

On June 21, 2022, Louisiana lawmakers signed [Act 517](#) into law to ensure that all textbooks and instructional materials used to teach students to read are high-quality, fully aligned to state content standards, and based on literacy strategies that are scientifically researched with proven results in teaching phonological awareness, letter formation, phonics, decoding, fluency, vocabulary, and comprehension. As part of the Louisiana Department of Education's support for a seamless transition to textbooks and instructional materials that are based on scientifically-researched literacy strategies, the LDOE identified the criterion and indicators used to review instructional materials that were impacted as a result of this legislation.

Title: **EL Education**

Grade: **K-2**

Publisher: **Open Up Resources**

Copyright: **2017**

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

This [English Language Arts](#) review has been examined for the following changes in alignment resulting from [Act 517](#):

- Instructional materials and embedded assessments do not require or encourage the three-cueing system model of reading (students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues) in reading instruction;
- Instructional materials and embedded assessments do not require or encourage visual memory as the primary basis for word recognition; and/or
- Instructional materials and embedded assessments do not require or encourage MSV (Meaning, Structure and Visual) cues in reading instruction.

This review **remains a Tier 1 rating.** ▾ As a result of these changes, the following chart identifies the potential impact of Act 517 on specific elements of the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when selecting and using instructional materials.

#### Non-negotiable

#### CRITERION 4. FOUNDATIONAL SKILLS:

Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

INDICATOR	What does the current review say?	Do the materials align with expectations of Act 517?	What is the impact on this review?
<b>Required</b> <b>*Indicator for grades K-2 only</b>	The first Module 1 Teacher Guide provides a scope and sequence charting which foundational skill standards are	<input checked="" type="checkbox"/> <b>Does not use three-cueing</b> ▾	Materials meet the requirements of Act 517 and remain a Tier 1 rating.



<p><b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills</p>	<p>taught during each module and which ones are taught throughout all modules. Each "Teacher's Guide for Foundational Skills" provides a chart, showing exactly which standards are taught for each lesson in the first column. Students clearly practice foundational skills through the year.</p>	<p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	
<p><b>Required</b> <b>*Indicator for grades K-5 only</b></p> <p><b>3b)</b> In <b>grades K-2</b>, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In <b>grades 3-5</b>, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	<p>Engaging, phonetically controlled texts are provided for systematic, explicit, and frequent practice of foundational skills. At the beginning of the Teacher's Guide a chart is provided which explains what texts to use to teach what foundational skills.</p>	<p>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>
<p><b>Required</b> <b>*Indicator for grades K-5 only</b></p> <p><b>3d)</b> Materials encourage students to self-monitor and</p>	<p>The curriculum places a heavy emphasis not only on goal-setting and reflection, but also specifically on growth mindset: helping students notice that their ability grows with their effort. Each lesson is</p>	<p>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>



<p>to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>closed with the teacher posing the question, "What did you do today that is helping you become a more proficient reader?" Students are encouraged to reflect on their own learning progress. Also, during partner work the teacher encourages students to use their partner for help if they get stuck on pronouncing a word.</p>	<p>✓ Does not use MSV</p>	
<p><b>Required</b> <b>*Indicator for grades K-5 only</b></p> <p><b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	<p>Students read decodable texts throughout the Foundational Skills block. Provided with each lesson is a "Meeting the Students' Needs" column which provides specific ways the teacher can better meet the academic needs of students by providing immediate feedback. Students are divided into 4 groups, PreAlphabetic, Partial-Alphabetic, ConsolidatedAlphabetic, and Full Alphabetic. The teacher assesses students in their groups, scoring assessments and providing feedback on the spot. In addition to the work in the Reading Foundations Skills block, students practice fluency in the Module Lessons when rereading/reciting songs, poems, and also during read-alouds of some tests.</p>	<p>✓ Does not use three-cueing</p> <p>✓ Does not use visual memory</p> <p>✓ Does not use MSV</p>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>



<p><b>Required</b> <b>*Indicator for grades K-2 only</b></p> <p><b>3g)</b> Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	<p>For the Reading Foundations Skills block, there are three types of assessments: benchmark assessments (conducted three times a year), cycle assessments (conducted weekly), and daily "snapshot" assessments suggested in each lesson.</p>	<p>✓ Does not use three-cueing</p> <p>✓ Does not use visual memory</p> <p>✓ Does not use MSV</p>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>
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The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>1</sup> In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts<sup>2</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: EL Education (Module Lessons, Literacy Labs, Reading Foundation Skills Block)

Grade: K-2

Publisher: Open Up Resources

Copyright: 2017

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. Range and Volume of Texts	
3. Foundational Skills (Non-Negotiable*)	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
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 K \(Tier 1\)](#)

[Grade 1 \(Tier 1\)](#)

[Grade 2 \(Tier 1\)](#)

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

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



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>3</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>4</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: EL Education (Module Lessons, Literacy Labs, Reading Foundation Skills Block)

Grade: K

Publisher: Open Up Resources

Copyright: 2017

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. Range and Volume of Texts	
3. Foundational Skills (Non-Negotiable*)	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

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

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

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

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

<sup>3</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>4</sup> A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b></p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.<sup>5</sup> Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Materials provide texts that are appropriately complex for kindergarten by offering extensive read-aloud texts that allow sufficient opportunity for engagement with complex texts. For example, Unit 1, Lessons 2-5 students engage in a read aloud of Llama Llama Time to Share, and in Unit 2, Lessons 5-8 students engage in a Read Aloud of Toys Galore. In Unit 3, Lessons 1-7 students engage in a read aloud of Have Fun Molly Lou Melon.</p>
	<p><b>REQUIRED</b></p> <p><b>1b)</b> At least 90% of texts are authentic<sup>6</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>The majority of texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. The following "Required" texts are authentic because they stand alone as published, including Llama Llama Time to Share, Have Fun Molly Lou Melon, Toys Galore, and Playing With Friends.</p>

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

<sup>6</sup> Authentic texts are previously published rather than “commissioned.”



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p><b>Yes</b></p>	<p>Materials do provide a coherent sequence or collection of connected texts. Modules focus on specific topics. Each unit within the module builds student knowledge on that topic. For example, Module 1 builds knowledge about toys and play, Unit 3 specifically focuses on toys our classmates prefer. Students have opportunities to think about preference and perspectives as themes. Students build knowledge about these themes through close reads of Playing With Friends and Have Fun Molly Lou Melon. In Unit 3, Lesson 4 students closely read Have Fun Molly Lou Melon to determine the toys Gertie and Molly Lou prefer. Students work with a classmate to use speaking and listening skills to ask and answer the question: Would you prefer to play with toys now or long ago? Students read Playing With Friends and look for ideas about how difference between toys now and long ago. During the closing and assessment students turn and talk to ask and answer the question from earlier (Would you prefer to play with toys now or long ago?). In Lesson 5 students draw and/or write about a toy.</p>
	<p><b>1d)</b> Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p><b>Yes</b></p>	<p>Texts increase in complexity as materials progress throughout the grade level and texts increase in complexity across the grade bands. Although texts do not show a consistent increase quantitatively in the grade band, there is an increase from Kindergarten through second grade.</p>
<p><b>2. RANGE AND VOLUME OF TEXTS:</b></p> <p>Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p><b>Yes</b></p>	<p>ELA materials seek a balance in instructional time between literature and informational texts. In the required texts, there are approximately 11 literature texts and 10 informational texts in kindergarten.</p>
	<p><b>REQUIRED</b></p> <p><b>2b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and</p>	<p><b>Yes</b></p>	<p>Materials include texts of different formats. Printed texts, including short and long lengths and poems and videos are used in the curriculum. Images and</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	lengths (e.g. short stories and novels).		Illustrations are also used to engage students in thinking about the topic in the unit.
	<b>2c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Yes	Materials include many informational texts with an informational text structure rather than a narrative structure. Examples of texts with informational structure include Are trees alive? Toys Galore, and Weather Words and What They Mean.
	<b>2d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	Several connected texts are used over the course of each module to gain student interest. A "Recommended Texts and Other Resources" document provides options for additional texts for shared and independent reading.
<b>Section II. Foundational Skills (grades K-5 only)</b>			
<b>Tier 1 and 2 Non-Negotiable*</b> <b>3. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central 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.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED *Indicator for grades K-2 only</b> <b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	Yes	The first Module 1 Teacher Guide provides a scope and sequence charting which foundational skill standards are taught during each module and which ones are taught throughout all modules. Each "Teacher's Guide for Foundational Skills" provides a chart, showing exactly which standards are taught for each lesson in the first column. Students clearly practice foundational skills through the year.
	<b>REQUIRED</b> <b>3b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.  In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	Engaging, phonetically controlled texts are provided for systematic, explicit, and frequent practice of foundational skills. At the beginning of the Teacher's Guide a chart is provided which explains what texts to use to teach what foundational skills.
	<b>REQUIRED</b> <b>3c)</b> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-	Yes	Using the "Scope and Sequence of the Foundational Skills Block Teacher's Guide," it is evident that through all four modules word study lists and high-frequency word lists carry through the year. Spelling/sound patterns and decoding of grade-level words by using sound-symbol knowledge is taught

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		<p>daily through each module.</p>
	<p><b>REQUIRED</b></p> <p><b>3d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p><b>Yes</b></p>	<p>The curriculum places a heavy emphasis not only on goal-setting and reflection, but also specifically on growth mindset: helping students notice that their ability grows with their effort. Each lesson is closed with the teacher posing the question, "What did you do today that is helping you become a more proficient reader?" Students are encouraged to reflect on their own learning progress.</p> <p>Also, during partner work the teacher encourages students to use their partner for help if they get stuck on pronouncing a word.</p>
	<p><b>REQUIRED</b></p> <p><b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	<p><b>Yes</b></p>	<p>Students read decodable texts throughout the Foundational Skills block. Provided with each lesson is a "Meeting the Students' Needs" column which provides specific ways the teacher can better meet the academic needs of students by providing immediate feedback. Students are divided into 4 groups, Pre-Alphabetic, Partial-Alphabetic, Consolidated-Alphabetic, and Full Alphabetic.</p> <p>The teacher assesses students in their groups scoring assessments and providing feedback on the spot. In addition to the work in the Reading Foundations Skills block, students practice fluency in the Module Lessons when rereading/reciting songs, poems, and also during read-alouds of some</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			texts.
	<b>REQUIRED</b> <b>3f)</b> Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	<b>Yes</b>	Students read decodable texts and also participate in a comprehension conversation to ensure understanding of the text read
	<b>3g) *Indicator for grades K-2 only</b> Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	<b>Yes</b>	For the Reading Foundations Skills block, there are three types of assessments: benchmark assessments (conducted three times a year), cycle assessments (conducted weekly), and daily "snapshot" assessments suggested in each lesson.
	<b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	<b>Yes</b>	Materials needed for each lesson are listed in the charts provided for each day's lesson plan. The curriculum includes an "Overview for Planning for Differentiated Small Groups," which provides a list of all materials that will be needed before the lesson begins.
<b>Section III. Questions and Tasks</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>4. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed,	<b>REQUIRED</b> <b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	<b>Yes</b>	Coherent sequences of questions and tasks focus students on understand the texts and its illustrations, making connections among the texts in the collection, and expressing understanding of the topics. For example, In Module 2, Unit 3, students listen to read alouds about different types of weather, discuss illustrations of different types of weather, chart characteristics of different type of weather, and then create a story about weather using their own illustrations.
	<b>REQUIRED</b> <b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work	<b>Yes</b>	Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. For example, in Module 2, Unit 2, Lesson 3, students reflect on previous learning in a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>		<p>discussion, listen to a read aloud, and participate in a shared writing about the weather of New York using sentence frames.</p>
	<p><b>REQUIRED</b>  <b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; 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.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p><b>Yes</b></p>	<p>Questions and tasks support students in examining language. There are language lessons throughout the curriculum, which include teaching vocabulary in context and word study. For example, in a Mini Language Dive, the Teaching Guide states, "Ask students about the meaning of this key sentence from the text: 'What will the wind carry today?' Write and display student responses next to the sentence.  Examples:  --'What does this sentence mean?' (Responses will vary.)  -- Point to the question mark. Ask: 'What is this? What does it tell us?' (a question mark; it is a question)  --'What other word tells us it is a question?' (what, because it is question word)."</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>5. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific. For example, while reading a text about the weather in New York, students are asked "What is the weather like in New York?" – "What do the people wear and do because of the weather?"</p>
	<p><b>REQUIRED</b>  <b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (<i>Note: not every standard must be addressed with every text.</i>)</p>	<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. For example, in Module 3, students learn about living things. Questions in the curriculum include: "What patterns can we observe about how living things meet their needs? Draw a picture with labels or write words to show patterns."</p>
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND</b></p>	<p><b>REQUIRED</b>  <b>6a)</b> Materials include a variety of opportunities for students</p>	<p><b>Yes</b></p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>		<p>Students engage in peer discussions, as well as practice formal Speaking and Listening through informal presentations.</p>
	<p><b>REQUIRED *Indicator for grades 3-12 only</b> <b>6b)</b> A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<p>N/A</p>	
	<p><b>REQUIRED *Indicator for grades K-2 only</b> <b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<p>Yes</p>	<p>Using the scope and sequence of the Foundational Skills Block in the Teacher's Guide, the chart shows that all grade-level foundation standards are covered including letters, phonetic conventions, sentence structure, and spelling. Foundational Skills Teacher Guides are separate from the Literacy Modules.</p>
	<p><b>REQUIRED</b> <b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	<p>Yes</p>	<p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. Informative writing is addressed in Module 1. Narrative writing is addressed in Module 2 and Opinion writing is addressed in Module 4.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p><b>Yes</b></p>	<p>Student exemplars are provided in the supporting materials of each lesson during which students examine the model. In addition, exemplars for writing tasks that are used as assessments can be found in the Assessment Overview and Resources.</p>
	<p><b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p><b>Yes</b></p>	<p>Materials address the grammar and language conventions specified by the language standards at each grade level and build on these standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. Language standards are explicitly taught and formally assessed.</p>
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p><b>Yes</b></p>	<p>Each module contains assessment checklists to be used by the teacher to informally track students' ongoing progress toward targeted standards. Opportunities to use these checklists are explicitly noted in the modules. Students reflect on their learning and ways to reach the learning target goals at the end of each lesson.</p>
	<p><b>REQUIRED</b> <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p><b>Yes</b></p>	<p>Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. For most lessons, there is a Closing and Assessment time.</p>
	<p><b>REQUIRED</b> <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p><b>Yes</b></p>	<p>Materials use varied of modes of assessment, including a range of pre-, formative, summative and self-assessment measures. Assessments include lesson checklists, short responses, illustrations, and classroom discussions.</p>
	<p><b>7d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p><b>Yes</b></p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. All assessment materials can be found in the Assessment Overview.</p>
<p><b>Section IV. Scaffolding and Support</b></p>			



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<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 checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>8a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	Pre-reading activities and suggested approaches to teacher scaffolding are focused on understanding the text. Pre-reading activities are generally used with questions to seek background knowledge on a topic. The teacher sets up a purpose for reading the story before doing an initial read of the text.
	<p><b>REQUIRED</b> <b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Materials have the goal of students gaining full comprehension of complex text. The texts and assessments are integrated so that students are reading texts and are assessed on their understanding of the ideas of those texts.
	<p><b>REQUIRED</b> <b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the information in the text. Throughout the Teaching Guide, the teacher is prompted to ask students to go back to specific quotes, chunks, or sections of the text. The teacher is provided with questions to ask about specific questions of the texts in order to facilitate student understanding.
	<p><b>REQUIRED</b> <b>8d)</b> The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	The materials are easy to use and well-organized. The reading selections are centrally located within the materials. A performance task, assessments, and checklists are provided in the Teacher Guides. Separate teacher guides are provided for the Foundational Skills component. A separate guide is provided for the Labs. All of these documents and guides are organized and easy to use.
	<p><b>8e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or</p>	Yes	Appropriate suggestions and materials are provided for supporting varying student needs. Each lesson is laid out in a chart with one column dedicated to "Meeting Students' Needs." Suggestions for support and addressing ELL are provided in this section of the chart.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		
	<b>8f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>Yes</b>	The content can be reasonably completed within a regular school year.

#### FINAL EVALUATION

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

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts ( <b>Non-Negotiable</b> )	<b>Yes</b>	Materials are appropriately complex. Materials provide a coherent collection of texts.
	2. Range and Volume of Texts	<b>Yes</b>	Materials include a balance of literary and informational texts
II: Foundational Skills (grades K-5 only)	3. Foundational Skills ( <b>Non-Negotiable*</b> )	<b>Yes</b>	Materials follow a sequence of appropriate foundational skills.
III: Questions and Tasks	4. Coherence of Tasks ( <b>Non-Negotiable</b> )	<b>Yes</b>	Tasks build knowledge of texts using reading, writing, speaking and listening, and language.
	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	<b>Yes</b>	Questions are text-dependent and text-specific.
	6. Writing to Sources, Speaking and Listening, and Language	<b>Yes</b>	Instruction is provided for writing to sources in all modes of writing.
	7. Assessments	<b>Yes</b>	Materials use varied of modes of assessment, including a range of pre-, formative, summative and self-assessment measures.
IV: Scaffolding and Support	8. Scaffolding and Support	<b>Yes</b>	Appropriate suggestions and materials are provided for supporting varying student needs.

FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**

\*As applicable



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>1</sup> In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts<sup>2</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **EL Education (Module Lessons, Literacy Labs, Reading Foundation Skills Block)**

Grade: **1**

Publisher: **Open Up Resources**

Copyright: **2017**

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. Range and Volume of Texts	
3. Foundational Skills (Non-Negotiable*)	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b></p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.<sup>3</sup> Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>A Trade Book Procurement List is provided. This list charts the Lexile score of all books used in the curriculum. The Lexile scores range from AD160 to IG970.</p> <p>The Most Magnificent Thing has a Lexile of 380 and is used towards the beginning of the year in Module 1, Lessons 1 to 5. Students use this story for a close read over the span of 5 lessons.</p>
	<p><b>REQUIRED</b></p> <p><b>1b)</b> At least 90% of texts are authentic<sup>4</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>At least 90% of the texts are authentic. All Grade 1 ELA standards are taught and evident in the scope and sequence provided. Titles include literary texts, Summer Sun Rlsin' and City Hawk: The Story of Pale Male. Informational texts include, My Math Toolbox, What Makes Day and Night, Beaks!</p>

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p><b>Yes</b></p>	<p>In Module 1, Unit 1 students are exposed to text focusing on the idea of using the best tool to do a job. Through the use of the text, Tools, Math Toolbox, I like Science Tools, Chef's Tools, The Most Magnificent Thing, and The Little Red Pen students are actively engaged in responding to the text, completing student response pages in the student workbook provided. Literacy Lab stations also include small group rotations focusing on the texts. Students complete student response pages, a performance task, sort photos, label tools, and engage in oral discussions. Each module focuses on a specific topic. Units within the module build on the topic.</p>
	<p><b>1d)</b> Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p><b>Yes</b></p>	<p>Texts in Modules 1 and 2 do not exceed a Lexile score of 570. Modules 3 and 4 include texts with Lexile scores between 580 and 970. The complexity of texts jump around as they are all still above the level students could read on their own, but do show an overall increase as the year progresses.</p>
<p><b>2. RANGE AND VOLUME OF TEXTS:</b></p> <p>Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p><b>Yes</b></p>	<p>There is a balance between Literary and Informational Texts. There are seven literary texts and eleven informational texts used between Modules 1 through 4. The Required Tradebook Procurement List shows a list of texts with their text type and Lexile level.</p>
	<p><b>REQUIRED</b></p> <p><b>2b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	<p><b>Yes</b></p>	<p>Printed texts, poems, and videos are all evident in the curriculum. There are short videos shown during Module 2 to help students gain a deeper understanding of the sun, the moon, and the stars. During Module 2, Unit 1, Lesson 1 students watch a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			few videos and look carefully to see what they notice about the sky and what they observe about the sun, the moon, and the stars.
	<b>2c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	<b>Yes</b>	Several informational texts are included with an informational text structure. Informational texts use pictures with captions, table of contents, etc. These texts include: "Tools", "A Chef's Tools", "My Math Toolbox", "I Use Science Tools", "What Makes Day and Night", "Does the Sun Sleep?: Noticing the Sun, Moon, and Star Patterns", "Birds", "Feathers: Not Just for Flying, "Beaks!", "Little Kids First Bog Book of Birds", and "Olivia's Birds: Saving the Gulf"
	<b>2d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	<b>Yes</b>	Several connected texts are used over the course of each Module to gain student interest. A Recommended Texts and Other Resources document provides options for additional texts for independent reading.
<b>Section II. Foundational Skills (grades K-5 only)</b>			
<b>Tier 1 and 2 Non-Negotiable*</b> <b>3. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central 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.	<b>REQUIRED *Indicator for grades K-2 only</b> <b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	<b>Yes</b>	The first Module 1 Teacher Guide provides a Scope and Sequence charting which foundational skill standards are taught during each Module and which ones are taught throughout all 3 Modules. Each Teacher's Guide for Foundational Skills provides a chart, showing exactly which standards are taught for each lesson in the first column. Students clearly practice foundational skills abundantly through the year.
	<b>REQUIRED</b> <b>3b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.  In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	<b>Yes</b>	Engaging, phonetically controlled texts are provided for systematic, explicit, and frequent practice of foundational skills. Looking at Module 2, at the beginning of the Teacher's Guide a chart is provided listing which engaging text will be used. For example, in Module 2, Lesson 27, the standards addressed are in the first column and the agenda for the lesson is included. 1 Opening - Engagement read aloud of "Sam's Box"

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)			- Comprehension Conversation 2 Work Time - High-frequency words: from, wants, says, see, he, had - Decodable Reader: Partner search and read 3 Closing - Reflect on Learning 4 Differentiated Small Group Instruction and Rotations
	<b>REQUIRED</b> <b>3c)</b> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.  <i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i>  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.	Yes	Using the Scope and Sequence of the Foundational Skills Block in the Skills-G1M1 Teacher's Guide, it is evident that through all four Modules word study lists and high-frequency word lists carry through the year. Spelling/sound patterns and decoding of grade-level words by using sound-symbol knowledge is taught daily through each Module.
	<b>REQUIRED</b> <b>3d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	Yes	Each lesson is closed with the teacher posing the question, "What did you do today that is helping you become a more proficient reader?" Students are encouraged to reflect on their own learning progress. Also, during partner work the teacher encourages students to use their partner for help if they get stuck on pronouncing a word.
	<b>REQUIRED</b> <b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and	Yes	Students read decodable texts throughout the Foundational Skills block. Provided with each daily lesson is a "Meeting the Students' Needs" column,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>		<p>providing specific ways the teacher can better meet the academic needs of students by providing immediate feedback.</p> <p>Students are divided into 4 groups, Pre-Alphabetic, Partial-Alphabetic, Consolidated-Alphabetic, and Full-Alphabetic. The teacher assesses students in their groups scoring assessments right away. In Lesson 30 of the G1M2 Teacher's Guide the teacher is to provide the Cycle 5 spelling and reading assessment, providing immediate feedback to allow students to create goals for their next steps. In addition to the work in the Reading Foundations Skills block, students practice fluency in the Module Lessons when rereading/reciting songs, poems, and also during read-alouds of some texts.</p>
	<p><b>REQUIRED</b>  <b>3f)</b> Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p><b>Yes</b></p>	<p>Students read decodable texts and also participate in a comprehension conversation to ensure understanding of the text read.</p> <p>In Module 3, Lesson 62, students use the text, "The Sunset Picnic" (created for instructional purposes) as an engagement text and decodable text. The agenda listed for this lesson includes retelling events from the story, answering questions using text evidence, and fluently reading the decodable text.</p>
	<p><b>3g) *Indicator for grades K-2 only</b>  Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	<p><b>Yes</b></p>	<p>For the Reading Foundations Skills block, there are three types of assessments: benchmark assessments (conducted three times a year), cycle assessments (conducted weekly), and daily "snapshot" assessments suggested in each lesson.</p>
	<p><b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	<p><b>Yes</b></p>	<p>Materials needed for each lesson are listed in the charts provided for each day's lesson plan.</p> <p>Module 2, Cycle 6, Overview for Planning for Differentiated Small Groups provides a list of all materials that will be needed before lessons begin.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section III. Questions and Tasks</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>4. COHERENCE OF TASKS:</b>  Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p><b>Yes</b></p>	<p>There is a coherent sequence of questions and tasks that focus on students understanding the text, making connections among the texts in the collection. Module 2 focuses on The Sun, The Moon, and The Stars. There are three Units that all focus on the topic. The curriculum lists Science Standards that correspond to the information gained from the Informational texts, showing that a full understand of the topic is expected.</p> <p>In Module 2, Unit 1 "Elvin, The Boy Who Loved the Sky" is the first text used. Students are asked to think hard about all of the things Elvin wonders about and all of the questions he asks. The teacher asks several questions requiring text evidence: "What is one thing we know about Elvin?" "What does Elvin observe about the sun?" "What does Elvin observe about the moon?" "What does Elvin wonder about the moon?" Students are then grouped and asked to look at the pictures from Elvin and the photographer close. The students get to put on their "imaginary glasses" to look closely at the pictures. Students are encouraged to describe the details they see. Students then place the word wall word cards for sun, moon, and stars on the word wall. The teacher will then show short videos of the sun, moon, and stars while students think about questions they have about the videos. Students work on Speaking and Listening standards while responding to the video with their peers. The students then participate in an indecent writing. The students will complete the Noticing and Wondering Response Sheet from their workbook. The students will write and draw about what they notice or wonder about the sun, moon, and stars. Students then get the opportunity to share their writing.</p> <p>Several other texts about the sun, moon, and stars are used in a similar format to continue to build</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>knowledge about the topic. Texts include, "Kittens First Full Moon", "Papa, Please Get the Moon for Me", "Summer Sun Risin", "Sun and Moon", "What Makes Day and Night?", "What the Sun Sees, What the Moon Sees", and Why the Sun and the Moon Live in the Sky".</p>
	<p><b>REQUIRED</b>  <b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p><b>Yes</b></p>	<p>Module 2 contains three Units focusing on the sun, the moon, and the stars. In Unit 2, Lesson 2, Reading Informational Texts, Writing, and Speaking and Listening Standards are all addressed through a quality complex poem "What We See: The Sun, Moon, and Stars) and the read aloud text, "What Makes Day and Night". (RI.1.1, RI.1.2, RI.1.4, RI.1.7, W.1.8, SL.1.1a, L.1.1f, L.1.6)</p> <p>During the opening of the lesson students read the new poem as a way to introduce the use of adjectives (L.1.f). Students complete a read aloud of "What Makes Day and Night" reading aloud several times, answering text-dependent questions, and participating in Science Talk (RI.1.1, RI.2, RI.3, RI.7, SL.1.2, SL.1.5). Students participate in a shared writing where they begin to describe the sun and moon using adjectives (W.1.8).</p>
	<p><b>REQUIRED</b>  <b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; 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.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p><b>Yes</b></p>	<p>Questions and tasks support students in examining the language critical to the meaning of texts. Questions and tasks also focus on advancing depth of word knowledge. Multiple repetitions of words are seen through varied context. For example, Module 2, Units 1-3 all focus on the sun, the moon, and the stars. These texts are used as read alouds and shared readings. Students answer text dependent questions and complete written responses applying knowledge from the texts. Several texts and poems are used to engross students in vocabulary.</p> <p>"Does the Sun Sleep?: Noticing the Sun, Moon, and Stars Patterns"  'Kitten's First Full Moon"  "Papa, Please Get the Moon for Me"</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>"Summer Sun Risin"</p> <p>"Sun and Moon"</p> <p>"What Makes Day and Night"</p> <p>"What the Sun Sees, What the Moon Sees"</p> <p>"Why the Sun and the Moon Live in the Sky"</p>
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>5. TEXT-DEPENDENT QUESTIONS:</b></p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>In Module 1 the focus is "Tools and Work." In Module 1, Unit 3, Lesson 1, the text, "The Most Magnificent Thing" is used as a read aloud. Text dependent questions include:</p> <p>"When it says that steps were used, who used the steps?"</p> <p>"What makes something magnificent? What makes you think that? Would you like to add to that idea?"</p> <p>"What is the girl doing in the picture?"</p> <p>"Based on what we've learned from The Most Magnificent Thing, what will we need to make magnificent things?"</p> <p>In Lesson 2, the following day, students will brainstorm what they will need to build a magnificent thing. Students will complete a written response writing and drawing about their magnificent thing.</p>
<p><b>REQUIRED</b></p> <p><b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p><b>Yes</b></p>	<p>At the beginning of each Teacher's Guide for each Module and Unit charts show which standards are taught during each lesson. Each lesson requires students to engage in thinking at the depth and complexity required by the standards.</p> <p>Each lesson begins with an overview where standards are listed, as well as, learning targets. There is also a section explaining the Purpose of the Lesson and Alignment to Standards. An example of this can be found in Module 1, Unit 3, Lesson 5. In Lesson 5 students sing the "Learning Target Song" singing "I can..." statements. Students are consistently called to reflect on their learning and ways the can reach their</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			learning target goals using direct language from the standards.
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	Yes	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. For example, Module 3, Unit 2, Lesson 1 students focus on birds. The students first solve a riddle using the poem, "Mystery Bird Body Parts." Students answer questions and discuss each line of the riddle using talk and turn. The teacher does a read of "Flight School", then asking a few comprehension questions using a "total participation technique." Students then answer more questions using turn and talk. Students view several pictures of bird feathers and beaks. Students orally share their observations with a partner. Students then use the first part of their "Birds Research Notebook, Part II to draw and write about their observations. Students complete this again with the feather pictures. Students share their writing and drawings.
	<p><b>REQUIRED *Indicator for grades 3-12 only</b> <b>6b)</b> A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	N/A	
	<p><b>REQUIRED *Indicator for grades K-2 only</b> <b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Yes	Using the Scope and Sequence of the Foundational Skills Block in the Skills-G1M1 Teacher's Guide , the chart shows that all grade-level foundation standards are covered including letters, phonetic conventions, sentence structure, and spelling. Foundational Skills Teacher Guides are separate from the Literacy Modules.
	<p><b>REQUIRED</b> <b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative,</p>	Yes	Materials include multiple writing tasks aligned to the three modes of writing. The 4th module addresses W.1.1, opinion writing. In this module, students read

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>		<p>to learn the importance of caring for birds. The final performance task asks students to write an opinion on whether or not a bird's nest should be taken down. A similar opinion writing is used as a shared writing prior to this task.</p> <p>Informative writing is addressed in Module 1, Unit 1. The performance task asks students to work in groups to create a "magnificent thing" and independently write about it (W.1.2).</p> <p>In Module 2, Unit 3, Lesson 4 students read a poem, "What the Moon Sees" and write a narrative poem (W.1.3).</p>
	<p><b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p><b>Yes</b></p>	<p>Student exemplars are provided in the supporting materials of each lesson during which students examine the model. In addition, exemplars for writing tasks that are used as assessments can be found in the Assessment Overview and Resources.</p>
	<p><b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p><b>Yes</b></p>	<p>Materials provide opportunities for students to analyze the syntax of a quality text to determine the text's meaning. In Module 2, Unit 3, students first read a poem, "What the Moon Sees" and then write a narrative poem of their own using the structure of the poem. Language standard 2 is addressed and assessed in the K-2 Reading Foundations Skills block. The remaining language standards are addressed in the Module lessons.</p>
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards</p>	<p><b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p><b>Yes</b></p>	<p>Each Module contains assessment checklists to be used by the teacher to informally track students' ongoing progress toward targeted standards. Opportunities to use these checklists are explicitly noted in the Modules. Students reflect on their learning and ways to reach the learning target goals at the end of each lesson.</p>
	<p><b>REQUIRED</b></p>	<p><b>Yes</b></p>	<p>Assessment guidelines are provided throughout the lesson and provide sufficient guidance for interpreting student performance. For example, Module 1, Unit 3,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		<p>Lesson 7, after the Work Time there is a Closing and Assessment time. Students reflect on their learning by reviewing charts they helped create previously. Students answer questions with an elbow partner then complete an independent writing. A “Meeting the Students’ Needs” section directly accompanies the assessment guidelines providing sufficient guidance for teachers. The publisher has also recently shared a “Writing Rubrics K - 5” document, showing a rubric for opinion writing, narrative writing, and informative writing. .</p>
	<p><b>REQUIRED</b></p> <p><b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p><b>Yes</b></p>	<p>Looking at the Curriculum Map it is evident there are several types of assessments embedded throughout all Units in each Module. Unit 3 (the last unit) of each Module includes a Performance task. Students synthesize and apply their learning in an authentic and engaging way. “On-demand” assessments are included in each unit. There are several formats of assessments including, speaking and listening, drawing and dictation, cut and paste or sorting, selected response, short constructed response, extended response, and scaffolded writing. Checklists are also provided for teachers to informally track student progress. For example, Module 1, Unit 2, the assessment is a focus on the read-aloud, “The Little Red Pen.” Students ask and answer questions, use context to determine meaning of vocabulary, and make connections between illustrations and the text. Students also write to show their understanding of the text. Also, Module 2, Unit 2 assessment is a final Science Talk which students draw on their reading, note-taking, and discussing from the entire Unit, to answer the guiding question: “What patterns can we observe in the sky?”</p>
	<p><b>7d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p><b>Yes</b></p>	<p>The assessment methods provided are unbiased and accessible to all students. Assessments are "on-demand" and explicitly listed in each lesson. Teachers</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			are to score assessments and provide immediate feedback.
<b>Section IV. Scaffolding and Support</b>			
<p><b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>8a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	<p>Pre-reading activities are generally used with questions to seek background knowledge on a topic. The teacher sets up a purpose for reading the story before doing an initial read. For example, Module 2, Unit 1, Lesson 1, before reading "Elvin, the Boy Who Loved the Sky" the teacher states: "Based on the title of the story, what do you think this story will be about? As I read this story I want you to think hard about all of the things Elvin wonders about and all of the questions he has." This activity only takes a few minutes.</p>
<p><b>REQUIRED</b> <b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	<p>Several standards from all ELA strands are addressed in each Lesson and Unit. Several texts are also used to build knowledge on the same topics in each Module. This allows students to gain full comprehension of complex texts. Students complete several activities for each text including speaking and listening, responding to a text, shared writing and responding, to performance tasks.</p>	
<p><b>REQUIRED</b> <b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	<p>In Module 3, Unit 2, Lesson 5 for "Feathers, Not just for Flying," the teacher is directed to read the phrase, "_ or cushion like a pillow", then ask, "What is a pillow? Why might the author's say that feathers can be like a pillow? " The teacher is also directed to display the page and read aloud the heading: "Author's Note", then ask students to define author's note.</p>	
<p><b>REQUIRED</b> <b>8d)</b> The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	<p>Each Module provides 8 weeks of instruction and is divided into 3 units. A performance task, assessments, and checklists are provided in the Teacher Guides. Separate teacher guides are provided for the Foundational Skills component. A separate guide is provided for the Labs. All of these documents and guides are organized and easy to use.</p>	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>8e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	<b>Yes</b>	Each lesson is laid out in a chart with one column dedicated to "Meeting Students' Needs." Suggestions for support and addressing ELL are provided in this section of the chart. For example, Module 2, Unit 1, Lesson 1, "Meeting the students' Needs states: "As you review the meaning of observe, offer an alternative to auditory information by introducing a physical gesture indicating the words meaning." "For ELLs, invite a small group of volunteers to briefly model the Picture Tea Party protocol for the group. Cold call students to repeat or add to what the volunteers said, using the sentence frames. This will provide an opportunity to check for comprehension while giving some students practice using the sentence frames before the protocol begins."
	<b>8f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>Yes</b>	Each of the four Modules provides 6 - 8 weeks of instruction making it reasonably fit into an academic school year.

#### FINAL EVALUATION

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

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts ( <b>Non-Negotiable</b> )	<b>Yes</b>	Texts are of a sufficient scope and quality to provide complex texts more difficult than students could read themselves. The texts for read alouds are authentic and content rich. Several texts are used for each Module focusing on the same topics.
	2. Range and Volume of Texts	<b>Yes</b>	Literary and informational texts are used through each Module. Poems, videos, and various texts are used for various lessons.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills ( <b>Non-Negotiable*</b> )	<b>Yes</b>	A Reading Foundational Skills block is provided, allowing for ample opportunities for students to practice all Grade 1 foundational skills.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
III: Questions and Tasks	4. Coherence of Tasks <b>(Non-Negotiable)</b>	Yes	Each Module is eight weeks long and contains several texts and tasks focusing on the same topic, allowing students to gain deep meaning of the content.
	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	Yes	Comprehension questions are text dependent and require students to site evidence from the text.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	All modes of writing are addressed helping students meet the language standards for first grade.
	7. Assessments	Yes	Assessment guidelines and checklists are provided through out the Modules.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	Teachers are guided to provide students with support and immediate feedback throughout the lessons.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier I, Exemplifies quality</u></b>			

\*As applicable



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>7</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>8</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: EL Education (Module Lessons, Literacy Labs, Reading Foundation Skills Block)

Grade: 2

Publisher: Open Up Resources

Copyright: 2017

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. Range and Volume of Texts	
3. Foundational Skills (Non-Negotiable*)	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

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

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

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

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

<sup>7</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>8</sup> A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b></p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.<sup>9</sup> Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Materials provide texts that are appropriately complex for 2nd grade. The Lexile of texts in this curriculum range from 460L to 950L. The majority of texts do fall within the Lexile band for this grade band. Qualitatively, these materials meet the criteria for the grade level. Students are engaged in multiple read aloud opportunities of text that are adult-directed and/or above the level at which they could read themselves. For example, in Unit 1, Lessons 4-5, students engage in a read-aloud of The Dot. In Unit 2, Lessons 1-6, students engage in a read-aloud of Off to Class: Incredible and Unusual Schools from Around the World.</p>
	<p><b>REQUIRED</b></p> <p><b>1b)</b> At least 90% of texts are authentic<sup>10</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>The majority of texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. The following "Required" texts are authentic because they stand alone as published, including Off to Class: Incredible and Unusual Schools From Around the World, The Invisible Boy, The Dot, and The Important Book.</p>

<sup>9</sup> The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

<sup>10</sup> Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p>	Yes	<p>Materials do provide a coherent sequence or collection of connected texts. For example, in Unit 1, students are exploring the topic of school. Through the various lessons, students build understanding of school through layering of content including What Do I Already Know About Schools? and What Does School Mean to You? Within this collection, quality texts of grade-level complexity are selected for multiple, careful readings. Students work with a text for several days and respond to the text, completing response pages in the student workbooks. Students complete response pages, a performance task, and Lab stations all connected to the theme or topic.</p>
	<p><b>1d)</b> Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	<p>Texts increase in complexity as materials progress throughout the grade level and texts increase in complexity across the grade bands. Although texts do not show a consistent increase quantitatively in the grade band, there is an increase from kindergarten through second grade.</p>
<p><b>2. RANGE AND VOLUME OF TEXTS:</b></p> <p>Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Yes	<p>In grades K - 12, ELA materials seek a balance in instructional time between literature and informational texts. In the required texts, there are 9 literature texts and 12 informational texts used throughout the 4 modules.</p>
	<p><b>REQUIRED</b></p> <p><b>2b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	<p>Materials include texts of different formats. Printed texts, including short and long lengths and poems and videos are used in the curriculum. Images and Illustrations are also used to engage students in thinking about the topic or ideas of the unit,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>2c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	<b>Yes</b>	Materials include many informational texts with an informational text structure rather than a narrative structure. Examples of texts with informational structure include <i>Off to Class: Incredible and Unusual Schools around the World</i> and <i>Paleontology: The Study of Prehistoric Life</i> by Susan Heinrichs Gray and <i>What is Poillation?</i> by Bobbie Kalman.
	<b>2d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	<b>Yes</b>	Several connected texts are used over the course of each module to gain student interest. A "Recommended Texts and Other Resources" document provides options for additional texts for independent reading.
<b>Section II. Foundational Skills (grades K-5 only)</b>			
<b>Tier 1 and 2 Non-Negotiable*</b> <b>3. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central 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.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED *Indicator for grades K-2 only</b> <b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	<b>Yes</b>	The first Module 1 Teacher Guide provides a scope and sequence charting which foundational skill standards are taught during each Module and which ones are taught throughout all Modules. Each Teacher's Guide for Foundational Skills provides a chart, showing exactly which standards are taught for each lesson in the first column. Students clearly practice foundational skills through the year.
	<b>REQUIRED</b> <b>3b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.  In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	<b>Yes</b>	Engaging, phonetically controlled texts are provided for systematic, explicit, and frequent practice of foundational skills. At the beginning of the Teacher's Guide a chart is provided which explains what texts to use to teach what foundational skills.
	<b>REQUIRED</b> <b>3c)</b> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and	<b>Yes</b>	Using the scope and sequence of the "Foundational Skills Block Teacher's Guide," it is evident that through all four modules word study lists and high-frequency word lists carry through the year. Spelling/sound patterns and decoding of grade-level words by using sound-symbol knowledge is taught

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		<p>daily through each module.</p>
	<p><b>REQUIRED</b></p> <p><b>3d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p><b>Yes</b></p>	<p>Each lesson is closed with the teacher posing the question, "What did you do today that is helping you become a more proficient reader?" Students are encouraged to reflect on their own learning progress. Also, during partner work the teacher encourages students to use their partner for help if they get stuck on pronouncing a word.</p>
	<p><b>REQUIRED</b></p> <p><b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	<p><b>Yes</b></p>	<p>Students read decodable texts throughout the Foundational Skills block. Provided with each lesson is a "Meeting the Students' Needs" column which provides specific ways the teacher can better meet the academic needs of students by providing immediate feedback. Students are divided into 4 groups, Pre-Alphabetic, Partial-Alphabetic, Consolidated-Alphabetic, and Full Alphabetic. The teacher assesses students in their groups scoring assessments and providing feedback on the spot. In addition to the work in the Reading Foundations Skills block, students practice fluency in the module lessons when rereading/reciting songs, poems, and also during read-alouds of some texts.</p>
	<p><b>REQUIRED</b></p> <p><b>3f)</b> Materials guide students to read grade-level text with purpose and understanding and to make frequent</p>	<p><b>Yes</b></p>	<p>Students read decodable texts and also participate in a comprehension conversation to ensure understanding of the text read</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	connections between acquisition of foundation skills and making meaning from reading.		
	<b>3g) *Indicator for grades K-2 only</b> Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	<b>Yes</b>	For the Reading Foundations Skills block, there are three types of assessments: benchmark assessments (conducted three times a year), cycle assessments (conducted weekly), and daily "snapshot" assessments suggested in each lesson.
	<b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	<b>Yes</b>	Materials needed for each lesson are listed in the charts provided for each day's lesson plan. The curriculum includes an "Overview for Planning for Differentiated Small Groups," which provides a list of all materials that will be needed before the lesson begins.
<b>Section III. Questions and Tasks</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>4. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.	<b>REQUIRED</b> <b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	<b>Yes</b>	Coherent sequences of questions and tasks focus students on understand the texts and its illustrations, making connections among the texts in the collection, and expressing understanding of the topics. For example, at the end of Unit 2, Module 2, students respond to the questions about the unit texts.
	<b>REQUIRED</b> <b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	<b>Yes</b>	Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. For example, in Module 1, Unit 3, Lesson 9, students work with their writing partner, use unit texts to edit their writing, and practice speaking and listening to Reader's Theatre's scripts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; 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.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	<b>Yes</b>	Questions and tasks support students in examining language. There are language lessons throughout the curriculum, which include vocabulary and word study. For example, in a Mini Language Dive: "Ask students about the meaning of chunks from the short-constructed response question from 'Fossils and the Earth Long Ago': "Selected Response Questions: 'According to the article / what can we learn from studying fossils? / Below, show one thing / we can learn from studying fossils. / Draw a picture / and write a sentence about it. Write and display student responses next to the chunks.'"
<b>Tier 1 and 2 Non-Negotiable</b> <b>5. TEXT-DEPENDENT QUESTIONS:</b> Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.	<b>Yes</b>	A majority of questions in the materials are text dependent and text specific. Examples of text dependent questions include: "What is the gist of the text we just read?," "What is the setting of the story?" "What big discovery does Mary Anning make?"
	<b>REQUIRED</b> <b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i>	<b>Yes</b>	Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards. For example, "Reread Paragraph 1 to find the meaning of the word preserved. Circle the answer that tells the meaning of the word preserved. Reread Paragraph 2. What can happen to insects that land in sap?"
<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	<b>REQUIRED</b> <b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students	<b>Yes</b>	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Students engage in peer discussions, as well as practice formal Speaking and Listening through Reader's Theatre and presentations.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>to engage effectively, as determined by the grade-level standards.</p>		
	<p><b>REQUIRED *Indicator for grades 3-12 only</b>  <b>6b)</b> A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<p><b>N/A</b></p>	
	<p><b>REQUIRED *Indicator for grades K-2 only</b>  <b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<p><b>Yes</b></p>	<p>Using the scope and sequence of the Foundational Skills Block in the Teacher's Guide, the chart shows that all grade-level foundation standards are covered including letters, phonetic conventions, sentence structure, and spelling. Foundational Skills Teacher Guides are separate from the Literacy Modules.</p>
	<p><b>REQUIRED</b>  <b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	<p><b>Yes</b></p>	<p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. Informative writing is addressed in Module 1. Narrative writing is addressed in Module 2 and Opinion writing is addressed in Module 4.</p>
	<p><b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p><b>Yes</b></p>	<p>Student exemplars are provided in the supporting materials of each lesson during which students examine the model. In addition, exemplars for writing tasks that are used as assessments can be found in the Assessment Overview and Resources.</p>
	<p><b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each</p>	<p><b>Yes</b></p>	<p>Materials address the grammar and language conventions specified by the language standards at</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.		each grade level and build on these standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. Language standards are explicitly taught and formally assessed.
<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).  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Yes	Each module contains assessment checklists to be used by the teacher to informally track students' ongoing progress toward targeted standards. Opportunities to use these checklists are explicitly noted in the Modules. Students reflect on their learning and ways to reach the learning target goals at the end of each lesson.
	<b>REQUIRED</b> <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. For most lessons, there is a Closing and Assessment time.
	<b>REQUIRED</b> <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	Materials use varied of modes of assessment, including a range of pre-, formative, summative and self-assessment measures. Assessments include lesson checklists, short responses, extended responses, classroom discussions, and multiple choice questions.
	<b>7d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Materials assess student proficiency using methods that are unbiased and accessible to all students. All assessment materials can be found in the Assessment Overview.
<b>Section IV. Scaffolding and Support</b>			
<b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to	<b>REQUIRED</b> <b>8a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Yes	Pre-reading activities and suggested approaches to teacher scaffolding are focused on understanding the text. Pre-reading activities are generally used with questions to seek background knowledge on a topic. The teacher sets up a purpose for reading the story before doing an initial read of the text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	<p><b>Yes</b></p>	<p>Materials have the goal of students gaining full comprehension of complex text. The texts and assessments are integrated so that students are reading texts and are assessed on their understanding of the ideas of those texts.</p>
	<p><b>REQUIRED</b>  <b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	<p><b>Yes</b></p>	<p>Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the information in the text. Throughout the Teaching Guide, the teacher is prompted to ask students to go back to specific quotes, chunks, or sections of the text. The teacher is provided with questions to ask about specific questions of the texts in order to facilitate student understanding.</p>
	<p><b>REQUIRED</b>  <b>8d)</b> The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	<p><b>Yes</b></p>	<p>The materials are easy to use and well-organized. The reading selections are centrally located within the materials. A performance task, assessments, and checklists are provided in the Teacher Guides. Separate teacher guides are provided for the Foundational Skills component. A separate guide is provided for the Labs. All of these documents and guides are organized and easy to use.</p>
	<p><b>8e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	<p><b>Yes</b></p>	<p>Appropriate suggestions and materials are provided for supporting varying student needs. Each lesson is laid out in a chart with one column dedicated to "Meeting Students' Needs." Suggestions for support and addressing ELL are provided in this section of the chart.</p>
	<p><b>8f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	<p><b>Yes</b></p>	<p>The content can be reasonably completed within a regular school year.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>FINAL EVALUATION</b>			
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8.			
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.			
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts ( <b>Non-Negotiable</b> )	Yes	Materials are appropriately complex. Materials provide a coherent collection of texts.
	2. Range and Volume of Texts	Yes	Materials include a balance of literary and informational texts.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills ( <b>Non-Negotiable*</b> )	Yes	Materials follow a sequence of appropriate foundational skills.
III: Questions and Tasks	4. Coherence of Tasks ( <b>Non-Negotiable</b> )	Yes	Tasks build knowledge of texts using reading, writing, speaking and listening, and language.
	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	Yes	Questions are text-dependent and text-specific.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	Instruction is provided for writing to sources in all modes of writing.
	7. Assessments	Yes	Materials use varied of modes of assessment, including a range of pre-, formative, summative and self-assessment measures.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	Appropriate suggestions and materials are provided for supporting varying student needs.
FINAL DECISION FOR THIS MATERIAL: <b>Tier I, Exemplifies quality</b>			

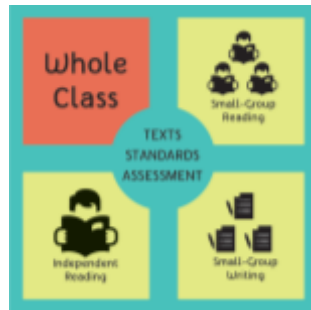
\*As applicable

Appendix I.

Publisher Response



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>3</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>4</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **EL Education (Module Lessons, Literacy Labs, Reading Foundation Skills Block)**

Grade: **K**

Publisher: **Open Up Resources**

Copyright: **2017**

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. Range and Volume of Texts	
3. Foundational Skills (Non-Negotiable*)	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

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

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

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

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

<sup>3</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>4</sup> A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<b>Section I. Text Selection</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b></p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.<sup>5</sup> Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Materials provide texts that are appropriately complex for kindergarten by offering extensive read-aloud texts that allow sufficient opportunity for engagement with complex texts. For example, Unit 1, Lessons 2-5 students engage in a read aloud of Llama Llama Time to Share, and in Unit 2, Lessons 5-8 students engage in a Read Aloud of Toys Galore. In Unit 3, Lessons 1-7 students engage in a read aloud of Have Fun Molly Lou Ellen</p>	<p>Specification: A Trade Book Procurement List is provided. This list charts the Lexile score of all books used in the curriculum.</p>
	<p><b>REQUIRED</b></p> <p><b>1b)</b> At least 90% of texts are authentic<sup>6</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>The majority of texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. The following "Required" texts are authentic because they stand alone as published, including Llama Llama Time to Share, Have Fun Molly Lou Ellen, Toys Galore, and Playing With Friends.</p>	<p>Correction: Text title is Have Fun Molly Lou Melon.</p> <p>Specification: All ELA standards are taught and evident in the curriculum map.</p>

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

<sup>6</sup> Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p><b>1d)</b> Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p><b>Yes</b></p> <p><b>Yes</b></p> <p><b>Yes</b></p>	<p>Materials do provide a coherent sequence or collection of connected texts. Module 1 builds knowledge about toys and play, Unit 3 specifically focuses on toys our classmates prefer. Students have opportunities to think about preference and perspectives as themes. Students build knowledge about these themes through close reads of Playing With Friends and Have Fun Molly Lou Ellen. In Unit 3, Lesson 4 students closely read Have Fun Molly Lou Ellen to determine the toys Gertie and Molly Lou prefer. Students work with a classmate to use speaking and listening skills to ask and answer the question: Would you prefer to play with toys now or long ago? Students read Playing With Friends and look for ideas about how difference between toys now and long ago. During the closing and assessment students turn and talk to ask and answer the question from earlier (Would you prefer to play with toys now or long ago?). In Lesson 5 students draw and/or write about a toy.</p> <p>Texts increase in complexity as materials progress throughout the grade level and texts increase in complexity across the grade bands. Although texts do not show a consistent increase quantitatively in the grade band, there is an increase from Kindergarten through second grade.</p> <p>ELA materials seek a balance in instructional time between literature and informational texts. In the required texts, there are approximately 11 literature texts and 10 informational texts in kindergarten.</p>	<p>Correction: Text title is Have Fun Molly Lou Melon.</p> <p>Clarification: The Closing and Assessment is a standard section of the structure of each lesson.</p> <p>Clarification: most modules (eight weeks of instruction) focus on specific topics (sometimes the focus is more "thematic"). Each unit then builds students' knowledge on that topic.</p> <p>Agreement: There is an increase quantitatively from Kingergarten through Grade 2.</p>
<p><b>2. RANGE AND VOLUME OF TEXTS:</b></p> <p>Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p><b>Yes</b></p>	<p>ELA materials seek a balance in instructional time between literature and informational texts. In the required texts, there are approximately 11 literature texts and 10 informational texts in kindergarten.</p>	<p>Addition: The Required Tradebook Procurement List shows a list of texts with their text type and Lexile level.</p> <p>Addition: Worth noting that each module also has a Recommended Texts and Other Resources list, for independent reading.</p> <p>Addition: During the Labs, students are also exposed to more texts during story time.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>2b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	Yes	Materials include texts of different formats. Printed texts, including short and long lengths and poems and videos are used in the curriculum. Images and Illustrations are also used to engage students in thinking about the topic or ideas of the unit.	Clarification: Each unit within a module will engage students in the same topic. The area of focus within that topic may vary from unit to unit.
	<b>2c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Yes	Materials include many informational texts with an informational text structure rather than a narrative structure. Examples of texts with informational structure include Are trees alive? Toys Galore, and Weather Words and What They Mean.	
	<b>2d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	Several connected texts are used over the course of each module to gain student interest. A "Recommended Texts and Other Resources" document provides options for additional texts for shared and independent reading.	
<b>Section II. Foundational Skills (grades K-5 only)</b>				
<b>Tier 1 and 2 Non-Negotiable*</b> <b>3. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central 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.	<b>REQUIRED *Indicator for grades K-2 only</b> <b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	Yes	The first Module 1 Teacher Guide provides a scope and sequence charting which foundational skill standards are taught during each module and which ones are taught throughout all modules. Each "Teacher's Guide for Foundational Skills" provides a chart, showing exactly which standards are taught for each lesson in the first column. Students clearly practice foundational skills through the year.	
	<b>REQUIRED</b> <b>3b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.  In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	Engaging, phonetically controlled texts are provided for systematic, explicit, and frequent practice of foundational skills. At the beginning of the Teacher's Guide a chart is provided which explains what texts to use to teach what foundational skills.	
	<b>REQUIRED</b> <b>3c)</b> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes	Yes	Using the "Scope and Sequence of the Foundational Skills Block Teacher's Guide," it is evident that through all four modules word study lists	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	<p>and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		<p>and high-frequency word lists carry through the year. Spelling/sound patterns and decoding of grade-level words by using sound-symbol knowledge is taught daily through each module.</p>	
	<p><b>REQUIRED</b>  <b>3d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p><b>Yes</b></p>	<p>Each lesson is closed with the teacher posing the question, "What did you do today that is helping you become a more proficient reader?" Students are encouraged to reflect on their own learning progress. Also, during partner work the teacher encourages students to use their partner for help if they get stuck on pronouncing a word.</p>	<p>Refinement: Agreed. The curriculum places a heavy emphasis not only on goal-setting and reflection, but also specifically on growth mindset: helping students notice that their ability grows with their effort.</p>
	<p><b>REQUIRED</b>  <b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	<p><b>Yes</b></p>	<p>Students read decodable texts throughout the Foundational Skills block. Provided with each lesson is a "Meeting the Students' Needs" column which provides specific ways the teacher can better meet the academic needs of students by providing immediate feedback. Students are divided into 4 groups, Pre-Alphabetic, Partial-Alphabetic, Consolidated-Alphabetic, and Full Alphabetic. The teacher assesses students in their groups scoring assessments and providing feedback on the spot. In addition to the work in the Reading Foundations Skills block, students practice fluency in the Module Lessons when rereading/reciting songs, poems, and also during read-alouds of some texts.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<b>REQUIRED</b> <b>3f)</b> Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	<b>Yes</b>	Students read decodable texts and also participate in a comprehension conversation to ensure understanding of the text read	
	<b>3g) *Indicator for grades K-2 only</b> Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	<b>Yes</b>	For the Reading Foundations Skills block, there are three types of assessments: benchmark assessments (conducted three times a year), cycle assessments (conducted weekly), and daily "snapshot" assessments suggested in each lesson.	
	<b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	<b>Yes</b>	Materials needed for each lesson are listed in the charts provided for each day's lesson plan. The curriculum includes an "Overview for Planning for Differentiated Small Groups," which provides a list of all materials that will be needed before the lesson begins.	
<b>Section III. Questions and Tasks</b>				
<b>Tier 1 and 2 Non-Negotiable</b> <b>4. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.	<b>REQUIRED</b> <b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	<b>Yes</b>	Coherent sequences of questions and tasks focus students on understand the texts and its illustrations, making connections among the texts in the collection, and expressing understanding of the topics. For example, In Module 2, Unit 3, students listen to read alouds about different types of weather, discuss illustrations of different types of weather, chart characteristics of different type of weather, and then create a story about weather using their own illustrations.	Appreciation: These concrete examples reflect that this was a very thorough review. Thank you for the time and care reviewers put into this analysis!
	<b>REQUIRED</b> <b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating	<b>Yes</b>	Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. For example, in Module 2, Unit 2, Lesson 3, students reflect on previous learning in a discussion, listen to a read aloud, and participate in a shared writing about the weather of New York using	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.		sentence frames.	
	<b>REQUIRED</b> <b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; 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.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	<b>Yes</b>	Questions and tasks support students in examining language. There are language lessons throughout the curriculum, which include vocabulary and word study. For example, in a Mini Language Dive, the Teaching Guide states, "Ask students about the meaning of this key sentence from the text: 'What will the wind carry today?' Write and display student responses next to the sentence. Examples: --'What does this sentence mean?' (Responses will vary.) -- Point to the question mark. Ask: 'What is this? What does it tell us?' (a question mark; it is a question) --'What other word tells us it is a question?' (what, because it is question word)."	Agreement: strong example  Addition: This justification is accurate. We would also emphasize the focus on unpacking learning targets to build academic vocabulary, the teaching of vocabulary in context, and the value of reading a series of texts on a topic to build both content-specific and more general academic vocabulary. This is one of the benefits at the heart of a content-based literacy curriculum
<b>Tier 1 and 2 Non-Negotiable</b> <b>5. TEXT-DEPENDENT QUESTIONS:</b> Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.	<b>Yes</b>	A majority of questions in the materials are text dependent and text specific. For example, while reading a text about the weather in New York, students are asked "What is the weather like in New York?"– "What do the people wear and do because of the weather?"	
	<b>REQUIRED</b> <b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. ( <i>Note: not every standard must be addressed with every text.</i> )	<b>Yes</b>	Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards. For example, in Module 3, students learn about living things. Questions in the curriculum include: "What patterns can we observe about how living things meet their needs? Draw a picture with labels or write words to show patterns."	
<b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-	<b>REQUIRED</b> <b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are	<b>Yes</b>	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Students engage in peer discussions, as well as practice	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>		<p>formal Speaking and Listening through informal presentations.</p>	
	<p><b>REQUIRED *Indicator for grades 3-12 only</b>  <b>6b)</b> A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<p>N/A</p>		
	<p><b>REQUIRED *Indicator for grades K-2 only</b>  <b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<p>Yes</p>	<p>Using the scope and sequence of the Foundational Skills Block in the Teacher's Guide, the chart shows that all grade-level foundation standards are covered including letters, phonetic conventions, sentence structure, and spelling. Foundational Skills Teacher Guides are separate from the Literacy Modules.</p>	<p>Emphasis: It may be worth emphasizing the the design of the K-2 Reading Foundations Skills block heavily emphasizes the interrelationship between reading (decoding) and encoding (spelling), based on the research of Dr. Linnea Ehri. During each cycle, students practice writing/spelling the letter-sound combinations they have been taught that week.</p>
	<p><b>REQUIRED</b>  <b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	<p>Yes</p>	<p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. Informative writing is addressed in Module 1. Narrative writing is addressed in Module 2 and Opinion writing is addressed in Module 4.</p>	<p>Addition: The grade level curriculum map is particularly helpful for teachers to see where and how each type of writing (W.1, W.2, and W.3) are addressed at each grade level.</p>
	<p><b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English</p>	<p>Yes</p>	<p>Student exemplars are provided in the supporting materials of each lesson during which students</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	language arts.		examine the model. In addition, exemplars for writing tasks that are used as assessments can be found in the Assessment Overview and Resources.	
	<b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.	<b>Yes</b>	Materials address the grammar and language conventions specified by the language standards at each grade level and build on these standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.	Addition: Every language standard is explicitly taught and formally assessed.
<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).  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	<b>Yes</b>	Each module contains assessment checklists to be used by the teacher to informally track students' ongoing progress toward targeted standards. Opportunities to use these checklists are explicitly noted in the modules. Students reflect on their learning and ways to reach the learning target goals at the end of each lesson.	
	<b>REQUIRED</b> <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	<b>Yes</b>	Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. For most lessons, there is a Closing and Assessment time.	Appreciation: Thank you for specifically mentioning the Writing Rubrics, which are critical for standards-alignment and vertical alignment for the three types of writing.
	<b>REQUIRED</b> <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	<b>Yes</b>	Materials use varied of modes of assessment, including a range of pre-, formative, summative and self-assessment measures. Assessments include lesson checklists, short responses, illustrations, and classroom discussions.	
	<b>7d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>Yes</b>	Materials assess student proficiency using methods that are unbiased and accessible to all students.	Addition: Note the Assessment Overview and Resources, where all assessment materials can be found for the K-5 Module Lessons.
<b>Section IV. Scaffolding and Support</b>				
<b>8. SCAFFOLDING AND SUPPORT:</b>	<b>REQUIRED</b>	<b>Yes</b>	Pre-reading activities and suggested approaches to teacher scaffolding are focused on understanding the	Appreciation: Thank you for noting that many of the "pre-reading activities" are about setting purpose for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>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 checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>8a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		<p>text. Pre-reading activities are generally used with questions to seek background knowledge on a topic. The teacher sets up a purpose for reading the story before doing an initial read of the text.</p>	<p>reading.</p>
	<p><b>REQUIRED</b> <b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	<p>Yes</p>	<p>Materials have the goal of students gaining full comprehension of complex text. The texts and assessments are integrated so that students are reading texts and are assessed on their understanding of the ideas of those texts.</p>	<p>Addition: Heavy emphasis on close read-aloud, during which students may work with the same text across as many as five lessons.</p>
	<p><b>REQUIRED</b> <b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	<p>Yes</p>	<p>Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the information in the text. Throughout the Teaching Guide, the teacher is prompted to ask students to go back to specific quotes, chunks, or sections of the text. The teacher is provided with questions to ask about specific questions of the texts in order to facilitate student understanding.</p>	
	<p><b>REQUIRED</b> <b>8d)</b> The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	<p>Yes</p>	<p>The materials are easy to use and well-organized. The reading selections are centrally located within the materials. A performance task, assessments, and checklists are provided in the Teacher Guides. Separate teacher guides are provided for the Foundational Skills component. A separate guide is provided for the Labs. All of these documents and guides are organized and easy to use.</p>	
	<p><b>8e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	<p>Yes</p>	<p>Appropriate suggestions and materials are provided for supporting varying student needs. Each lesson is laid out in a chart with one column dedicated to "Meeting Students' Needs." Suggestions for support and addressing ELL are provided in this section of the chart.</p>	<p>Addition: Each lesson also includes extensive teaching notes, which help teachers know how this lesson builds on previous lessons, areas in which students may need additional support, and how this lesson feeds into future work "down the road." These notes thus give teachers critical context with which to make pacing decisions.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<b>8f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>Yes</b>	The content can be reasonably completed within a regular school year.	Specification: For K-2, Module 1 is just six weeks long. This is to give teachers time at the start of the year to establish classroom routines. Each of the other three modules provides 8 weeks of instruction.
<b>FINAL EVALUATION</b>				
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8.				
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.				
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
I. Text Selection	1. Quality of Texts ( <b>Non-Negotiable</b> )	<b>Yes</b>	Materials are appropriately complex. Materials provide a coherent collection of texts.	
	2. Range and Volume of Texts	<b>Yes</b>	Materials include a balance of literary and informational texts	
II: Foundational Skills (grades K-5 only)	3. Foundational Skills ( <b>Non-Negotiable*</b> )	<b>Yes</b>	Materials follow a sequence of appropriate foundational skills.	
III: Questions and Tasks	4. Coherence of Tasks ( <b>Non-Negotiable</b> )	<b>Yes</b>	Tasks build knowledge of texts using reading, writing, speaking and listening, and language.	
	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	<b>Yes</b>	Questions are text-dependent and text-specific.	
	6. Writing to Sources, Speaking and Listening, and Language	<b>Yes</b>	Instruction is provided for writing to sources in all modes of writing.	
	7. Assessments	<b>Yes</b>	Materials use varied of modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	
IV: Scaffolding and Support	8. Scaffolding and Support	<b>Yes</b>	Appropriate suggestions and materials are provided for supporting varying student needs.	
FINAL DECISION FOR THIS MATERIAL: <b>Tier I, Exemplifies quality</b>				

\*As applicable

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>1</sup> In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts<sup>2</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **EL Education (Module Lessons, Literacy Labs, Reading Foundation Skills Block)**

Grade: **1**

Publisher: **Open Up Resources**

Copyright: **2017**

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. Range and Volume of Texts	
3. Foundational Skills (Non-Negotiable*)	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<b>Section I. Text Selection</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b></p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.<sup>3</sup> Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>A Trade Book Procurement List is provided. This list charts the Lexile score of all books used in the curriculum. The Lexile scores range from AD160 to IG970.</p> <p>The Most Magnificent Thing has a Lexile of 380 and is used towards the beginning of the year in Module 1, Lessons 1 to 5. Students use this story for a close read over the span of 5 lessons.</p>	
	<p><b>REQUIRED</b></p> <p><b>1b)</b> At least 90% of texts are authentic<sup>4</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>At least 90% of the texts are authentic. All Grade 1 ELA standards are taught and evident in the scope and sequence provided. Titles include literary texts, Summer Sun Rlsin' and City Hawk: The Story of Pale Male. Informational texts include, My Math Toolbox, What Makes Day and Night, Beaks!</p>	

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

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



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p><b>Yes</b></p>	<p>In Module 1, Unit 1 students are exposed to text focusing on the idea of using the best tool to do a job. Through the use of the text, Tools, Math Toolbox, I like Science Tools, Chef's Tools, The Most Magnificent Thing, and The Little Red Pen students are actively engaged in responding to the text, completing student response pages in the student workbook provided. Literacy Lab stations also include small group rotations focusing on the texts. Students complete student response pages, performance tasks, sort photos, label tools, and engage in oral discussions. Each unit in each module focuses on a specific theme or topic.</p>	<p>This is almost entirely accurate.</p> <p>Global comment: when giving specific examples of texts, data re numbers of texts, etc, pls specify that all examples are from grade 1.</p> <p>Correction: there is only performance task per module (not performance tasks, plural).</p> <p>Clarification: most modules (eight weeks of instruction) focus on specific topics (sometimes it the focus is more "thematic"). Each unit then builds students' knowledge on that topic.</p>
	<p><b>1d)</b> Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p><b>Yes</b></p>	<p>Texts in Modules 1 and 2 do not exceed a Lexile score of 570. Modules 3 and 4 include texts with Lexile scores between 580 and 970. The complexity of texts jump around as they are all still above the level students could read on their own, but do show an overall increase as the year progresses.</p>	<p>Agreement: the read-aloud texts do in fact have greater variability.</p>
<p><b>2. RANGE AND VOLUME OF TEXTS:</b></p> <p>Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p><b>Yes</b></p>	<p>There is a balance between Literary and Informational Texts. There are seven literary texts and eleven informational texts used between Modules 1 through 4. The Required Tradebook Procurement List shows a list of texts with their text type and Lexile level.</p>	<p>Specification: Again, suggest specifying that these numbers are for Grade 1 only.</p> <p>Addition: Worth noting that each module also has a Recommended Texts and Other Resources list, for independent reading.</p> <p>Addition: During the Labs, students are also exposed to more texts during story time.</p>
	<p><b>REQUIRED</b></p> <p><b>2b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and</p>	<p><b>Yes</b></p>	<p>Printed texts, poems, and videos are all evident in the curriculum. There are short videos shown during Module 2 to help students gain a deeper</p>	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	lengths (e.g. short stories and novels).		understanding of the sun, the moon, and the stars. During Module 2, Unit 1, Lesson 1 (page 57) students watch a few videos and look carefully to see what they notice about the sky and what they observe about the sun, the moon, and the stars.	
	<b>2c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Yes	Several informational texts are included with an informational text structure. Informational texts use pictures with captions, table of contents, etc. These texts include: "Tools", "A Chef's Tools", "My Math Toolbox", "I Use Science Tools", "What Makes Day and Night", "Does the Sun Sleep?: Noticing the Sun, Moon, and Star Patterns", "Birds", "Feathers: Not Just for Flying", "Beaks!", "Little Kids First Bog Book of Birds", and "Olivia's Birds: Saving the Gulf"	
	<b>2d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	Several connected texts are used over the course of each Module to gain student interest. Students participate in the "Tea Party Protocol" having students orally share through taking turns.	Addition: Pls also note the Recommended Texts and Other Resources document.  Relevance: Descriptio of the Tea Party protocol is accurate, but we are not sure how the Tea Party Protocol is relevant for indicator 2d.
<b>Section II. Foundational Skills (grades K-5 only)</b>				
<b>Tier 1 and 2 Non-Negotiable*</b> <b>3. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to	<b>REQUIRED *Indicator for grades K-2 only</b> <b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	Yes	The first Module 1 Teacher Guide provides a Scope and Sequence charting which foundational skill standards are taught during each Module and which ones are taught throughout all 3 Modules. Each Teacher's Guide for Foundational Skills provides a chart, showing exactly which standards are taught for each lesson in the first column. Students clearly practice foundational skills abundantly through the year.	
	<b>REQUIRED</b> <b>3b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.  In grades 3-5, materials demand knowledge of grade-level	Yes	Engaging, phonetically controlled texts are provided for systematic, explicit, and frequent practice of foundational skills. Looking at Module 2, at the beginning of the Teacher's Guide a chart is provided listing which engaging text will be used. For example, in Module 2, Lesson 27 (page 14 of the chart), the standards addressed are in the first column and the	Appreciation: These concrete examples reflect that this was a very thorough review. Thank you for the time and care reviewers put into this analysis!

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>comprehend texts across a range of types and disciplines.</p> <p><input checked="" 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>phonic patterns and word analysis skills.</p>		<p>agenda for the lesson is included.</p> <p>1 Opening</p> <ul style="list-style-type: none"> <li>- Engagement read aloud of "Sam's Box"</li> <li>- Comprehension Conversation</li> </ul> <p>2 Work Time</p> <ul style="list-style-type: none"> <li>- High-frequency words: from, wants, says, see, he, had</li> <li>- Decodable Reader: Partner search and read</li> </ul> <p>3 Closing</p> <ul style="list-style-type: none"> <li>- Reflect on Learning</li> </ul> <p>4 Differentiated Small Group Instruction and Rotations</p>	
	<p><b>REQUIRED</b></p> <p><b>3c)</b> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	<p><b>Yes</b></p>	<p>Using the Scope and Sequence of the Foundational Skills Block on pages 3 to 14 in the Skills-G1M1 Teacher's Guide, it is evident that through all four Modules word study lists and high-frequency word lists carry through the year. Spelling/sound patterns and decoding of grade-level words by using sound-symbol knowledge is taught daily through each Module.</p>	<p>This is accurate.</p> <p>Note: EL Education is having all materials reformatted and polished by a graphic designer, so references to specific page numbers may not "hold up" in the final print product that will be released in summer 2017.</p>
	<p><b>REQUIRED</b></p> <p><b>3d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p><b>Yes</b></p>	<p>Each lesson is closed with the teacher posing the question, "What did you do today that is helping you become a more proficient reader?" Students are encouraged to reflect on their own learning progress. Also, during partner work the teacher encourages students to use their partner for help if they get stuck on pronouncing a word.</p>	<p>Refinement: Agreed. The curriculum places a heavy emphasis not only on goal-setting and reflection, but also specifically on growth mindset: helping students notice that their ability grows with their effort.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>REQUIRED</b>  <b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	Yes	<p>Students read decodable texts throughout the Foundational Skills block. Provided with each daily lesson is a "Meeting the Students' Needs" column, providing specific ways the teacher can better meet the academic needs of students by providing immediate feedback.</p> <p>Students are divided into 4 groups, Pre-Alphabetic, Partial-Alphabetic, Consolidated-Alphabetic, and Full-Alphabetic. The teacher assesses students in their groups scoring assessments right away. On page 66, Lesson 30 of the G1M2 Teacher's Guide the teacher is to provide the Cycle 5 spelling and reading assessment, providing immediate feedback to allow students to create goals for their next steps.</p>	<p>Addition: In addition to the work in the Reading Foundations Skills block, students practice fluency in the Module Lessons when rereading/reciting songs, poems, and also during read-alouds of some texts.</p>
	<p><b>REQUIRED</b>  <b>3f)</b> Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	Yes	<p>Students read decodable texts and also participate in a comprehension conversation to ensure understanding of the text read.</p> <p>In Module 3, Lesson 62, students use the text, "The Sunset Picnic" (created for instructional purposes) as an engagement text and decodable text. The agenda listed for this lesson includes retelling events from the story, answering questions using text evidence, and fluently reading the decodable text.</p>	
	<p><b>3g) *Indicator for grades K-2 only</b>  Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	Yes	<p>There are several opportunities built into the Teacher's Guide providing teachers with the tools to assess students' mastery. Each lesson provides ideas for teachers to "Meet the Students' Needs" providing specific strategies and tools to assist students who may not have mastered a skill. Three assessments are provided per unit that allow for "on-demand" assessing. Teachers are to score assessments right away and provide immediate feedback. The Curriculum Map shows the breakdown of assessments for each Unit in each Module.</p>	<p>Correction: Since indicator 3g is just regarding Foundational Skills, so the curriculum map that shows the assessments in the module lessons is not relevant.</p> <p>Clarification: For the Reading Foundations Skills block, there are three types of assessments: benchmark assessments (conducted three times a year), cycle assessments (conducted weekly in kindergarten and grade 1, every two weeks in grade 2), and daily "snapshot" assessments suggested in each lesson.</p>
	<p><b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	Yes	<p>Materials needed for each lesson are listed in the charts provided for each day's lesson plan.  Module 2, Cycle 6, Overview for Planning for</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Differentiated Small Groups on page 74, provides a list of all materials that will be needed before lessons begin.	
<b>Section III. Questions and Tasks</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>4. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p><b>Yes</b></p>	<p>There is a coherent sequence of questions and tasks that focus on students understanding the text, making connections among the texts in the collection. Module 2 focuses on The Sun, The Moon, and The Stars. There are three Units that all focus on the topic. The curriculum lists Science Standards that correspond to the information gained from the Informational texts, showing that a full understand of the topic is expected.</p> <p>In Module 2, Unit 1 "Elvin, The Boy Who Loved the Sky" is the first text used. Students are asked to think hard about all of the things Elvin wonders about and all of the questions he asks. The teacher asks several questions requiring text evidence: "What is one thing we know about Elvin?" "What does Elvin observe about the sun?" "What does Elvin observe about the moon?" "What does Elvin wonder about the moon?" Students are then grouped and asked to look at the pictures from Elvin and the photographer close. The students get to put on their "imaginary glasses" to look closely at the pictures. Students are encouraged to describe the details they see. Students then place the word wall word cards for sun, moon, and stars on the word wall. The teacher will then show short videos of the sun, moon, and stars while students think about questions they have about the videos. Students work on Speaking and Listening standards while responding to the video with their peers. The students then participate in an indecent writing. The students will complete the Noticing and Wondering Response Sheet from their workbook. The students will write and draw about what they notice or wonder about the sun, moon, and stars. Students then get the opportunity to</p>	<p>Specification: Again, suggest noting that all examples are from grade 1.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>share their writing.</p> <p>Several other texts about the sun, moon, and stars are used in a similar format to continue to build knowledge about the topic. Texts include, "Kittens First Full Moon", "Papa, Please Get the Moon for Me", "Summer Sun Risin'", "Sun and Moon", "What Makes Day and Night?", "What the Sun Sees, What the Moon Sees", and Why the Sun and the Moon Live in the Sky".</p>	
	<p><b>REQUIRED</b></p> <p><b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	Yes	<p>Module 2 contains three Units focusing on the sun, the moon, and the stars. In Unit 2, Lesson 2, Reading Informational Texts, Writing, and Speaking and Listening Standards are all addressed through a quality complex poem "What We See: The Sun, Moon, and Stars) and the read aloud text, "What Makes Day and Night". (RI.1.1, RI.1.2, RI.1.4, RI.1.7, W.1.8, SL.1.1a, L.1.1f, L.1.6)</p> <p>During the opening of the lesson students read the new poem as a way to introduce the use of adjectives (L.1.f). Students complete a read aloud of "What Makes Day and Night" reading aloud several times, answering text-dependent questions, and participating in Science Talk (RI.1.1, RI.2, RI.3, RI.7, SL.1.2, SL.1.5). Students participate in a shared writing where they begin to describe the sun and moon using adjectives (W.1.8).</p>	
	<p><b>REQUIRED</b></p> <p><b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; 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.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	Yes	<p>Questions and tasks support students in examining the language critical to the meaning of texts. Questions and tasks also focus on advancing depth of word knowledge. Multiple repetitions of words are seen through varied context. For example, Module 2, Units 1-3 all focus on the sun, the moon, and the stars. These texts are used as read alouds and shared readings. Students answer text dependent questions and complete written responses applying knowledge from the texts. Several texts and poems are used to engross students in vocabulary.</p> <p>"Does the Sun Sleep?: Noticing the Sun, Moon, and</p>	<p>Addition: This justification is accurate. We would also emphasize the focus on unpacking learning targets to build academic vocabulary, the teaching of vocabulary in context, and the value of reading a series of texts on a topic to build both content-specific and more general academic vocabulary. This is one of the benefits at the heart of a content-based literacy curriculum.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Stars Patterns" "Kitten's First Full Moon" "Papa, Please Get the Moon for Me" "Summer Sun Risin" "Sun and Moon" "What Makes Day and Night" "What the Sun Sees, What the Moon Sees" "Why the Sun and the Moon Live in the Sky"	
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>5. TEXT-DEPENDENT QUESTIONS:</b>            Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>In Module 1 the focus is "Tools and Work." In Module 1, Unit 3, Lesson 1, the text, "The Most Magnificent Thing" is used as a read aloud. Text dependent questions include:            "When it says that steps were used, who used the steps?"            "What makes something magnificent? What makes you think that? Would you like to add to that idea?"            "What is the girl doing in the picture on page 3?"            "Based on what we've learned from The Most Magnificent Thing, what will we need to make magnificent things?"            In Lesson 2, the following day, students will brainstorm what they will need to build a magnificent thing. Students will complete a written response writing and drawing about their magnificent thing.</p>	<p>Agreement: strong examples</p>
<p><b>REQUIRED</b>  <b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p><b>Yes</b></p>	<p>At the beginning of each Teacher's Guide for each Module and Unit charts show which standards are taught during each lesson. Each lesson requires students to engage in thinking at the depth and complexity required by the standards. Each lesson begins with an overview where standards are listed, as well as, learning targets. There is also a section explaining the Purpose of the Lesson and Alignment to Standards. An example of this can be found on pages 63 and 64 in Module 1, Unit 3, Lesson 5. On page 69 of Lesson 5 students sing the "Learning Target Song" singing "I can..." statements. Students are consistently called to reflect on their learning and ways</p>		



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			the can reach their learning target goals using direct language from the standards.	
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	Yes	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. For example, Module 3, Unit 2, Lesson 1 students focus on birds. The students first solve a riddle using the poem, "Mystery Bird Body Parts." Students answer questions and discuss each line of the riddle using talk and turn. The teacher does a read of "Flight School", then asking a few comprehension questions using a "total participation technique." Students then answer more questions using turn and talk. Students view several pictures of bird feathers and beaks. Students orally share their observations with a partner. Students then use page 1 in their "Birds Research Notebook, Part II to draw and write about their observations. Students complete this again with the feather pictures. Students share their writing and drawings.	
	<p><b>REQUIRED *Indicator for grades 3-12 only</b> <b>6b)</b> A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	N/A		
	<p><b>REQUIRED *Indicator for grades K-2 only</b> <b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Yes	Using the Scope and Sequence of the Foundational Skills Block on pages 3 to 14 in the Skills-G1M1 Teacher's Guide the chart shows that all grade-level foundation standards are covered including letters, phonetic conventions, sentence structure, and spelling. Foundational Skills Teacher Guides are separate from the Literacy Modules.	Emphasis: It may be worth emphasizing the the design of the K-2 Reading Foundations Skills block heavily emphasizes the interrelationship between reading (decoding) and encoding (spelling), based on the research of Dr. Linnea Ehri. During each cycle, students practice writing/spelling the letter-sound combinations they have been taught that week.
	<p><b>REQUIRED</b> <b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative,</p>	Yes	Materials include multiple writing tasks aligned to the three modes of writing. The 4th module addresses W.1.1, opinion writing. In this module, students read	Addition: The grade level curriculum map is particularly helpful for teachers to see where and how each type of writing (W.1, W.2, and W.3) are



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>		<p>to learn the importance of caring for birds. The final performance task asks students to write an opinion on whether or not a bird's nest should be taken down. A similar opinion writing is used as a shared writing prior to this task.</p> <p>Informative writing is addressed in Module 1, Unit 1. The performance task asks students to work in groups to create a "magnificent thing" and independently write about it (W.1.2).</p> <p>In Module 2, Unit 3, Lesson 4 students read a poem, "What the Moon Sees" and write a narrative poem (W.1.3).</p>	<p>addressed at each grade level.</p>
	<p><b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p><b>Yes</b></p>	<p>In each "Closing and Assessment" section of the lessons, teachers pose questions and student exemplars are provided.</p>	<p>Correction: In indicator 6e, does the mention of "models" and "student exemplars" refer to completed writing tasks? We believe so. If so, then those are provided in the supporting materials of the particular lesson during which students examine the model. g(not during the Closing and Assessment). And if the writing task is an assessment, then the exemplar (for teacher reference, not to use with students during instruction) is found in the Assessment Overview and Resources.</p>
	<p><b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p><b>Yes</b></p>	<p>Materials provide opportunities for students to analyze the syntax of a quality text to determine the text's meaning. In Module 2, Unit 3, students first read a poem, "What the Moon Sees" and then write a narrative poem of their own using the structure of the poem.</p>	<p>Addition: Every language standard is explicitly taught and formally assessed. L2 lives in the K-2 Reading Foundations Skills block; the other language standards live in the K-5 Module Lessons.</p>
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit</p>	<p><b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p><b>Yes</b></p>	<p>Each Module contains assessment checklists to be used by the teacher to informally track students' ongoing progress toward targeted standards. Opportunities to use these checklists are explicitly noted in the Modules. Students reflect on their</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>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 checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			learning and ways to reach the learning target goals at the end of each lesson.	
	<p><b>REQUIRED</b>  <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	<p>Assessment guidelines are provided throughout the lesson and provide sufficient guidance for interpreting student performance. For example, Module 1, Unit 3, Lesson 7 (page 94), after the Work Time there is a Closing and Assessment time. Students reflect on their learning by reviewing charts they helped create previously. Students answer questions with an elbow partner then complete an independent writing. A “Meeting the Students’ Needs” section directly accompanies the assessment guidelines providing sufficient guidance for teachers. The publisher has also recently shared a “Writing Rubrics K - 5” document, showing a rubric for opinion writing, narrative writing, and informative writing. .</p>	<p>Appreciation: Thank you for specifically mentioning the Writing Rubrcis, which are critical for standards-alignment and vertical alignment for the three types of writing.</p>
	<p><b>REQUIRED</b>  <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	<p>Looking at the Curriculum Map on page 2 it is evident there are several types of assessments embedded throughout all Units in each Module. Unit 3 (the last unit) of each Module includes a Performance task. Students synthesize and apply their learning in an authentic and engaging way. “On-demand” assessments are included in each unit. There are several formats of assessments including, speaking and listening, drawing and dictation, cut and paste or sorting, selected response, short constructed response, extended response, and scaffolded writing. Checklists are also provided for teachers to informally track student progress. For example, Module 1, Unit 2, the assessment is a focus on the read-aloud, “The Little Red Pen.” Students ask and answer questions, use context to determine meaning of vocabulary, and make connections between illustrations and the text. Students also write to show their understanding of the text. Also, Module 2, Unit 2 assessment is a final Science Talk which students draw on their reading, note-taking, and discussing from the entire Unit, to</p>	<p>Clarification: The performance task is not an official “assessment,” since it is always scaffolded and always collaborative. That being said, students' work on the performance task can give teachers rich insight into their progress toward standards.</p>

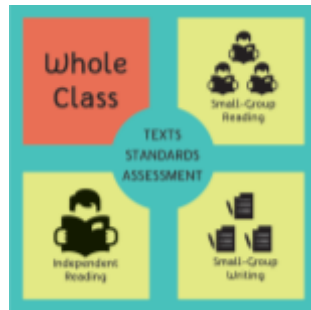
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	answer the guiding question: "What patterns can we observe in the sky?" The assessment methods provided are unbiased and accessible to all students. Assessments are "on-demanded" and explicitly listed in each lesson. Teachers are to score assessments and provide immediate feedback.	Correction: "on-demand," not "on-demanded." Addition: Note the Assessment Overview and Resources, where all assessment materials can be found for the K-5 Module Lessons.
<b>Section IV. Scaffolding and Support</b>				
<p><b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>8a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	<p>Pre-reading activities are generally used with questions to seek background knowledge on a topic. The teacher sets up a purpose for reading the story before doing an initial read. For example, Module 2, Unit 1, Lesson 1, before reading "Elvin, the Boy Who Loved the Sky" the teacher states: "Based on the title of the story, what do you think this story will be about? As I read this story I want you to think hard about all of the things Elvin wonders about and all of the questions he has." This activity only takes a few minutes.</p>	Appreciation: Thank you for noting that many of the "pre-reading activities" are about setting purpose for reading.
	<p><b>REQUIRED</b> <b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Several standards from all ELA strands are addressed in each Lesson and Unit. Several texts are also used to build knowledge on the same topics in each Module. This allows students to gain full comprehension of complex texts. Students complete several activities for each text including speaking and listening, responding to a text, shared writing and responding, to performance tasks.	Addition: Heavy emphasis on close read-aloud, during which students may work with the same text across as many as five lessons.
	<p><b>REQUIRED</b> <b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	In Module 3, Unit 2, Lesson 5 on pages 46 and 47 for the rest, "Feathers, Not just for Flying the teacher is directed to read the phrase at the top of page 6: "_ or cushion like a pillow", then ask, "What is a pillow? Why might the author's say that feathers can be like a pillow? " The teacher is also directed to display page 31 and read aloud the heading: "Author's Note", then ask students to define author's note.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>REQUIRED</b></p> <p><b>8d)</b> The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	Each Module provides 8 weeks of instruction and is divided into 3 units. Performance tasks, assessments, and checklists are provided in the Teacher Guides. Separate teacher guides are provided for the Foundational Skills component. A separate guide is provided for the Literary Labs. All of these documents and guides are organized and easy to use.	Correction: There is only one performance task per module. And fyi, for our full launch of the print product in the summer of 2017, "Literacy Labs" have been renamed to be just "Labs."
	<p><b>8e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	Yes	Each lesson is laid out in a chart with one column dedicated to "Meeting Students' Needs." Suggestions for support and addressing ELL are provided in this section of the chart. For example, Module 2, Unit 1, Lesson 1, "Meeting the students' Needs states: "As you review the meaning of observe, offer an alternative to auditory information by introducing a physical gesture indicating the words meaning." "For ELLs, invite a small group of volunteers to briefly model the Picture Tea Party protocol for the group. Cold call students to repeat or add to what the volunteers said, using the sentence frames. This will provide an opportunity to check for comprehension while giving some students practice using the sentence frames before the protocol begins."	Addition: Each lesson also includes extensive teaching notes, which help teachers know how this lesson builds on previous lessons, areas in which students may need additional support, and how this lesson feeds into future work "down the road." These notes thus give teachers critical context with which to make pacing decisions.
	<p><b>8f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Yes	Each of the four Modules provides 8 weeks of instruction making it reasonably fit into an academic school year.	Refinement: For K-2, Module 1 is just six weeks long, not eight. This is to give teachers time at the start of the year to establish classroom routines.
<p><b>FINAL EVALUATION</b></p> <p><i>Tier 1 ratings</i> receive a "Yes" in Column 1 for Criteria 1 – 8.</p> <p><i>Tier 2 ratings</i> receive a "Yes" in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one "No" in Column 1 for the remaining criteria.</p> <p><i>Tier 3 ratings</i> receive a "No" in Column 1 for at least one of the non-negotiable criteria.</p>				
<p><b>Compile the results for Sections I-VII to make a final decision for the material under review.</b></p>				
Section	Criteria	Yes/No	Final Justification/Comments	
I. Text Selection	1. Quality of Texts ( <b>Non-Negotiable</b> )	Yes	Texts are of a sufficient scope and quality to provide complex texts more difficult than students could read themselves. The texts for read alouds are authentic	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			and content rich. Several texts are used for each Module focusing on the same topics.	
	2. Range and Volume of Texts	Yes	Literary and informational texts are used through each Module. Poems, videos, and various texts are used for various lessons.	
II: Foundational Skills (grades K-5 only)	3. Foundational Skills <b>(Non-Negotiable*)</b>	Yes	A Reading Foundational Skills block is provided, allowing for ample opportunities for students to practice all Grade 1 foundational skills.	
III: Questions and Tasks	4. Coherence of Tasks <b>(Non-Negotiable)</b>	Yes	Each Module is eight weeks long and contains several texts and tasks focusing on the same topic, allowing students to gain deep meaning of the content.	
	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	Yes	Comprehension questions are text dependent and require students to cite evidence from the text.	
	6. Writing to Sources, Speaking and Listening, and Language	Yes	All modes of writing are addressed helping students meet the language standards for first grade.	
	7. Assessments	Yes	Assessment guidelines and checklists are provided through out the Modules.	
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	Teachers are guided to provide students with support and immediate feedback throughout the lessons.	
FINAL DECISION FOR THIS MATERIAL: <b>Tier I, Exemplifies quality</b>				

\*As applicable

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>7</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>8</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: EL Education (Module Lessons, Literacy Labs, Reading Foundation Skills Block)

Grade: 2

Publisher: Open Up Resources

Copyright: 2017

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. Range and Volume of Texts	
3. Foundational Skills (Non-Negotiable*)	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

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

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

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

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

<sup>7</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>8</sup> A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<b>Section I. Text Selection</b>				
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b></p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.<sup>9</sup> Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Materials provide texts that are appropriately complex for 2nd grade. The Lexile of texts in this curriculum range from 460L to 950L. The majority of texts do fall within the Lexile band for this grade band. Qualitatively, these materials meet the criteria for the grade level. Students are engaged in multiple read aloud opportunities of text that are adult-directed and/or above the level at which they could read themselves. For example, in Unit 1, Lessons 4-5, students engage in a read-aloud of The Dot. In Unit 2, Lessons 1-6, students engage in a read-aloud of Off to Class: Incredible and Unusual Schools from Around the World.</p>	<p>Specification: A Trade Book Procurement List is provided. This list charts the Lexile score of all books used in the curriculum.</p>
	<p><b>REQUIRED</b></p> <p><b>1b)</b> At least 90% of texts are authentic<sup>10</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>The majority of texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. The following "Required" texts are authentic because they stand alone as published, including Off to Class: Incredible and Unusual Schools From Around the World, The Invisible Boy, The Dot, and The Important Book.</p>	

<sup>9</sup> The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

<sup>10</sup> Authentic texts are previously published rather than “commissioned.”



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p>	Yes	Materials do provide a coherent sequence or collection of connected texts. For example, in Unit 1, students are exploring the topic of school. Through the various lessons, students build understanding of school through layering of content including What Do I Already Know About Schools? and What Does School Mean to You? Within this collection, quality texts of grade-level complexity are selected for multiple, careful readings. Students work with a text for several days and respond to the text, completing response pages in the student workbooks. Students complete response pages, a performance task, and Literacy Lab stations all connected to the theme or topic.	Correction: For our full launch of the print product in the summer of 2017, "Literacy Labs" have been renamed to be just "Labs."
	<p><b>1d)</b> Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	Texts increase in complexity as materials progress throughout the grade level and texts increase in complexity across the grade bands. Although texts do not show a consistent increase quantitatively in the grade band, there is an increase from kindergarten through second grade.	
<p><b>2. RANGE AND VOLUME OF TEXTS:</b></p> <p>Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Yes	In grades K - 12, ELA materials seek a balance in instructional time between literature and informational texts. In the required texts, there are 9 literature texts and 12 informational texts used throughout the 4 modules.	<p>Addition: The Required Tradebook Procurement List shows a list of texts with their text type and Lexile level.</p> <p>Addition: Worth noting that each module also has a Recommended Texts and Other Resources list, for independent reading.</p> <p>Addition: During the Labs, students are also exposed to more texts during story time.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>2b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	Yes	Materials include texts of different formats. Printed texts, including short and long lengths and poems and videos are used in the curriculum. Images and Illustrations are also used to engage students in thinking about the topic or ideas of the unit,	
	<b>2c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Yes	Materials include many informational texts with an informational text structure rather than a narrative structure. Examples of texts with informational structure include Off to Class: Incredible and Unusual Schools around the World and Paleontology: The Study of Prehistoric Life by Susan Heinrichs Gray and What is Poillination? by Bobbie Kalman.	
	<b>2d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	Several connected texts are used over the course of each module to gain student interest. A "Recommended Texts and Other Resources" document provides options for additional texts for independent reading.	
<b>Section II. Foundational Skills (grades K-5 only)</b>				
<b>Tier 1 and 2 Non-Negotiable*</b> <b>3. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range	<b>REQUIRED *Indicator for grades K-2 only</b> <b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	Yes	The first Module 1 Teacher Guide provides a scope and sequence charting which foundational skill standards are taught during each Module and which ones are taught throughout all Modules. Each Teacher's Guide for Foundational Skills provides a chart, showing exactly which standards are taught for each lesson in the first column. Students clearly practice foundational skills through the year.	
	<b>REQUIRED</b> <b>3b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.  In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	Engaging, phonetically controlled texts are provided for systematic, explicit, and frequent practice of foundational skills. At the beginning of the Teacher's Guide a chart is provided which explains what texts to use to teach what foundational skills.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>of types and disciplines.</p> <p><input checked="" 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</b></p> <p><b>3c)</b> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	Yes	Using the scope and sequence of the "Foundational Skills Block Teacher's Guide," it is evident that through all four modules word study lists and high-frequency word lists carry through the year. Spelling/sound patterns and decoding of grade-level words by using sound-symbol knowledge is taught daily through each module.	
	<p><b>REQUIRED</b></p> <p><b>3d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	Yes	Each lesson is closed with the teacher posing the question, "What did you do today that is helping you become a more proficient reader?" Students are encouraged to reflect on their own learning progress. Also, during partner work the teacher encourages students to use their partner for help if they get stuck on pronouncing a word.	Refinement: Agreed. The curriculum places a heavy emphasis not only on goal-setting and reflection, but also specifically on growth mindset: helping students notice that their ability grows with their effort.
	<p><b>REQUIRED</b></p> <p><b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	Yes	Students read decodable texts throughout the Foundational Skills block. Provided with each lesson is a "Meeting the Students' Needs" column which provides specific ways the teacher can better meet the academic needs of students by providing immediate feedback. Students are divided into 4 groups, Pre-Alphabetic, Partial-Alphabetic, Consolidated-Alphabetic, and Full Alphabetic. The teacher assesses students in their groups scoring assessments and providing feedback on the spot. In addition to the work in the Reading Foundations Skills block, students practice	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			fluency in the module lessons when rereading/reciting songs, poems, and also during read-alouds of some texts.	
	<b>REQUIRED</b> <b>3f)</b> Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	Yes	Students read decodable texts and also participate in a comprehension conversation to ensure understanding of the text read	
	<b>3g) *Indicator for grades K-2 only</b> Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	Yes	For the Reading Foundations Skills block, there are three types of assessments: benchmark assessments (conducted three times a year), cycle assessments (conducted weekly), and daily "snapshot" assessments suggested in each lesson.	
	<b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	Materials needed for each lesson are listed in the charts provided for each day's lesson plan. The curriculum includes an "Overview for Planning for Differentiated Small Groups," which provides a list of all materials that will be needed before the lesson begins.	
<b>Section III. Questions and Tasks</b>				
<b>Tier 1 and 2 Non-Negotiable</b> <b>4. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary,	<b>REQUIRED</b> <b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	Yes	Coherent sequences of questions and tasks focus students on understand the texts and its illustrations, making connections among the texts in the collection, and expressing understanding of the topics. For example, at the end of Unit 2, Module 2, students respond to the questions about the unit texts.	
	<b>REQUIRED</b> <b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work	Yes	Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. For example, in Module 1, Unit 3, Lesson 9, students work with their writing partner, use	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>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>collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p> <p><b>REQUIRED</b>  <b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; 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.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>Yes</p>	<p>unit texts to edit their writing, and practice speaking and listening to Reader's Theatre's scripts.</p> <p>Questions and tasks support students in examining language. There are language lessons throughout the curriculum, which include vocabulary and word study. For example, in a Mini Language Dive: "Ask students about the meaning of chunks from the short-constructed response question from 'Fossils and the Earth Long Ago':  "Selected Response Questions: 'According to the article / what can we learn from studying fossils? / Below, show one thing / we can learn from studying fossils. / Draw a picture / and write a sentence about it. Write and display student responses next to the chunks."</p>	<p>Addition: We would also emphasize the focus on unpacking learning targets to build academic vocabulary, the teaching of vocabulary in context, and the value of reading a series of texts on a topic to build both content-specific and more general academic vocabulary. This is one of the benefits at the heart of a content-based literacy curriculum.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>5. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p> <p><b>REQUIRED</b>  <b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (<i>Note: not every standard must be addressed with every text.</i>)</p>	<p>Yes</p>	<p>A majority of questions in the materials are text dependent and text specific. Examples of text dependent questions include: "What is the gist of the text we just read?," "What is the setting of the story?" "What big discovery does Mary Anning make?"</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. For example, "Reread Paragraph 1 to find the meaning of the word preserved. Circle the answer that tells the meaning of the word preserved. Reread Paragraph 2. What can happen to insects that land in sap?"</p>	
<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 variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal</p>	<p>Yes</p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Students engage in peer discussions, as well as practice formal Speaking and Listening through Reader's Theatre and presentations.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<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 checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>			
	<p><b>REQUIRED *Indicator for grades 3-12 only</b>  <b>6b)</b> A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	N/A		
	<p><b>REQUIRED *Indicator for grades K-2 only</b>  <b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Yes	<p>Using the scope and sequence of the Foundational Skills Block in the Teacher's Guide, the chart shows that all grade-level foundation standards are covered including letters, phonetic conventions, sentence structure, and spelling. Foundational Skills Teacher Guides are separate from the Literacy Modules.</p>	<p>Emphasis: It may be worth emphasizing the the design of the K-2 Reading Foundations Skills block heavily emphasizes the interrelationship between reading (decoding) and encoding (spelling), based on the research of Dr. Linnea Ehri. During each cycle, students practice writing/spelling the letter-sound combinations they have been taught that week.</p>
	<p><b>REQUIRED</b>  <b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	<p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. Informative writing is addressed in Module 1. Narrative writing is addressed in Module 2 and Opinion writing is addressed in Module 4.</p>	<p>Addition: The grade level curriculum map is particularly helpful for teachers to see where and how each type of writing (W.1, W.2, and W.3) are addressed at each grade level.</p>
	<p><b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	Yes	<p>Student exemplars are provided in the supporting materials of each lesson during which students examine the model. In addition, exemplars for writing</p>	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			tasks that are used as assessments can be found in the Assessment Overview and Resources.	
	<b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.	<b>Yes</b>	Materials address the grammar and language conventions specified by the language standards at each grade level and build on these standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.	Addition: Every language standard is explicitly taught and formally assessed.
<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).  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	<b>Yes</b>	Each module contains assessment checklists to be used by the teacher to informally track students' ongoing progress toward targeted standards. Opportunities to use these checklists are explicitly noted in the Modules. Students reflect on their learning and ways to reach the learning target goals at the end of each lesson.	
	<b>REQUIRED</b> <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	<b>Yes</b>	Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. For most lessons, there is a Closing and Assessment time.	Appreciation: Thank you for specifically mentioning the Writing Rubrics, which are critical for standards-alignment and vertical alignment for the three types of writing.
	<b>REQUIRED</b> <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	<b>Yes</b>	Materials use varied of modes of assessment, including a range of pre-, formative, summative and self-assessment measures. Assessments include lesson checklists, short responses, extended responses, classroom discussions, and multiple choice questions.	
	<b>7d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>Yes</b>	Materials assess student proficiency using methods that are unbiased and accessible to all students.	Addition: Note the Assessment Overview and Resources, where all assessment materials can be found for the K-5 Module Lessons.
<b>Section IV. Scaffolding and Support</b>				
<b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students,	<b>REQUIRED</b> <b>8a)</b> Pre-reading activities and suggested approaches to	<b>Yes</b>	Pre-reading activities and suggested approaches to teacher scaffolding are focused on understanding the text. Pre-reading activities are generally used with	Appreciation: Thank you for noting that many of the "pre-reading activities" are about setting purpose for reading



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<p>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 checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		<p>questions to seek background knowledge on a topic. The teacher sets up a purpose for reading the story before doing an initial read of the text.</p>	
	<p><b>REQUIRED</b> <b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	<p>Materials have the goal of students gaining full comprehension of complex text. The texts and assessments are integrated so that students are reading texts and are assessed on their understanding of the ideas of those texts.</p>	<p>Addition: Heavy emphasis on close read-aloud, during which students may work with the same text across as many as five lessons.</p>
	<p><b>REQUIRED</b> <b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	<p>Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the information in the text. Throughout the Teaching Guide, the teacher is prompted to ask students to go back to specific quotes, chunks, or sections of the text. The teacher is provided with questions to ask about specific questions of the texts in order to facilitate student understanding.</p>	
	<p><b>REQUIRED</b> <b>8d)</b> The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	<p>The materials are easy to use and well-organized. The reading selections are centrally located within the materials. A performance task, assessments, and checklists are provided in the Teacher Guides. Separate teacher guides are provided for the Foundational Skills component. A separate guide is provided for the Labs. All of these documents and guides are organized and easy to use.</p>	
	<p><b>8e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	Yes	<p>Appropriate suggestions and materials are provided for supporting varying student needs. Each lesson is laid out in a chart with one column dedicated to "Meeting Students' Needs." Suggestions for support and addressing ELL are provided in this section of the chart.</p>	<p>Addition: Each lesson also includes extensive teaching notes, which help teachers know how this lesson builds on previous lessons, areas in which students may need additional support, and how this lesson feeds into future work "down the road." These notes thus give teachers critical context with which to make pacing decisions.</p>

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	<b>8f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>Yes</b>	The content can be reasonably completed within a regular school year.	
<b>FINAL EVALUATION</b>				
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8.				
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.				
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
I. Text Selection	1. Quality of Texts ( <b>Non-Negotiable</b> )	<b>Yes</b>	Materials are appropriately complex. Materials provide a coherent collection of texts.	
	2. Range and Volume of Texts	<b>Yes</b>	Materials include a balance of literary and informational texts.	
II: Foundational Skills (grades K-5 only)	3. Foundational Skills ( <b>Non-Negotiable*</b> )	<b>Yes</b>	Materials follow a sequence of appropriate foundational skills.	
III: Questions and Tasks	4. Coherence of Tasks ( <b>Non-Negotiable</b> )	<b>Yes</b>	Tasks build knowledge of texts using reading, writing, speaking and listening, and language.	
	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	<b>Yes</b>	Questions are text-dependent and text-specific.	
	6. Writing to Sources, Speaking and Listening, and Language	<b>Yes</b>	Instruction is provided for writing to sources in all modes of writing.	
	7. Assessments	<b>Yes</b>	Materials use varied of modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	
IV: Scaffolding and Support	8. Scaffolding and Support	<b>Yes</b>	Appropriate suggestions and materials are provided for supporting varying student needs.	
FINAL DECISION FOR THIS MATERIAL: <b>Tier I, Exemplifies quality</b>				

\*As applicable

Appendix II.

Public Comments

There were no public comments submitted.