for other groups to note and consider. Students refer back to their Paragraph Structure anchor chart from previous lessons within this module and previous modules for support as they work. Students then share their analysis of each paragraph as a class. In Module 3, Voices from the Holocaust, students read the anchor text, “Maus I: A Survivor’s Tale: My Father Bleeds History,” by Art Spiegelman, and other supplemental texts on the topic of the Holocaust. In Unit 2, Lesson 2, students reflect on the structure of “Maus I” and read the poem “Often a Minute,” by Magdalena Klein. Students are asked to analyze the difference in structure. Students also complete a Close Read note catcher activity while reading and rereading the poem. Students answer questions about the structure, meaning, content, and themes in the poem. Students demonstrate knowledge of the Holocaust in the close read. In Module 4, Lessons from Japanese American Internment, Unit 2, Lesson 11,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students plan a literary argument essay regarding the effectiveness of the film version in comparison to the novel in conveying “Papa’s conflicted loyalties.” Students begin by referring back to the novel, “Farewell to Manzanar,” the Compare Text to Film note catcher they completed as they read the book and watched the movie, the Connections and Distinctions note catcher they completed, and the Close Read: “Farewell to Manzanar, Chapter 7” note catcher, analyzing excerpts from the novel. Additionally, students refer back to the Significant Ideas anchor chart that was completed as they read. Working with a partner, students reflect on their various note catchers to identify sections of text with relevant evidence. Students then return to the text itself and use sticky notes to note evidence that is relevant to the argument. Students then share the text evidence they located with one another as they discuss the text and relevant text evidence.</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><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. Throughout the materials student ideas are expressed through both written and spoken responses. The majority of questions require students to support their responses with text evidence and valid reasoning. Materials include both text dependent and text specific questions. In Module 1,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>Folklore from Latin America, Unit 1, Lessons 14-16, students answer a series of text-dependent questions and complete an Aspects of Character: Summer of the Mariposas Chapter 1 graphic organizer analyzing aspects of character in the text. Students find textual evidence to support the analysis. While completing the graphic organizer, students are given the opportunity to discuss with classmates in a Think-Pair-Share and will present their findings in a Socratic Seminar. In Module 2, Food Choices, Unit 1, Lesson 11, students take the Mid-Unit 1 Assessment: Analyze Structure, Determine Point of View, and Evaluate Arguments in Video and Text. The assessment requires students to read an excerpt from “Chew on This” and watch the video clip “Why We Eat Local” from Nourish: Short Films. Students then answer questions about the structure, purpose, and effectiveness of the arguments presented. Text dependent questions include “What is the author’s purpose for this video?” and “What is one piece of relevant evidence that supports this point?” Text specific questions include “Which of the following pieces of evidence, if the author chose to include it, would be irrelevant to the author’s claim?” In Module 3, Voices from the Holocaust, Unit 2, Lessons 13-14, students create a Holocaust Commemorative Poster to honor the voice of one of the Holocaust victims and survivors. Students summarize Lessons 8–</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>11 to highlight the experience and voice of the person they are commemorating. Students are expected to show the significance of the theme and why it is important to remember this theme and experience and connection to habits of character. Students then share the posters in a Silent Commemorative Poster Share. As students view the posters, they will complete a Commemorative Poster Share note catcher looking for evidence of each of the required parts of the poster. Students are expected to use text specific evidence when creating the posters. In Module 4, Lessons from Japanese American Internment, Unit 3, Lesson 1, students read and annotate “Seeking Redress” to “determine the central idea and analyze its development over the course” of the text. Students also “analyze how the authors’ point of view is conveyed and differs from other points of view in a text about Japanese American internment.” Students then answer several teacher initiated questions using a Think-Group-Share protocol. These text dependent and text specific questions include: “According to your annotations, what would you say is the author’s point of view toward internment? Toward the redress actions undertaken? What evidence from the article shows this point of view?”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p><b>Yes</b></p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. Questions and tasks are complex, of high quality, and require students to engage in thinking at the complexity required by the standard. Questions and tasks advance student learning over the course of the modules. In Module 1, Unit 1, Lesson 13, students complete the activity Aspects of Character: Summer of the Mariposas, Chapter 11. Students review one chapter of an ongoing text and complete a chart analyzing the character of Odilia. Students answer the question, “In Chapter 11, Odilia and her sisters encounter a donkey. How does Odilia respond to meeting the donkey? What aspect of her character does this reveal?” (RL.8.1, RL.8.3). Students are expected to show the character’s response, what they feel it reveals about the character, and cite textual evidence to support their answer. In Module 2, Food Choices, Unit 1, Lesson 4, students read an excerpt from Michael Pollan’s “The Omnivore’s Dilemma” with a focus on evaluating the arguments made regarding food choices. While completing a graphic organizer delineating the arguments, students respond to standards-based questions using a Turn and Talk protocol. For example, “What is Michael Pollan’s</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>point of view in section 3 of The Omnivore’s Dilemma?” (RI.8.6). In Module 3, Unit 1, Lesson 6, students complete a close read of Chapter 6 of “Maus I.” Students then answer text dependent questions of varying difficulty levels. Students evaluate the tone of the chapter with the question, “Vladek says, ‘The other prisoners get two meals a day. We Jews get only a crust of bread and a little soup,’ on page 53, panel 3. How does this statement impact the tone of this section of text?” (RL8.4). Students show understanding of plot structure with the question, “What incident provokes Vladek to volunteer for the German labor assignment on page 55, panel 9?” Students make an inference about a character with the question, “On page 63, panel 4, the caption reveals Vladek’s thinking, ‘Always I saved... just in case.’ What does that reveal about Vladek’s character?” (RL.8.3). Students are expected to use evidence to support some answers as well. In Module 4, Lessons from Japanese American Internment, Unit 1, Lesson 10, Entrance Ticket, students read sentences from Chapter 8 and Chapter 9 of “Farewell to Manzanar” and answer several standards-based questions, such as: “What can you infer about the mood of the camp as conveyed in these two sentences? How does this mood compare to that in earlier chapters?” (RI.8.4) and “What are four words or phrases from the excerpt that best help to convey that point of view?” (RI.8.4).</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>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>Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. There is evidence of knowledge building across sequences of texts including the use of questioning to support students making meaning of complex texts. Tasks and assessments require students to refer to multiple texts on a shared theme or topic. In Module 1, Folklore from Latin America, Unit 2, Lessons 6-10, students write a narrative essay. Throughout the module, students read the novel “Summer of the Mariposas.” In these lessons, students analyze Chapter 17 of the novel, as well as the model text, “The Peuchen.” Students choose a Latin American monster to research and visit one of four workstations to explore informational materials about their monster of choice. Then, students choose which monster they wish to write about in their narrative. Students use prior texts as a guide to their novel. They create a storyboard to organize the narrative. Finally, students write the narrative as the End of Unit Assessment. In Module 2, Food Choices, students explore the anchor text, “The Omnivore’s Dilemma,” and a variety of other sources as they research and evaluate the complex dilemmas surrounding the food they eat. In Unit 3, Lesson 3, students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>begin to gather evidence to write an argument essay addressing the prompt: “What is one informed action people in your community can take to make healthy and sustainable food choices?” Students refer back to Units 1 and 2 to gather evidence and reflect on their learning. Students participate in a Four Corners activity to collaboratively discuss issues related to healthy and sustainable foods with their peers. In this activity students respond to prompts such as “The best-informed action citizens can take to eat healthy and sustainable food is to support the production of GMOs” by moving from one corner to another based on their stance. While in their respective corners, students use Conversation Cues to discuss their understandings with students in their corner and students in other corners. As students share and justify their opinions, they refer back to “The Omnivore’s Dilemma” to find supporting evidence. In Module 3, Unit 3, Lessons 8-15, Voices of the Holocaust, students write an interview narrative from the perspective of a Holocaust upstander. In earlier lessons, students read accounts of the Holocaust from several Holocaust survivors and read four upstanders’ stories. Students use that knowledge to write a narrative in the form of an interview from the perspective of one of the upstanders. Students then use that narrative to create graphic panels telling the story. Students read the graphic novel</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>“Maus I” throughout the module and format their graphic panels in the same structure. In Module 4, Lessons from Japanese American Internment, students read the anchor text, “Farewell to Manzanar,” as they investigate the internment of Japanese Americans during World War I. In Unit 2, Lessons 18-19, students take the End of Unit 2 Assessment: Write a Literary Argument Essay: “Farewell to Manzanar.” The prompt requires students to evaluate “the extent to which the film ‘Farewell to Manzanar’ stays faithful to or departs from the text, evaluating the filmmakers’ choices in conveying a significant idea.” To prepare for their essay, students refer back to assignments from throughout the module, including the Mid-Unit 2 Assessment, Compare Text to Film: “Farewell to Manzanar” note catcher, and a variety of other activities where they answered questions and made connections to the text and film. Students use these resources and others as they plan and write their literary argument essays.</p>
	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Tasks directly involve the analysis of complex texts and require students to express their understandings through both writing and speaking. In Module 1, Folklore from Latin America, Unit</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>2, Lesson 2, students identify the development of the theme in the text “Summer of the Mariposas,” Chapter 14. Students use the Development of Theme: Summer of the Mariposas note catchers to capture their analysis of the theme and to track specific text-based examples of how the theme develops. After completing the note catcher, students draw their attention to row two of the chart. Students turn to a partner to Think-Pair Share the following questions: “What theme is connected to this detail?”; “How does this detail show the theme?”; and “In what ways does this detail connect to learning about becoming ethical people?” In Module 2, Food Choices, Unit 3, Lesson 15, students present their “recommendation for consumers to consider when making healthy and sustainable food choices” using a roundtable format. Students present their claims and findings regarding healthy and sustainable food choices based on the reading of the anchor text “Omnivore’s Dilemma” and research throughout the module. This culminating performance task allows students the opportunity to present their research through a presentation complete with visuals that each student prepares. Students share and justify their findings with other members of the roundtable discussion and any invited guests using the notes and prompt cards that they have individually prepared. Students reference not only the readings</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>from class, but those they have completed independently in their own research. In Module 3, Voices of the Holocaust, Unit 3, Lesson 7, students read and annotate a model narrative in preparation for writing a narrative. Students read Upstander Model: “Interview with Anna Jensen” and complete the Close Readers Do These Things anchor chart. After completing the chart, students share their answers in a Turn and Talk focusing on the question, “What habits of character did Anna Jensen display in her work as an upstander?” Students also Think-Pair-Share the following questions, “What is the writer doing in this first interview question?” and “Why does the writer ask, ‘And then what happened?’” After discussing, students create their own narrative for an upstander. Students work with a partner to brainstorm for the narrative. In Module 4, Lessons from Japanese American Internment, Unit 3, Lessons 6-12, students identify and research local activist organizations that support and/or exemplify the lessons illustrated throughout the module. In small groups, students then research the organizations and the work that they do within the community in preparation for an “Activist Assembly.” Students write and refine interview questions based on their research. After practicing their interviewing skills with one another, students conduct phone interviews with their selected activist organizations with the goal of connecting</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the work of the organization to lessons learned from internment. Students then create presentations to share their research with the class and community through the “Activist Assembly.” These presentations include an anchor chart specific to the activist organization and any other visuals or graphics to support student findings.</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. Questions and tasks support skills in language, vocabulary, sentences, and structure relative to the texts being analyzed. Questions and tasks focus on depth of word knowledge and connections between words and their associated texts. Questions and tasks also focus on emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts including reading different texts, completing tasks, and engaging in speaking and listening. In Module 1, Folklore from Latin America, Unit 1, students maintain a vocabulary log of words from the texts. Students identify</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>meanings of words in Lesson 6 Entrance Ticket by using context clues from the passage to determine the meaning. The Lesson 7 Entrance ticket asks students to deconstruct the word into prefix, root, and suffix to determine the meaning. These words are reviewed throughout the unit on homework activities and word walls. In Module 2, Food Choices, Unit 2, Lessons 2, students use the internet to research genetically modified organisms (GMOs). The lesson begins with students discussing and defining the term “credibility” and adding it to the academic word wall and their personal vocabulary logs. Students then explore the meaning of search terms and add it to the domain-specific word wall and their personal vocabulary logs. Students add synonyms and visual sketches to their personal definitions to support their own understanding. As the lesson continues, students continue to add terms that are relevant to their research, like “bias,” to their vocabulary logs. Students refer back to the academic and domain-specific word walls and their personal vocabulary logs throughout the module and the year. In Module 3, Voices From the Holocaust, Unit 1, Lesson 3, students are introduced to and explore a glossary of terms from the Holocaust. They use this glossary to help make meaning of unknown words and phrases as they read an overview of the history of the Holocaust and reflect on thinking questions. The terms,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>“persecution, propaganda, Reich, swastika, Warsaw, and ghetto,” are topic specific and are reviewed throughout the module. In Module 4, Lessons from Japanese Internment, Unit 1, Lesson 1, students closely read the foreword, the epigraphs, and chapter 1 of “Farewell to Manzanar” with a focus on making connections the individuals, events, and ideas of the text. Prior to beginning the close read, students work through several new academic vocabulary words and domain-specific words. For example, the domain-specific term “internment” is critical to the understanding of the anchor text. Prior to reading, students use the Turn and Talk protocol to share and discuss the dictionary meanings of the word. They then add it to the domain-specific word wall and their personal academic vocabulary logs. They also examine the structure of the term and add its root intern- and the suffix -ment to their affixes list in their vocabulary log. Students continue to add terms and affixes as they work through the module.</p>
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<p><b>Non-negotiable*</b>  <b>4. FOUNDATIONAL SKILLS:</b>  Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics,</p>	<p><b>Required *Indicator for grades K-5 only</b>  <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<b>N/A</b>	<p>Not applicable for this grade level.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p><b>Required *Indicator for grades K-1 only</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-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</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
	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.	<b>N/A</b>	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>	<b>N/A</b>	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.	<b>N/A</b>	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.	<b>N/A</b>	Not applicable for this grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section III. Additional Criteria of Superior Quality</b>			
<p><b>5. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>5a)</b> Materials seek a <b>balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> <li>• The majority of informational texts have an informational text structure.</li> <li>• In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>		See EdReports for more information.
	<p><b>Required</b> <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>		See EdReports for more information.
	<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>		See EdReports for more information.
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students</p>	<p><b>Required</b> <b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.<sup>6</sup></p>		See EdReports for more information.

<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>meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required *Indicator for grades 3-12 only</b></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>		See EdReports for more information.
	<p><b>Required</b></p> <p><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>		See EdReports for more information.
	<p><b>Required</b></p> <p><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>		See EdReports for more information.
<p><b>7. ASSESSMENTS:</b></p> <p>Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the</p>	<p><b>Required</b></p> <p><b>7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative and self-assessment measures.</p>		See EdReports for more information.
	<p><b>Required</b></p> <p><b>7b)</b> Materials <b>assess student understanding of the topics, themes, and/or ideas</b> presented in the unit texts. Questions</p>		See EdReports for more information.

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



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>Required 8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).		See EdReports for more information.
	<b>Required 8e)</b> Materials are <b>easy to use and well organized</b> for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.		See EdReports for more information.
	<b>Required 8f)</b> Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		See EdReports for more information.
	<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.		See EdReports for more information.

**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

<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
			outlined in the standards. Text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. Materials provide published texts that 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. Text collections of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	<b>Yes</b>	Questions in the materials are text dependent and text specific and 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. Student ideas are expressed through both written and spoken responses.
	3. Coherence of Tasks	<b>Yes</b>	Materials include coherent sequences of questions and tasks that focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			language through quality, grade-level complex texts and support students in examining the language critical to the meaning of texts.
<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>			

\*As applicable

<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.