



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: **myView Literacy**

Grade: **K-2**

Publisher: **Savvas Learning Company LLC (formerly Pearson)**

Copyright: **2020**

Overall Rating: **Tier III, Not representing 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 **has changed to a Tier III 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?
Required *Indicator for grades K-2 only	Materials follow a sequence of appropriate foundational skills instruction indicated by the standards	✗ Uses three-cueing ▾	Materials do not align with the expectations of Act 517. Teacher guidance within Grade 1, Leveled Reader Teacher's Guides include



<p>4a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p>while providing abundant opportunities for every student to become proficient in each of the foundational skills. This curriculum includes foundational skills toolkits that offer alphabet cards, decodable readers, high-frequency word cards, letter tiles, and picture cards. Also included are phonics word study online student resources. In the Foundational Skills Scope and Sequence, phonological awareness skills for Grade K, by unit, are explained as follows: Unit 1 skills include initial and final sounds, recognize alliteration, middle sounds, and blend and segment onset and rime. Unit 2 skills include initial and final sounds, segment and blend phonemes, alliteration, identify words, segment and blend onset and rime, final blends, rhyming words, and medial sounds. Unit 3 skills include syllables, final sounds, middle sounds, rhyming words, initial sounds, word count, and words with short /a/ and long /a/. Unit 4 skills include middle sounds, blend and segment sounds, identify words, syllables, identify and count words in sentences, recognize alliteration, identify and produce rhyming words, and add phonemes. Unit 5 skills include segment and blend phonemes, manipulate syllables, identify and count syllables, add phonemes,</p>	<p>✗ Uses visual memory ▾</p> <p>✗ Uses MSV ▾</p>	<p>instructional practices that encourage the use of cueing systems. For example, in “A Restaurant,” Guided Reading Level C, teachers are directed to observe and monitor students as they read the text. The guidance states, “If students substitute words that don’t match what is written, then ask students to cross-check the word by looking at the first letters. If students struggle to read new words, then encourage them to use clues in the photographs and the text.” Cueing is also observed in Grade 2, Leveled Reader Teacher’s Guides. For example, in “Daisy and Drake,” Guided Reading Level H, teacher guidance states, “If students make substitutions that do not make sense, then ask them to think about what makes sense as well as check the letter clusters.” An additional example of cueing is observed in the Assess & Differentiate: Develop Vocabulary. Teacher guidance states, “For instructional support on using related words, pictures, and context clues to determine the meaning of unknown words, see the Leveled Reader Teacher’s Guide.”</p>
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	recognize alliteration, and substitute phonemes.		
<p>Required *Indicator for grades K-5 only</p> <p>4b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p> <p>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>The 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. Leveled readers for guided reading practice, decodable readers, and trade books are included in the materials. For example, in Unit 3, Week 4, Lesson 4, Reading Workshop, the students read the decodable story, “The Bake Sale.” The text contains words with the long /a/ sound. In Unit 4, Week 2, Lesson 4, Reading Workshop, the decodable story, “A Look at the Past” is used to review words with the long and short /u/. In Unit 1, Week 1, Lesson 4, Reading Workshop, the decodable story, “I Amis” is used to review the high-frequency words “I,” “am,” and “the.”</p>	<p>✗ Uses three-cueing ▾</p> <p>✗ Uses visual memory ▾</p> <p>✗ Uses MSV ▾</p>	<p>Materials do not align with the expectations of Act 517. While the materials do include decodable readers that are engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills, they also include Leveled Readers that utilize cueing systems within their teacher guidance. In Grade 1, Unit 2, Guided Reading Level B text, “Kittens and Cats,” under the Observe and Monitor section, guidance states, “If students struggle to read new words, then encourage them to look for clues in the photographs and texts.” In Unit 4, Guided Reading Level C, “Pioneer Village” guidance states, “If students struggle to read new words, then encourage them to use picture and letter clues.” In Unit 5, Guided Reading Level E, “Hello, Winer!” guidance states, “If students stop at unknown words, then ask them to make a prediction by looking at the first few letters.” In Grade 2, Unit 5, High-Frequency Words lesson, the teacher discusses high-frequency words: heard, door, and sure. Teacher guidance states, “Read the words and have students repeat. Say: Memorize these words so you can read them fluently.” Additional cueing is observed in teacher guidance which states, “It helps me remember the words if I</p>



			<p>pay attention to how they look and then try to picture them in my mind. Point to the word heard. Ask students to say the word and then close their eyes and picture it. Repeat with the words, door and sure.” Under the heading, My Word to Know, guidance states, “Some words are used often. These words are called high-frequency words. You will have to remember these words.”</p>
<p>Required *Indicator for grades K-5 only</p> <p>4d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>Materials encourage students to use context to confirm and/or self-correct word recognition and understanding, directing students to read purposefully to acquire accurate meaning. For example, in Unit 3, Week 3, Lesson 1, students use context clues to read new words and illustrations to learn or clarify word meanings. A teacher model shows students how to use context to figure out word meanings. In Unit 2, Week 4, Lesson 2, students are instructed to “read ‘look for’ words that tell more about words that are new to you or important for understanding the text, think about why the author chose to use the word, and ask questions about the word and the context, such as ‘Why did the author choose to use this word? What does this word have to do with the big idea of the text?’”</p>	<ul style="list-style-type: none"> ✓ Does not use three-cueing ▾ ✓ Does not use visual memory ▾ ✓ Does not use MSV ▾ 	<p>Materials align with the expectations of Act 517.</p>



<p>Required *Indicator for grades K-5 only</p> <p>4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	<p>Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading and to read a variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. For example, in Unit 1, Week 1, Lesson 2, students read aloud pages of the selection, “Mission Accomplished!” with a partner. The teacher then listens, offers feedback, and records each student’s performance using the “Fluency Progress Chart” to track progress. In Unit 2, Week 4, Lesson 4, the teacher is directed to “have students whisper read the story as you listen in. Next, have students reread the story page by page with a partner. Listen carefully as they use letter-sound relationships to decode the CCVC and CVCC words. Partners should reread the story. This time the other student begins.” In Unit 4, “Support Independent Reading,” the teacher is instructed to “help students read with proper expression by having them read to themselves in front of a mirror. By watching their mouths they can monitor pronunciation.”</p>	<ul style="list-style-type: none"> ✓ Does not use three-cueing ▾ ✓ Does not use visual memory ▾ ✓ Does not use MSV ▾ 	<p>Materials align with the expectations of Act 517.</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.¹ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts² independently. Thus, a strong ELA classroom is structured with the below components.



Title: **myView Literacy**

Grade: **K-2**

Publisher: **Pearson dba Savvas**

Copyright: **2020**

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

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

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

Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

Tier 1 ratings received a “Yes” for all Criteria 1-8.

Tier 2 ratings received a “Yes” for all non-negotiable criteria, but at least one “No” for the remaining criteria.

Tier 3 ratings received a “No” for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

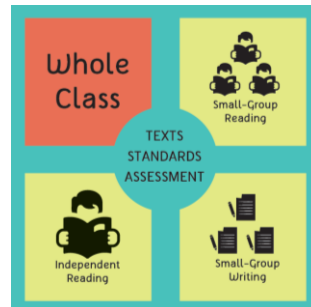
[Grade K \(Tier 1\)](#) [Grade 1 \(Tier 1\)](#) [Grade 2 \(Tier 1\)](#)

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

² A range of texts are texts written at different reading levels.



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.³ In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts⁴ independently. Thus, a strong ELA classroom is structured with the below components.



Title: **myView Literacy**

Grade: **K**

Publisher: **Pearson dba Savvas**

Copyright: **2020**

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

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

STRONG	WEAK
1. Quality of Texts (Non-negotiable)	
2. Text-Dependent Questions (Non-negotiable)	
3. Coherence of Tasks (Non-negotiable)	
4. Foundational Skills (Non-negotiable)	
5. Range and Volume of Texts	
6. Writing to Sources, Speaking and Listening, and Language	
7. Assessments	
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³ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

⁴ A range of texts are texts written at different reading levels.



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

- Review the **required**⁵ Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2-4. Materials must meet all of the **Non-negotiable** in order for the review to continue to Section II⁶.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

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

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

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

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

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

⁵ **Required Indicators of Superior Quality** are labeled “**Required**” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

⁶ For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 -4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.

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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. K-12 Non-negotiable Criteria of Superior Quality Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III.			
<p>Non-negotiable 1. QUALITY OF TEXT SETS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</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>Required 1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,⁷ as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p> <p><i>A text analysis that includes complexity information is provided.</i></p>	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for the grade level, as outlined in the standards. Extensive read-aloud opportunities allow sufficient engagement with text that is more complex than students could read themselves. Quantitatively, text complexity, as measured by Lexile levels ranges from 150L to 450L. For example, in Unit 2, Week 2, students read “From Nectar to Honey,” measuring 290L. In Unit 3, Week 2, they read “The Gingerbread Man,” which measures 340L. In Unit 5, Week 2, students read “A Desert in Bloom” by Justin Scott Parr, measuring 360L. In Unit 5, Week 4, they read “Blizzard Action Plan,” measuring 420L. Qualitatively, text complexity features include exceptional knowledge-demands regarding racism and its history as in “Changing Laws, Changing Lives” by Eric Velaquez and meaning-demands through cultural perspectives in “Tempura, Tempera” by Lyn Miller-Lachmann. Materials include extensive read-aloud opportunities beyond grade-level text complexity. For example, read-aloud texts include “Animals on the Move” by Ron Fridell in Unit 2, Week 1, and “A Desert in Bloom” by Justin Scott Par in Unit 5, Week 2.</p>

⁷ 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](#)”

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	<p>Required 1b) At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p>Yes</p>	<p>At least 90% of texts are of publishable quality and offer students an opportunity to meet the ELA standards. Texts provide historical, cultural, and informational context produced by experts in a variety of fields. Examples include the following: Unit 3, Week 5, "Time for a Story" by David Booth; Unit 4, Week 2, "Uncovering the Past" by Jennifer Torres; Unit 4, Week 5, "Tempera, Tempera" by Lyn Miller-Lachmann; Unit 2, "Trade Book: Foxes" by Alma Flor Ada; Unit 2, Week 4, "Open Wide!" by Ana Galan; and, in Unit 3, Week 3, "A Play" by Lee Choon-Yi.</p>
	<p>Required 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p>Yes</p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with topics and ideas connected through tasks in reading, writing, listening, speaking, and language. Each unit is built around a theme and has texts that support and enhance that theme. For example, in Unit 2, "Living Together" helps students in answering the Essential Question, "What do living things need?" In Week 4, Lesson 2, Reading Workshop, Shared Read of "Open Wide!," students do a close-read of the text and underline information that answers questions such as "What body parts do these animals use to eat? How do these animals use their mouths?" and then underline the words that tell what the pictures show.</p>
	<p>Required 1d) Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>Yes</p>	<p>Within a sequence or collection, quality texts of grade-level complexity are available for multiple, careful readings throughout the unit of study. Students revisit these texts as needed to support knowledge building. For example, in Unit 4, Week 4, Lesson 2, students begin with a shared-read of</p>

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			<p>“Changing Laws, Changing Lives: Martin Luther King, Jr.” Students reread the text and close-read notes ask, “How were African Americans treated at restaurants long ago? Highlight the words. How are people treated at restaurants today? Highlight the words. Use pictures, too.” By Lesson 3 of this sequence, students look back at the text to study the timeline of important events in King’s life, and teachers are to “Ask students to find the first date after Martin was born. Read aloud the information from the timeline. Help students understand that this was an important event because Martin helped change laws with the boycott.” In the lesson that follows, students read about Ben Franklin and compare King, Jr. to him.</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 2. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>A majority of the questions are text-dependent and text-specific. Students express ideas through both written and spoken responses. For example, in Unit 1, Week 5, students engage with the text, “A Visit to the Art Store.” During the close-read, students answer, “What does the author tell us we can do with art supplies? Underline things we can do. What words tell why people go to the art store? Highlight the words.” In Week 3, Lesson 2, students read “Do We Need This?” and during Shared Read, Think Aloud, the teacher asks, “I have a question about the illustration on page 112: Why does Mia have the look on her face that she does? Then in the Respond and Analyze section, have students describe a character from the text. What did you like about the character? Draw a character from the text. Talk with a partner about your drawing and the character.” For the close-</p>

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			<p>reads in Lesson 3 and 4, students are asked, “What is Alex like? What words help you understand what Alex is like? How are you like Mia and Alex?” In Unit 4, Week 5, students work with the text “Tempura, Tempura.” During the close-read, the materials ask, “Which words help you understand what the word ‘delicious’ means? Highlight the words. What is the story about? Underline clues from the text that help you answer the question.”</p>
	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p>Yes</p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. For example, in Unit 5, Week 1, Lesson 1, students listen to and read “The Shaking Earth” while working to recognize the characteristics and structures of informational text. Student instructions are to: “Read the title. Does it tell you what the text is about? Look at the pictures. What do they show? Read the text. What does the author want you to know?” While conducting a close- read for “Weather Around the World,” students answer questions that directly correlate to the standard that requires them to recognize characteristics and structures of informational text, including titles and simple graphics to gain information. Student instructions ask: “What place does the first picture show? Underline the words that name the place. How do people live in very cold and very hot places? Underline the words that tell what the pictures show. Why do people in China wear hats when they</p>

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			<p>work? Highlight the words that help you know the answer. Use the picture too.” The unit assessment has students listen to and answer questions about a text such as, “Which picture shows an illustration that could go with the text? Clothes rabbit, or an ear? Circle the picture that shows an illustration that could go with the text.” These questions relate to students learning how to use graphics to gain information.</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented. Questions and tasks build knowledge and skills. For example, throughout Unit 2, students are focused on the unit’s Essential Question, “What do living things need?” In Week 1, students interact with “Animals on the Move,” and are guided by the weekly question, “Why do some animals move from place to place?” In Week 2, “How do some living things make what they need?” In Week 3, “How do we know what we need?” supported by the “Do We Need This?” In Week 4, “How do different animals eat their food?” In Week 5, “Why is exercise important?” The end-of-unit project then allows students to write an informational text about the needs of a pet.</p> <p>The theme of Unit 3 is “Tell Me a Story” with the essential question asked, “Why do we like stories?” The texts and their guiding questions are as follows: “How Anansi Got His Stories” includes the guiding question,</p>

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			<p>“What can we learn from stories?”; “ The Gingerbread Man and The Story of the Cornbread” includes the guiding question, “How are two versions of the same story alike and different?”; “Poetry Collection” includes the guided question, “Why do we like poems?”; “The Best Story” includes the guiding question, “Why do we like certain kinds of stories?”; and the text, “Monsi Can Help” includes the guiding question, “What do myths teach us about nature?” During the end-of-unit task, students apply what they have learned about stories as part of the Week 6 project, “My Favorite Story.” In the unit assessment, students listen to a nursery rhyme and a story then asked, “What is the big idea of the selection? How is the nursery rhyme different from the story? Which picture shows something that happened at the beginning of the story? and Which picture shows why the author might have written the story?”</p>
	<p>Required 3b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p>Yes</p>	<p>Questions and tasks help students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. In Unit 3, “Tell Me a Story,” the Essential Question asks, “Why do we like stories?” In Week 1, students engage with the text, “How Anasi Got His Stories.” As part of the formative assessment, students are to “Turn, Talk, and Share.” Students are to “read aloud the ‘Turn and Talk’ prompt. Have partners talk about how this book compares to other texts.” By Week 3, teachers are to “ask students to turn and talk to a partner about the differences between poems and folktales and fairy tales... call on several partners to</p>

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			<p>share their thinking with the whole group.” At the end of the unit, students then write a persuasive text about a favorite story and why people should read it.</p> <p>In Unit 2, Week 1, during “Listening Comprehension,” students listen to, “How Animals Find Their Way,” and complete a chart that identifies details that tell what animals use to find their way. During “Reading Workshop,” students are introduced to the text, “Animals on the Move.” During the close-read, students are asked the following: “What do some animals do? Why do animals migrate? and What do animals do in the spring?” During “Respond and Analyze,” students are to talk about the story and provide a written response that explains “one fact I learned is” and asks, Why does the author include pictures? and Why do animals need to go to warm places?”</p>
	<p>Required 3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <p>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>Yes</p>	<p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts and advance the depth of word knowledge. Word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) are emphasized rather than isolated vocabulary practice. Students also engage with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, speaking/listening).</p> <p>In Unit 2, Week 2, Lesson 2, “Develop Vocabulary,” teachers tell students, “Today I</p>

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		<p>want to remind you that when you come to a word you don't know, you can use the pictures to help you. Think about what word might make sense with the picture." Later, in Lesson 5, "Academic Vocabulary," teachers are instructed to, "Offer students oral practice using the unit's 'Academic Vocabulary' words to discuss the weekly question and unit theme." Teachers ask students, "What do animals need to grow?" and "How do animals share natural resources?"</p> <p>In Unit 1, Lesson 1, "Think Aloud," it explains that "The text tells that Jackie is a daydreamer. When you daydream, you think about things a lot without paying attention to what is going on around you..." In Lesson 2, "Reading Workshop," students preview the vocabulary. Teachers "introduce the words 'cube,' 'circle,' 'square,' and 'triangle' on page 30 of the "Student Interactive" and ask, "What things can you name that are shaped like a cube? What are things shaped like a circle? How about a square? Can you find things in our classroom shaped like a triangle?" In the "Student Interactive," students see the word and that the meaning of the word is near the text.</p> <p>In the "Reading-Writing Workshop Bridge," Lesson 1, "Academic Vocabulary," a mini-lesson helps students understand that "word parts can be added to words to make new words." Students then practice by circling parts of the words and matching them to their picture. In Lesson 3, students visualize during a mini-lesson where the readers</p>
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			<p>“create pictures in their minds about what is happening.” Students are then able to apply their learning by writing words in the story that help them picture what rocks look like with sample answers that include previously introduced vocabulary words such as, “cube,” “circle,” “square,” and “triangle.”</p>
<p>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</p>			
<p>Non-negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</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>Required *Indicator for grades K-2 only 4a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p>Yes</p>	<p>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. This curriculum includes foundational skills toolkits that offer alphabet cards, decodable readers, high-frequency word cards, letter tiles, and picture cards. Also included are phonics word study online student resources.</p> <p>In the Foundational Skills Scope and Sequence, phonological awareness skills for Grade K, by unit, are explained as follows: Unit 1 skills include initial and final sounds, recognize alliteration, middle sounds, recognize alliteration, and blend and segment onset and rime. Unit 2 skills include initial and final sounds, segment and blend phonemes, alliteration, identify words, segment and blend onset and rime, final blends, rhyming words, and medial sounds. Unit 3 skills include syllables, final sounds, middle sounds, syllables, rhyming words, initial sounds, word count, and words with short /a/ and long /a/. Unit 4 skills include middle sounds, blend and segment sounds, identify words, syllables, identify and count</p>

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			words in sentences, recognize alliteration, identify and produce rhyming words, and add phonemes. Unit 5 skills include segment and blend phonemes, manipulate syllables, identify and count syllables, add phonemes, recognize alliteration, and substitute phonemes.
	<p>Required 4b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	Yes	The 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. Leveled readers for guided reading practice, decodable readers, and trade books are included in the materials. For example, in Unit 3, Week 4, Lesson 4, Reading Workshop, the students read the decodable story, The Bake Sale. The text contains words with the long /a/ sound. In Unit 4, Week 2, Lesson 4, Reading Workshop, the decodable story, “A Look at the Past” is used to review words with the long and short /u/. In Unit 1, Week 1, Lesson 4, Reading Workshop, the decodable story, “I Amis” is used to review the high-frequency words “I,” “am,” and “the.”
	<p>Required 4c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-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>	Yes	<p>The 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 with encoding (spelling) the sound-symbol relationships of English.</p> <p>For example, in Unit 1, Week 1, Lesson 1, the teacher introduces the letter sound /m/.</p>

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	<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>Then, students identify words that begin with the /m/ sound such as “mop,” “man,” “mouse.” In Unit 1, Week 4, Lesson 1, the teacher introduces the letter sound /i/ and students then practice CVC words with the middle /i/. In Unit 2, Week 1, Lesson 1, the teacher introduces a new sound of /d/ and students then circle picture words with the initial sound /d/. In Unit 3, Week 3, Lesson 4, students practice reading the high-frequency words they learned during the previous week such as “down,” “her,” and “how.” In Unit 5, Week 3, Lesson 4, students practice reading the high-frequency words “who,” “their” and “into” with the teacher.</p>
	<p>Required 4d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>Yes</p>	<p>Materials encourage students to use context to confirm and/or self-correct word recognition and understanding, directing students to read purposefully to acquire accurate meaning. For example, in Unit 3, Week 3, Lesson 1, students use context clues to read new words and illustrations to learn or clarify word meanings. A teacher model shows students how to use context to figure out word meaning. In Unit 2, Week 4, Lesson 2, students are instructed to “read ‘look for’ words that tell more about words that are new to you or important for understanding the text, think about why the author chose to use the word, and ask questions about the word and the context, such as ‘Why did the author choose to use this word? What does this word have to do with the big idea of the text?’”</p>
	<p>Required 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-</p>	<p>Yes</p>	<p>Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading and to read a variety of grade-appropriate prose,</p>

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	<p>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>poetry, and informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>For example, in Unit 1, Week 1, Lesson 2, students read aloud pages of the selection, “Mission Accomplished!” with a partner. The teacher then listens, offers feedback, and records each student’s performance using the “Fluency Progress Chart” to track progress. In Unit 2, Week 4, Lesson 4, the teacher is directed to “have students whisper read the story as you listen in. Next, have students reread the story page by page with a partner. Listen carefully as they use letter-sound relationships to decode the CCVC and CVCC words. Partners should reread the story. This time the other student begins.” In Unit 4, “Support Independent Reading,” the teacher is instructed to “help students read with proper expression by having them read to themselves in front of a mirror. By watching their mouths they can monitor pronunciation.”</p>
	<p>Required 4f) In grades K - 5, materials guide students to read grade-level text, making frequent connections between acquisition of foundation skills and meaning-making.</p>	<p>Yes</p>	<p>Materials guide students to read the grade-level text and make frequent connections between the acquisition of foundation skills and meaning-making from reading. For example, in Unit 1, Week 5, Lesson 1, academic vocabulary words are introduced and student-friendly definitions are provided. Then, students create a picture to show the meaning. In Unit 4, Week 1, Lesson 2, the teacher directs students to “think about words the author uses that tell something specific and important about the main idea. Look at the pictures in the text and see if there are clues to help learn or</p>

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			clarify the meanings of keywords. Look at the words around a new word to see if there is an explanation to help them understand these keywords better." Then, students circle the words that match the pictures and use sticky notes to mark new vocabulary words they find in books they have read independently.
Section III. Additional Criteria of Superior Quality			
<p>5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Yes	Materials seek a balance in instructional time between literature and informational texts. The balance of text genre is present both within units as well as across the grade band. Examples of literary texts include Unit 1, Week 2, "Ben's Blanket" by Ruby Lee; Unit 1, Week 5, "A Visit to the Art Store" by Jerry Craft; Unit 3, Week 1, "How Anansi Got His Stories" by Ibi Zoboi; Unit 3, Week 5, "Time for a Story" by David Booth; and Unit 5, Week 5, "Who Likes Rain" by Stephen Krensky. Examples of informational texts include Unit 1, Week 3, "At the Library" by Eric Braun; Unit 2, Week 4, "Open Wide!" by Ana Galan; Unit 3, Week 5, "Our Elders" by David Bouchard; and Unit 4, Week 1, "Cars Are Always Changing" by Gary Miller.
	<p>Required 5b) Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	Materials include print and non-print texts of different formats and lengths. The materials include audio/video resources and infographics/charts to support teachers and students. Weekly lessons contain a launch video and the student online text contains audio and word-by-word highlighting for student support. In Unit 2, Week 4, Lesson 1, students use an infographic to learn about anteaters. Students are to "point to the picture that shows the anteater eating. Tell

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			which body part the anteater uses to eat the food shown in the picture. What other body parts might help the anteater get or eat its food?" In Unit 2, Week 1, students explore a book list on a topic that includes the main idea and details as well as infographics. Students then create their own to identify the main idea, details, and create infographics.
	5c) The majority of informational texts have an informational text structure rather than a narrative structure. In grades 3-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Yes	The majority of informational texts have an informational text structure rather than a narrative structure. For example, in Unit 2, "Animals on the Move," "From Nectar to Honey," and "Open Wide!" represent informational texts that are written factually and not in a narrative structure.
	5d) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.	Yes	Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. In the Teacher Overview, there is an independent reading section that guides teachers concerning independent and collaborative reading. In Unit 2, students are taught to choose a book, start at the front cover, turn the pages gently, and put the book back when they are finished. In Unit 3, Week 2, Lesson 1, students can read or listen to a previously read fairy tale, read a self-selected trade book, and read their Book Club text.
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:	Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 5; those opportunities are	Yes	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. For example, in Unit 1, Week 1, students listen to a read-

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<p>The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input 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>aloud of “Tim and Jan” and learn about the features of realistic fiction. Then, students turn and talk with a partner about realistic fiction. In Unit 2, Week 4, Lesson 2, after shared-reading students respond to questions about the text such as “Which animals did you read about? What do these animals eat? How do they get their food?” In Unit 3, Week 1, Lesson 1, students listen to “Little Red Riding Hood” before a “Turn and Talk” with a partner about the story. Partners share with the class the reasons why they think the text is a folktale. In Unit 5, Week 2, Lesson 3, students draw and write the most important details in the text in their “Student Interactive.” In Unit 5, Week 6, students talk about the pictures and texts they have encountered and write about their favorite weather based on the texts read throughout the unit.</p>
	<p>Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<p>Yes</p>	<p>Materials address grade-level foundation standards that require students to know their letters, phonetic conventions, sentence structures, and spelling. The materials include foundational skills toolkits that offer alphabet cards, decodable readers, high-frequency word cards, letter tiles, and picture cards. During the weekly whole group reading instruction, the focus is on foundational skills. For example, in Unit 1,</p>

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			<p>Week 4, students are introduced to medial /i/, initial and final /n/, and the high-frequency words “my,” “we,” “make.” In Unit 5, Week 2, students work on identifying and counting syllables, reviewing words for initial and final blends, manipulating syllables, and adding phonemes.</p>
	<p>Required 6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (e.g., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to 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 at each grade level. For example, in Unit 1, Week 6, students are engaged in a writing project where the teacher is to “explain to students that this week they will work in pairs to research art and history museums and choose which one they prefer. They will write a persuasive text about the museum they choose.” By Unit 2, Week 6, students are again conducting research; this time to support writing an informational text. The teacher is to “tell students that this week they will work in pairs to choose a pet and research what it needs. Then they will write an informational text about their pet.” In Unit 4, after five weeks of listening and reading texts about what students can learn from the past, students complete a project where they “interview an older family member about what life was like when he or she was a child. Write or draw about this person and present the information.” The 4-point research project rubric scores students on focus, research, development, conventions, speaking, and listening.</p>
	<p>Required 6e) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade</p>	<p>Yes</p>	<p>Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous</p>

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	<p>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>grade levels through application and practice of those skills in the context of reading and writing about the unit’s texts.</p> <p>The materials include a Language Awareness Handbook which “includes a variety of activities that provide extra scaffolded practice and instruction for language skills and vocabulary development, such as Noun Activities, Verb Activities, Adjective Activities, Sentence Activities, Phonics Activities, Vocabulary Activities & Games, Sentence Frames.” Specific examples include Unit 5, Week 1, Reading-Writing Workshop Bridge, wherein students work on word parts that can be added to words to make new words: “Word parts can be added to the beginning of words. For example, un- can be added to some words to mean ‘not’.” Within each unit, the “Reading-Writing Workshop Bridge” includes a focus on language and conventions. In Unit 5, Week 4, students work to expand sentences. The lesson objectives are to “edit drafts with adult assistance using standard English conventions, including complete sentences and edit drafts with adult assistance using standard English conventions, including adjectives, including articles.” In Lesson 1, a spiral review of adjectives is provided. In Lesson 2, the focus is on expanding sentences with adjectives. In Lesson 4, students practice expanding sentences on their own. In Lesson 5, students practice expanding sentences in a testing-type structure.</p>
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	<p>6f) Materials provide additional supports for writing development in English language arts (i.e. modeled writing, student exemplars).</p>	<p>Yes</p>	<p>Materials provide additional supports for writing development in English language arts. For example, Unit 2, Week 6, Lessons 1-5, requires students to “work in pairs to choose a pet and research what it needs. Then they will write an informational text about their pet.” The teacher models informational writing using examples from their “Student Interactive,” as well as using a graphic organizer. In Unit 3, Week 6, Lessons 1-5, students make “a research plan to do a project about their favorite story. Then they will write a persuasive text that will make others want to read their favorite story.” The teacher models persuasive writing using examples from their “Student Interactive” and students begin their research using the computer to find their favorite stories. In Unit 4, Week 6, Lessons 1-5, students “interview an older family member about his or her life as a child.” The teacher models informational writing using examples from their “Student Interactive.”</p>
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Yes</p>	<p>Measurement of progress via assessments include the gradual release of supporting scaffolds for students to measure their independent abilities. The materials include Baseline, Middle-of-Year, and End-of-Year Tests to measure mastery and progress in phonological awareness, phonics, and high-frequency words. For example, in Unit 1, Week 1, the teacher administers a progress measure to assess student knowledge of recognizing high-frequency words taught that week. In Unit 4, Week 1, the teacher also administers a progress measure to assess student knowledge of recognizing high-frequency words taught that week.</p>

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			Then during the “Summative Assessment,” the teacher assesses student knowledge of recognizing letter-sound correspondences.
	Required 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. The “Assessment Guide” provides teachers with “ongoing professional development support to read and interpret data to drive instruction.” This document supports teachers with all types of student assessments throughout the school year including a “Reading Strategy Checklist” in rubric form with categories of “Proficient,” “Developing,” “Emerging,” and “Not Yet.” Additionally, questions are provided to guide teachers through the process of looking at student performance and determining the next steps. Example questions are: “Is this student making progress in this small group? Do I need to regroup this student? Do I need to change the way I am instructing this student? Do I need to change the texts this student is reading?”
	Required 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	Materials use varied modes of assessment, including a range of pre-formative, summative, and self-assessment measures. Examples assessments include: Summative Assessments, Baseline, Middle-of-Year, and End-of-Year Tests, Unit Tests, Cold Reads for Fluency and Comprehension, Customizable Digital Assessments, Inquiry-Based Project Rubrics and Checklists, Progress Check-Ups, and Writing Workshop Assessments. Students are assessed in reading and writing throughout the materials. Teachers can assess students in a base-line, mid-year, and end-of-year assessment. Unit assessments

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			are given to assess the standards addressed in that unit. Within each unit, teachers have access to give students weekly progress assessments. Cold read fluency passages are also used as an assessment monitoring tool for teachers on fluency and comprehension. Each unit contains an end of the unit project during Week 6, which has a rubric for teachers to assess student progress. Writing workshop assessments are also offered in the curriculum.
	Required 7d) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.	Yes	Materials assess student understanding of the topics, themes, and ideas presented in the unit texts, and the questions and tasks are developed so that students demonstrate the knowledge and skill as part of their culminating tasks in speaking and writing. Each unit ends with an Inquiry Project in Week 6 where students consider what they have learned across the unit to further develop their skills. Each unit and week is oriented around essential questions that drive the knowledge acquisition of students. For example, in Unit 2, the “Essential Question” for the unit is, “What do living things need?” Each week, students then read a text related to the unit’s theme and answer a weekly essential question during “Reflect and Share” and use what they learned from the week. At the end of the unit, students then answer the “Essential Question.”
	7e) 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. The materials provide resources for teachers to create custom variations of rubrics and assessments. There is a tab that leads to the state customization of lesson

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			<p>plans that is available for all grade levels. The units are also planned in a way that allows the teacher to choose what best suits the needs of their classroom. All unit tests can modify or edit the questions based on the needs of the students. The Program Guide includes suggestions for teachers to differentiate instruction and assessments for students based on their needs, using “SuccessMaker” for “Tier 3” intervention support and “MyFocus Intervention” for the “Tier 2” intervention.</p>
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p>Yes</p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text. For example, in Unit 3, Week 4, Lesson 2, the teacher introduces and reinforces the story vocabulary words before and during reading. Before reading, students look at pictures of the words in their “Student Interactive” and tell what it means. In Unit 3, students select a text and set a purpose for reading. Students are to ask themselves three questions before reading on page 10: “Am I reading to enjoy a story? Am I reading to learn about a topic? Am I reading to answer a question?” In Unit 3, Week 3, students read the fairy tale, “The Gingerbread Man” by Pleasant DeSpain, 340L. The teacher is advised: “Before reading the selection, use the “Reader and Task” considerations to help you plan how to address various student populations.”</p>
<p>Required 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading</p>	<p>Yes</p>	<p>Materials have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of skills or strategies for full comprehension of text. For example, units are designed around a</p>	

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	<p>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>coherent topic or theme as in Unit 1 where the unit's theme is "Going Places." In Unit 1, Week 2, Lesson 2, students listen to "Too Many Places to Hide" which is a realistic fiction text about places a cat hides. Leveled readers in Week 2 also relate to the topic. These include "I Ride," a narrative nonfiction text about riding on a bus, and "At the Park," a narrative text about doing things on a trip to the park. In Unit 3, the unit theme is "Tell Me a Story." In Unit 3, Week 5, Lesson 1, the read-aloud "How Rabbit Got Its Ears" introduces myths to the students as a fictional text with a plot. The unit provides a diverse set of stories that help build students' knowledge of traditional storytelling. In Unit 4, the unit theme is "Then and Now." The texts in the unit cover learning about how cars are changing, uncovering the past, a fictional text about differences in technology called "Grandma's Phone," Martin Luther King, Jr.'s impact on changing laws, and connections between cultures. Tasks and supports along the way serve students with developing comprehension of complex texts.</p>
	<p>Required 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	<p>Yes</p>	<p>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. For example, in Unit 2, Week 3, students read "Animals on the Move." When reading the second time, students focus on the objective to "recognize characteristics and structures of informational text, including the central idea and supporting evidence, with adult assistance." While reading, the teacher says, "What does the</p>

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			<p>author want me to know? From these sentences, I can see that the author wants me to know that animals travel, or migrate, for different reasons. This is the main idea. The pictures and other parts of the text provide details, or examples, of some of these animals. They provide evidence to support the main idea.” Students read and underline, annotate or highlight, parts of the text that help them focus on the main idea. Students are drawn back into the text, “Do We Need This?” in Unit 2, Week 3. As part of the close-read, following the initial reading, students are asked questions like, “What words help you understand what Alex is like? Underline the words.” Later, in their “Student Interactive” workbook, students answer the following text-based questions: “What lesson does Mia learn? Why do you think the author wrote this text? and Why do people need shelter?” On page 118 of the “Student Interactive,” teachers are directed to “have students identify the character in the picture. Then have them describe the character by drawing two details about him. Remind students to look back at the text.”</p>
	<p>Required 8d) The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>	<p>Yes</p>	<p>Materials are easy to use and well organized for students and teachers. The teacher manual is online with all units, weeks, and days included. The drop-downs allow teachers to see every part of each lesson including all parts of the introduction, reading workshop, reading-writing workshop bridge, and the writing workshop. Also available are leveled readers, the Small Group Guide, and The Language Awareness Guide, scope and sequence, along with information on the Book Club and end-of-</p>

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			unit projects. This site provides teachers a space to take notes and the search bar pulls up specific focuses for easy access. The “Student Interactive” workbook is sequentially ordered and follows the order of the lessons. Each unit in the workbook has some of the same pages albeit on different topics (Check for Understanding, Develop Vocabulary) which would make it user-friendly for students. Leveled readers are accessible in print format or online and tend to be rooted in the theme of the unit.
	Required 8e) *Foundational Skills Indicator for grades K-2 only Materials provide opportunities for teachers to assess students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	Yes	Materials provide opportunities for teachers to assess student mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. For example, in Unit 2, Week 2, Lesson 2, the teacher is to notice and assess whether the student can read short /o/ words and then decides if the student has understanding or struggles and then moves them into the appropriate small group instruction. In Unit 4, Week 1, the students visually identify the spoken word in a row of three printed words on a worksheet. In Unit 5, Week 1, the teacher administers a progress measure to assess student knowledge of recognizing sounds taught that week. Finally, the Kindergarten “Baseline,” “Middle-of-Year” and “End-of-Year” tests allow the student to show mastery and progress in phonological awareness, phonics, and high-frequency words.
	Required 8f) * Foundational Skills Indicator for grades K-5 only Materials are abundant and easily implemented so that	Yes	Materials are abundant and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skill supports. The

[Type here]

	<p>teachers can spend time, attention and practice with students who need foundational skills supports.</p>		<p>Program Overview describes the support in the Teacher's Edition in "Reading Workshop" to include whole-group and small-group lessons. The Leveled Reader Teacher Guide, as well as a Small Group Guide, assists the classroom teacher. The Leveled Reader Teacher's Edition provides "possible teaching points for differentiation with Depth of Knowledge (DOK) levels of complexity." There are various types of small groups for the classroom teacher to use listed in the Teacher's Guide. Several online tools are available to further support teachers and students. For example, at the beginning of every unit, there are "ELL access videos to build background." Text Complexity Analysis for the Shared Reading text is provided in each unit. This analysis includes reader and task considerations for English Language Learners, Intervention, and On-Level/Advanced to support all learners.</p>
	<p>8g) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	<p>Yes</p>	<p>Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. Included in the Small Group Guide handbook, are suggestions for grouping students for interventions. It is explained that "from time to time, any student in the class may need intervention. While working on the same skills as other students, you may need to adjust the amount of support and scaffolding based on needs. The goal is to have all students master grade-level expectations. When working with students who are struggling with a skill, identify the related sub-skills they have mastered and build from there."</p>

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			<p>Leveled readers are provided to support students on their reading levels. Each reader supports different text elements and text structures and has guided reading instruction prompts. ELL targeted support is embedded throughout the lessons and gives support for emerging, developing, and expanding/bridging.</p>
	<p>8h) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	<p>Yes</p>	<p>The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding and provides guidance about the amount of time a task might reasonably take. The curriculum consists of five units covering six weeks in each unit. Thirty weeks would extend over a school year, with some additional weeks available for enrichment or additional work during the summer. Suggested daily times are as follows: Reading Workshop foundational skills 20-30 minutes, Shared Reading 40-50 minutes, Reading Bridge 5-10 minutes, Small-Group 25-30 minutes, Writing Workshop mini-lesson 10 minutes, Independent Writing 30-40 minutes and Writing Bridge 5-10 minutes. Depending on the school day and minutes allowed for reading, some aspects might not be met every day or some sections may need to be minimized. Week 6 has also many flexible option lessons so that review week could be condensed to support some time to make up skills with which students struggle. The Suggested Weekly Plan delineates each lesson and offers suggestions on the length of time for each. As seen in Unit 1, Week 1, the Reading Workshop plan suggests 10-20 minutes to complete, 5-10 minutes for the</p>

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			Reading-Writing Bridge, and 20-30 minutes for Small-Group and Independent reading.
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality⁸	1. Quality of Texts	Yes	Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward the independent reading of grade-level texts and (2) build content knowledge. The quality of texts is high and supports multiple readings for various purposes and exhibits exceptional craft, thought, and provides useful information. Materials present a progression of complex texts as stated by Reading Standard 10.
	2. Text-Dependent Questions	Yes	Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade-specific standards.
	3. Coherence of Tasks	Yes	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,

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

[Type here]

			and fluency, as needed so that students can gain meaning from text.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁹	4. Foundational Skills	Yes	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
III. Additional Criteria of Superior Quality¹⁰	5. Range and Volume of Texts	Yes	Materials reflect the distribution of text types and genres suggested by the standards.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	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.
	7. Assessments	Yes	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).
	8. Scaffolding and Support	Yes	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.

⁹ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

¹⁰ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier I rating.

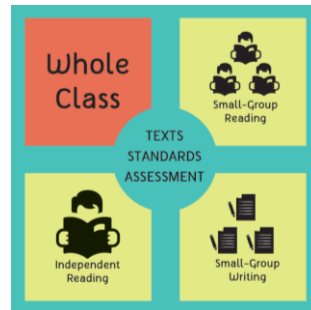
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FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**

*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.¹¹ In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts¹² independently. Thus, a strong ELA classroom is structured with the below components.



Title: **myView Literacy**

Grade: **1**

Publisher: **Pearson dba Savvas**

Copyright: **2020**

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

[Tier I](#), [Tier II](#), [Tier III](#) Elements of this review:

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

¹¹ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

¹² A range of texts are texts written at different reading levels.



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

- Review the **required**¹³ Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2-4. Materials must meet all of the **Non-negotiable** in order for the review to continue to Section II¹⁴.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

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

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

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

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

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

¹³ **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

¹⁴ For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 -4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. K-12 Non-negotiable Criteria of Superior Quality Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III.			
<p>Non-negotiable</p> <p>1. QUALITY OF TEXT SETS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</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>Required</p> <p>1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,¹⁵ as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p> <p><i>A text analysis that includes complexity information is provided.</i></p>	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for the grade level, as outlined in the standards. Extensive read-aloud opportunities allow sufficient engagement with text that is more complex than students could read themselves. Quantitatively, text complexity, as measured by Lexile levels ranges from 300L to 550L. For example, in Unit 4, Week 2, students read “Jackie Robinson,” measuring 560L. In Unit 1, Week 5, they read “Making a Map” by Gary Miller, measuring 400L. In Unit 5, Week 3, students read “In Spring” by Angela Johnson measuring 480L. Qualitatively, text complexity features include knowledge-demands regarding history with “Jackie Robinson” and meaning-demands regarding seasonal changes with “In Spring” by Angela Johnson. Materials include extensive read-aloud opportunities beyond grade-level text complexity. For example, read-aloud texts include “The Life Cycle of a Sunflower” by Linda Tagliaferro in Unit 2, Week 2, and “Every Season” by Shelley Rotner and Anne Love Woodhull in Unit 5, Week 1.</p>
	<p>Required</p> <p>1b) At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality</p>	<p>Yes</p>	<p>At least 90% of texts are of publishable quality and offer students an opportunity to meet the ELA standards. Texts provide historical, cultural, and informational context</p>

¹⁵ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>of content, language, and writing that is produced by experts in various disciplines.</p>		<p>produced by experts in a variety of fields. Examples include the following: Unit 5, “You Can’t Wear That” by Judi Laman; Unit 5, Week 2, “Seasons Around the World” by Ana Galan; Unit 5, Week 3, “In Spring” by Angela Johnson; Unit 1, Week 3, “Neighborhoods Around the World” by Traci Sorell; Unit 1, Week 6, “All Aboard the Bus;” and, in Unit 2, Week 1, “The Life of a Frog” by Rene Saldana Jr.</p>
	<p>Required 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p>Yes</p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with topics and ideas connected through tasks in reading, writing, listening, speaking, and language. Each unit is built around a theme and has texts that support and enhance that theme. For example, in Unit 3, “Imagine That” helps students in answering the Essential Question, “How can we use our imaginations?” Throughout the unit, students listen to folktales, fables, and poetry and answer questions. For example, in Week 5, Lesson 5, the teacher explains that “when comparing texts, you should first find and retell the important ideas from both texts. Retelling the authors’ ideas in your own words show that you understand the texts. Then you can compare those ideas.” Students are to retell and compare “Thumbs Up for Art and Music!” and the infographic “Creative Expression.”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 1d) Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>Yes</p>	<p>Within a sequence or collection, quality texts of grade-level complexity are available for multiple, careful readings throughout the unit of study. Students revisit these texts as needed to support knowledge building. For example, in Unit 4, Week 1, students read “Through Georgia’s Eyes” multiple times and for different reasons. Students first encounter this text in Lesson 2, as a read-aloud, partner-read, or independent-read based on the teacher’s choice. In Lesson 3, students engage in a close-read of the text focusing on developing connections. In Lesson 4, students are back in this text where they create questions and support them with textual evidence. In Unit 1, Week 3, Lesson 4, students read and reread the text with a partner while the teacher listens. The teacher prompts the students to identify words containing previously introduced letter-sound correspondences. In Unit 3, Week 3, Lesson 4, students practice reading high-frequency words then reread the text. The teacher prompts the students to identify words containing previously introduced letter-sound correspondences.</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 2. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of</p>	<p>Required 2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>A majority of the questions are text-dependent and text-specific. Students express ideas through both written and spoken responses. For example, in Unit 1, Week 5, Lesson 2, “My Neighborhood,” students are asked, “What makes this a procedural text?” “Why do you think the author labels the pictures?” and “Why are there steps to making a map? Use text</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>evidence.” In Unit 1, Week 2, Lesson 5, the Reflect and Share section states, “You read about Henry’s neighborhood. On a separate sheet of paper, write about another realistic fiction story you have read. Use text evidence to show how the settings are similar or different.” In Unit 4, Week 3, Lesson 1, students read “From Horse to Car” and are to “tell a partner about Samuel and the ways his life changes. Use historical fiction terms, such as characters, details, theme, events, and past.” In Unit 2, the Essential Question asks, “How do living things grow and change?” In Unit 5, the Essential Question asks, “How do the seasons affect us?” Weekly Essential Questions include: “What happens during the seasons? What are the seasons like around the world? What do living things do in the winter?”</p>
	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p>Yes</p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.</p> <p>For example, in Unit 5, Week 4, the purpose of the shared-read is to determine the theme of the text. Throughout the close-read, students discuss topics and “determine themes using text evidence with adult assistance.” In Unit 1, Week 3, Lesson 3, students find text features in texts related to neighborhoods. In Lesson 5, students retell</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the story and answer the question, “How is this text similar to other texts you’ve read about neighborhoods?” The assessment includes two cold reads about neighborhoods, and students are to use labels within the text to answer “What can you learn from the label in picture 1?” and complete the assessment. In Unit 1, Week 1, Lesson 2, students underline the words that tell what the boy says and answer, “What do the boy’s words tell you about what kind of person he is?” In Unit 2, Week 3, Lesson 5, students are to “use evidence from the texts they have read this week to respond to the Weekly Question.” In Unit 4, Week 2, Lesson 3, students are to “organize statements about Jackie Robinson’s life by putting a number beside the event on page 100 of the Student Interactive Workbook.”</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed,</p>	<p>Required 3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented. Questions and tasks build knowledge and skills. Throughout Unit 1, “My Neighborhood,” the Essential Question, “What is a neighborhood?” is woven into tasks across six weeks. The unit introduction asks students, “What do you see in a neighborhood?” In Week 1, students read “The Blackout” and answer the question, “How would you describe a good neighbor?” In Week 2, students read “Henry on Wheels”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>and continue the neighborhood theme answering the question, “What is a neighborhood?” By Week 4, students work with two texts during the whole-group time and respond to the neighborhood-related question, “How can I get to know my neighbors?” In Week 5, students work with map-making and answer, “What does a neighborhood look like?” The culminating project, “People in my Neighborhood,” asks students to select a worker then develop an answer to the question, “How does this worker help in the neighborhood?”</p> <p>In Unit 4, “Making History,” the Essential Question asks, “Why is the past important?” The text and their guiding questions are as follows: “Through Georgia’s Eyes” includes the guiding question, “How do artists of the past help us see the world differently?”; “Jackie Robinson” includes the guiding question, “How can a person’s action change the world?”; “Before the Railroad Came” includes the guiding question, “How can technology change the world?”; “From the First American Flag” includes the guiding question, “Why is it important to learn about our country’s past?”; and the text, “Eleanor Roosevelt” includes the guiding question, “What can people from our past teach us about helping others?” The end-of-unit task asks students to apply what they have learned about making history as part of the Week 6 project, “My Interview.”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required</p> <p>3b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p>Yes</p>	<p>Questions and tasks help students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. In Unit 1, “My Neighborhood,” the Essential Question asks, “What do you see in a neighborhood?” Students watch a video about a neighborhood, then “Turn and Talk” with a partner to answer the essential question. In Week 5, students interact with the text, “Making a Map.” Students are asked, “What types of details are the graphic?” and “Do you think it would be better for the author to have included various graphics?” Students then read independently, explain graphics from their text to a partner, and explain what type of information the graphics provide. Students also have an opportunity to choose a passage to read with a partner.</p> <p>In Unit 2, Week 1, students examine the Essential Question, “How do living things grow and change?” The manual instructs the teachers to “Have students follow along in their ‘Student Interactive’ as you read ‘How Big Is the Baby?’ Then organize students into small groups and have them use the pictures to share information about how animals grow and change. During the group discussion, encourage students to ask questions to clear up any confusion about the topic of the infographic.” Then in groups, students discuss, “What can you notice by looking at different animals?”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <p>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>Yes</p>	<p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts and advance the depth of word knowledge. Word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) are emphasized rather than isolated vocabulary practice. Students also engage with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, speaking/listening).</p> <p>In Unit 4, Week 1, Lesson 2, students engage in a mini-lesson to develop vocabulary. Teachers “Tell students that authors of biographies choose interesting words that reflect the personality of the subject. Help students use strategies for learning vocabulary words like these. Remind yourself of the word’s meaning. Look at illustrations to find clues to help you understand a word. Think about why the author chose this word.” In the small-group section, teachers are to say, “Remember that authors choose certain words to help readers understand texts. Sometimes, illustrations can be helpful, too. Think about why an author would choose a certain word. What does the author want the reader to know or understand by using this word?”</p> <p>In the “Conferring” section of Lesson 2, teachers are to “have students share new words they acquire from their independent</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>reading and tell how these words express something about the subject of the text. What words did the author use to describe the subject of the text? Why do you think the author chose to use these words? What helped you understand the words?"</p> <p>Teachers are to say, "Readers look for words that help them learn more about the subject of a biography." During "Leveled Readers," teachers are also given the following directions: "Build on today's mini-lesson by having students notice new and interesting words the author used to describe the subject. Guide students to use pictures and context clues to determine the meanings of new words." Then, when students return to whole-group instruction, the teacher asks one or two students to share a new word they found in their text.</p>
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
<p>Non-negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading</p>	<p>Required *Indicator for grades K-2 only 4a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p>Yes</p>	<p>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. This curriculum includes foundational skills toolkits that offer alphabet cards, decodable readers, high-frequency word cards, letter tiles, picture cards, and sound spelling cards. Also included are phonics word study online student resources.</p> <p>In the Foundational Skills Scope and Sequence, phonological awareness skills for Grade 1, by unit, are explained as follows:</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>program designed to develop proficient readers with the capacity to 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>Required</p> <p>4b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	<p>Yes</p>	<p>Unit 1 skills include medial sounds, recognize alliteration, segment and blend phonemes, add phonemes, initial sounds, final sounds, and change phonemes. Unit 2 skills include segment and blend phonemes, final sounds, change phonemes, produce rhyming words, add and remove phonemes, medial sounds, distinguish between short /a/ and long /a/. Unit 3 skills include segment and blend phonemes, manipulate phonemes, remove phonemes, medial long /u/, distinguish between short /u/ and long /u/, distinguish between short /e/ and long /e/, final long /i/ and long /e/, final sounds, syllables, and add phonemes. Unit 4 skills include segment and blend sounds, final sounds, change phonemes, remove phonemes, middle and final sounds, distinguish between short /a/ and long /a/, initial sounds, and distinguish between short /o/ and long /o/. Unit 5 skills include middle and final sounds, segment and blend phonemes, distinguish between short /o/ and long /o/, distinguish between short /u/ and long /u/, manipulate phonemes, and manipulate sounds.</p> <p>The 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. Leveled readers for guided reading practice, decodable readers, and trade books are included in the materials. For example, in Unit 3, Week 1, Lesson 4, “Reading Workshop,” the decodable story, “Can Phil Help?” supports</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students with digraphs and trigraphs. In Unit 4, Week 2, Lesson 4, “Reading Workshop,” the decodable story, “Kurt Can Help” is used to examine words with the vowel sound /er/. In Unit 3, Week 6, Lesson 4, “Reading Workshop,” the decodable story, “What Now?” students practice reading high-frequency words reviewed in this week's lessons.</p>
	<p>Required 4c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-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>Yes</p>	<p>The 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 with encoding (spelling) the sound-symbol relationships of English.</p> <p>For example, In Unit 1, Week 3, Lesson 4, students practice reading high-frequency words such as “are,” “by,” “look,” “was,” and “you.” In Unit 3, Week 1, Lessons 2 and 3, students practice circling the digraph or trigraph in words. In Unit 3, Week 3, Lesson 4, students practice reading high-frequency words such as “out,” “who” “live,” and “work.” In Unit 5, Week 5, Lesson 2, the teacher describes open and closed syllables as follows: "The first syllable of begin, be-, ends in a vowel. It has an open syllable. The first syllable in topic, top-, ends in a consonant. It is a closed syllable." Then, students complete an activity to sort and spell closed and open syllables.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 4d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>Yes</p>	<p>Materials encourage students to use context to confirm and/or self-correct word recognition and understanding, directing students to read purposefully to acquire accurate meaning. For example, in Unit 2, Week 3, Lesson 1, the teacher reviews how to use context clues to understand unfamiliar words and models an example of using context clues. Students then circle context clues for underlined words. In Unit 5, Week 3, Lesson 1, the teacher shows students how they can use the word and the pictures around an unknown word to understand its meaning. Students then highlight words in a sentence that provide clues to the meaning of new vocabulary words. In Unit 5, Week 5, Lesson 2, the teacher asks the students to underline words that can be used to learn or clarify word meanings. Students then underline the context clues that help with word meaning.</p>
	<p>Required 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	<p>Yes</p>	<p>Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading and to read a variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>For example, in Unit 3, leveled reader, “Stone Soup,” the teacher explains to students that when they read, they should read at a speed that is not too fast and not too slow and that reading at an appropriate rate makes the text easier to understand.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Students then engage in a choral read with the teacher. In Unit 4, Week, Lesson 1, teachers are instructed to “model reading aloud in a short section of the text, “Giving Away a Fortune” then are to “tell students that this week they will read a text called, “Eleanor Roosevelt.” When it is time to read, they should practice reading with expression.” In the Teacher’s Manual, “Student Reproducibles,” the teacher is provided with directions on how to calculate oral reading accuracy and reading rate after individual students have read the test passage.</p>
	<p>Required 4f) In grades K - 5, materials guide students to read grade-level text, making frequent connections between acquisition of foundation skills and meaning-making.</p>	<p>Yes</p>	<p>Materials guide students to read the grade-level text and make frequent connections between the acquisition of foundation skills and meaning-making from reading. For example, in Unit 4, Week 5, “Nurse Joy,” students are told that they are going to read about the important work that Joy does as a nurse. The focus is on decoding words that hold key meanings in the text. The instructions to the teacher state: “Point to the word Joy in the title. Say: ‘I hear the sound /oi/ in the word Joy. How is the sound /oi/ spelled? Yes, oy spells the sound /oi/. In this story, we will read words with the sound /oi/ and words with sound /e/ spelled ea.” In Unit 1, Week 1, Lesson 2, the teacher says, “Authors choose words that can help a reader picture what happens in a story. The vocabulary words ‘check,’ ‘quiet,’ ‘listen,’ and ‘mutter’ tell what happens and what the characters are doing.” Students then</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			underline words that complete each sentence, as well as find and list words from their independent reading texts that tell about events and characters.
Section III. Additional Criteria of Superior Quality			
<p>5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Yes	Materials seek a balance in instructional time between literature and informational texts. The balance of text genre is present both within units as well as across the grade band. Examples of literary texts include Unit 1, Week 1, “The Blackout” by Zetta Elliott; Unit 3, Week 2, “The Clever Monkey” by Rob Cleveland; Unit 4, Week 1, “Through Georgia’s Eyes” by Rachel Rodriguez; and Unit 5, Week, “You Can’t Wear That” by Judi Laman. Examples of the informational text include Unit 1, Week 3, “Neighborhoods Around the World” by Traci Sorell; Unit 2, Week 1, “The Life of a Frog” by Rene Saldana Jr.; and Unit 3, Trade Book, “Imagination at Work” by Jennifer Torres.
	<p>Required 5b) Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	Materials include print and non-print texts of different formats and lengths. The materials include audio/video resources and infographics/charts to support teachers and students. Weekly lessons contain a launch video and the student online text contains audio and word-by-word highlighting for student support. In Unit 4, Week 5, Lesson 1, students use an infographic to discuss what they can learn about helping others based on the experiences of the three people. In Unit 3, students investigate the Essential Question, "How can we use our

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>imaginations?" Throughout the unit, students listen to folktales, fables, and poetry to answer questions. For example, in Week 5, Lesson 5, students retell and compare "Thumbs Up for Art and Music!" and the infographic "Creative Expression."</p>
	<p>5c) The majority of informational texts have an informational text structure rather than a narrative structure. In grades 3-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p>Yes</p>	<p>The majority of informational texts have an informational text structure rather than a narrative structure. For example, in Unit 4, "Through Georgia's Eyes," "Jackie Robinson," "What Is the Story of Our Flag," "The First American Flag," and "Eleanor Roosevelt" are written in an informational text structure. In Unit 2, "The Life of a Frog," "The Life Cycle of a Sunflower," and "How Do Baby Animals Grow?" are also written with informational text structure</p>
	<p>5d) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	<p>Yes</p>	<p>Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. In Units 1-5, there is an independent reading focus for each unit and a log for students. For example, in Unit 1 the focus is selecting "just-right" independent reading books. In Unit 3, Week 3, Lesson 1, students are to "read a self-selected trade book, read or listen to a previously read leveled reader or selection, and continue reading the Book Club text."</p>
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</p>	<p>Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts</p>	<p>Yes</p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. In Unit 3, Week</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>measured by Criteria 1 and 5; 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>1, Lesson 1, students “Turn and Talk” with a partner about the moral of the fable. In Unit 3, Week 2, Lesson 1, students work with a partner to describe how they know that the wolf is tricky, name the problem the characters have, and identify the moral. Partners will then share this information with the class. In Unit 1, students write ideas in one column and where the idea comes from in the other column. In Unit 2, students write a word from the story that relates to the words around the circle. In Unit 3, Week 3, Lesson 5, students read “Poodle Doodles,” “The Box,” and “Sandcastles” and write an opinion piece. Students complete one of the following tasks: "1. Students use text evidence to share and support their opinions of the poems they read. 2. Students use evidence from the self-selected independent texts to support their opinion as they compare the texts. Students should use sticky notes to mark supporting evidence."</p>
	<p>Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<p>Yes</p>	<p>Materials address grade-level foundation standards that require students to know their letters, phonetic conventions, sentence structures, and spelling. The materials include foundational skills toolkits that offer alphabet cards, decodable readers, high-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>frequency word cards, letter tiles, and picture cards. Each weekly lesson includes a focus on foundational skills. For example, in Unit 1, Week 4, phonological awareness (initial sounds), phonics (“decode and write words with short e”), high-frequency words, and a decodable story are all included. In Unit 4, Week 4, for phonological awareness, students work with initial and final sounds. In phonics instruction, students see diphthongs oi and oy, and vowel digraph ea, ai, and ay. In Unit 1, Lessons 1-5, students complete phonological activities with medial /a/, phonics: decoding short a, a sound-spelling picture card is provided, and students complete a check for understanding activity based on middle sounds and short a.</p>
	<p>Required 6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (e.g., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to 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 at each grade level. For example, in Unit 1, Week 6, “students research a neighborhood worker and write an informational text.” Students also study the characteristics of fictional texts and use the information to draw and write their own fictional text. In Unit 2, Week 6, “students research zoo animals and write an opinion letter to a zookeeper.” In Unit 3, Week 6, “students research folktales and write an opinion text.” In Unit 4, Week 6, “students interview an older person and write an informational essay.” In Unit 5, Week 6, “students research the best season and write a persuasive play.” In Unit 5, the culminating project requires students to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 6e) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p>Yes</p>	<p>“write a play to persuade an audience that a certain season is better than the rest.”</p> <p>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 the unit’s texts.</p> <p>The materials include a Language Awareness Handbook which “includes a variety of activities that provide extra scaffolded practice and instruction for language skills and vocabulary development, such as Noun Activities, Verb Activities, Adjective Activities, Sentence Activities, Phonics Activities, Vocabulary Activities & Games, Sentence Frames.” Specific examples include Unit 4, Week 4, wherein student work is based around the objective to “edit drafts using standard English conventions, including past and present tense verbs.” Students engage with verb study in multiple ways including completing an activity in their “Student Interactive” workbook. In Unit 1, Week 1, teachers are to “tell students that nouns name a person, animal, or thing” and students identify nouns in sentences. In Unit 3, students read words with digraphs, trigraphs, and contractions, as well as identify and read high-frequency words.</p>
	<p>6f) Materials provide additional supports for writing development in English language arts (i.e. modeled writing, student exemplars).</p>	<p>Yes</p>	<p>Materials provide additional supports for writing development in English language arts. For example, in Unit 1, Week 6, Lessons</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>1-5, students research a neighborhood worker and write an informational text about the worker. The teacher models informational writing using a mentor text, and students begin their research using print sources. The teacher and students analyze a student model and read the article, "All Aboard the Bus." In Unit 2, Week 6, Lessons 1-5, students write a letter to the zookeeper requesting that this animal be added to the zoo. The teacher models opinion writing using a mentor text. Students begin their research using a zoo website. The teacher and students analyze a student model and read the article, "Safari Adventure." In Unit 4, Week 6, Lessons 1-5, "student pairs are going to interview an older person about someone who was important to them and then writes an essay about their interview." The teacher models informational essay writing using a mentor text, students begin their research by writing interview questions and then interviewing an older person. The teacher and students analyze a student model and read the article, "Technology Over Time."</p>
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards</p>	<p>Required 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Yes</p>	<p>Measurement of progress via assessments include the gradual release of supporting scaffolds for students to measure their independent abilities. The materials include Baseline, Middle-of-Year, and End-of-Year Tests to measure mastery and progress in phonological awareness, phonics, and high-frequency words. For example, in Unit 2, Week 2, the teacher administers a progress</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>measure to assess student knowledge of letter-sound correspondence. In Unit 2, Test, "Summative Assessments," the teacher assesses by orally reading sentences with missing words, then assesses oral reading accuracy and reading rate after the individual student has read the test passage.</p>
	<p>Required 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Yes</p>	<p>Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. The "Assessment Guide" provides teachers with "ongoing professional development support to read and interpret data to drive instruction." This document supports teachers with all types of student assessments throughout the school year including a "Reading Strategy Checklist" in rubric form with categories of "Proficient," "Developing," "Emerging," and "Not Yet." Additionally, questions are provided to guide teachers through the process of looking at student performance and determining the next steps. Example questions are: "Is this student making progress in this small group? Do I need to regroup this student? Do I need to change the way I am instructing this student? Do I need to change the texts this student is reading?"</p>
	<p>Required 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Yes</p>	<p>Materials use varied modes of assessment, including a range of pre-formative, summative, and self-assessment measures. Examples assessments include: Summative Assessments, Baseline, Middle-of-Year, and End-of-Year Tests, Unit Tests, Cold Reads for Fluency and Comprehension, Customizable</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Digital Assessments, Inquiry-Based Project Rubrics and Checklists, Progress Check-Ups, and Writing Workshop Assessments. Students are assessed in reading and writing throughout the materials. Teachers can assess students in a base-line, mid-year, and end-of-year assessment. Unit assessments are given to assess the standards addressed in that unit. Within each unit, teachers have access to give students weekly progress assessments. Cold read fluency passages are also used as an assessment monitoring tool for teachers on fluency and comprehension. Each unit contains an end of the unit project during Week 6, which has a rubric for teachers to assess student progress. Writing workshop assessments are also offered in the curriculum.</p>
	<p>Required 7d) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>	<p>Yes</p>	<p>Materials assess student understanding of the topics, themes, and ideas presented in the unit texts, and the questions and tasks are developed so that students demonstrate the knowledge and skill as part of their culminating tasks in speaking and writing. Each unit ends with an Inquiry Project in Week 6 where students consider what they have learned across the unit to further develop their skills. Each unit and week is oriented around essential questions that drive the knowledge acquisition of students. For example, in Unit 2, the “Essential Question” for the unit is, "How do living things grow and change?" Each week, students then read a text related to the unit’s theme and answer a weekly essential</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			question during “Reflect and Share” and use what they learned from the week. At the end of the unit, students then answer the “Essential Question.”
	7e) 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. The materials provide resources for teachers to create custom variations of rubrics and assessments. There is a tab that leads to the state customization of lesson plans that is available for all grade levels. The units are also planned in a way that allows the teacher to choose what best suits the needs of their classroom. All unit tests can modify or edit the questions based on the needs of the students. The Program Guide includes suggestions for teachers to differentiate instruction and assessments for students based on their needs, using “SuccessMaker” for “Tier 3” intervention support and “MyFocus Intervention” for the “Tier 2” intervention.
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Required 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Yes	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text. For example, in Unit 3, students are to ask themselves three questions on page 10 before reading: "Am I reading to enjoy a story?, Am I reading to learn about a topic?, and Am I reading to answer a question?" In Unit 2, Week 2, students read “The Life Cycle of a Sunflower” by Linda Tagliaferr, an informational text with a Lexile measure of 360L. The teacher is

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>advised: "Before reading the selection, use the "Reader and Task" considerations to help you plan how to address various student populations." Teachers then begin by previewing vocabulary, "Introduce the words buds, soil, stems, and leaves from p. 64 in the Student Interactive. Display a small flowering plant or an illustration of a potted plant to help students share what they already know about the words. Ask students to point to the different parts of the plant as you say: 'These are the buds.' Continue with the remainder of the words. Provide definitions of the vocabulary words as needed. Definitions appear on the selection pages that follow. Say: 'These words will help you understand the information in the text The Life Cycle of a Sunflower.'"</p>
	<p>Required 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	<p>Yes</p>	<p>Materials have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of skills or strategies for full comprehension of text. For example, units are designed around a coherent topic or theme as in Unit 2 where the theme is "I Spy." In Week 3, Lesson 1, students listen to "Animal Babies Change" and discuss some of the changes animals make as they grow. The topic is built upon with the shared-read, "How do Baby Animals Grow?" In Unit 3, the theme is "Imagine That." The books, "I Draw With Chalk," "Let's Make a Mask," and "Cool Cakes," show things that someone can create using their imagination. In Unit 4, the theme is "Making History." In Weeks 1-5, the texts build</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students' knowledge of important people and developments of our historical background. Over the unit, students learn about Georgia O’Keeffe, Jackie Robinson, the development of the railroad, the story of how the American flag came to be, and Eleanor Roosevelt. Tasks and supports along the way serve students with developing comprehension of complex texts.
	<p>Required 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion, and writing about the ideas, events, and information found there. For example, in Unit 1, Week 1, “The Blackout,” one important objective is to “describe characters, settings, and major events in a story, using key details.” In the close-read, students follow a prompt to describe a character “What do the boy’s words tell you about the kind of person he is?” “How would you describe the boy? Highlight the details that help you.” During the first read, a think-aloud strategy is for the teacher to say, “I can find out about what the characters do by asking. How does the boy act toward the other people in the story?” It then shows how to describe the boy through text evidence. The written response in “Check for Understanding” requires students to answer questions such as: “How does the author describe the characters? How can you describe Mrs. Johnson? Use text evidence.” In Unit 3, Week 3, teachers point students back to the just-read poem to find examples of rhyme,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			rhythm, repetition, or alliteration. Students also return to the text to discuss with peers the differences between poems, fables, and folktales. Teachers are to “have students complete the activity on page 118 in the ‘Student Interactive’ by discussing how a poem, a fable, and a folktale are alike and different.”
	<p>Required 8d) The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>	Yes	Materials are easy to use and well organized for students and teachers. The teacher manual is online with all units, weeks, and days included. The drop-downs allow teachers to see every part of each lesson including all parts of the introduction, reading workshop, reading-writing workshop bridge, and the writing workshop. Also available are leveled readers, the Small Group Guide, and The Language Awareness Guide, scope and sequence, along with information on the Book Club and end-of-unit projects. This site provides teachers a space to take notes and the search bar pulls up specific focuses for easy access. The “Student Interactive” workbook is sequentially ordered and follows the order of the lessons. Each unit in the workbook has some of the same pages albeit on different topics (Check for Understanding, Develop Vocabulary) which would make it user-friendly for students. Leveled readers are accessible in print format or online and tend to be rooted in the theme of the unit.
	<p>Required 8e) *Foundational Skills Indicator for grades K-2 only</p>	Yes	Materials provide opportunities for teachers to assess student mastery of foundational skills and respond to the needs of individual

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>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>students based on ongoing assessments offered at regular intervals. For example, in Unit 2, the teacher administers a test by orally reading sentences with missing words. On their worksheet, students darken the circle beside the high-frequency word that best completes the sentence. In Unit 5, the teacher completes fluency assessments with each student individually and records student performance on a copy of a passage. The Grade 1, "Baseline," "Middle-of-Year," and "End-of-Year" tests are described as follows: "The Baseline allows the student to demonstrate skills in the areas of phonics and word recognition. The Middle-of-Year assessment allows the student to demonstrate skills in the areas of high-frequency words and phonics. The End-of-Year test allows the student to demonstrate skills in the areas of high-frequency words and phonics."</p>
	<p>Required 8f) * Foundational Skills Indicator for grades K-5 only Materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skills supports.</p>	<p>Yes</p>	<p>Materials are abundant and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skill supports. The Program Overview describes the support in the Teacher's Edition in "Reading Workshop" to include whole-group and small-group lessons. The Leveled Reader Teacher Guide, as well as a Small Group Guide, assists the classroom teacher. The Leveled Reader Teacher's Edition provides "possible teaching points for differentiation with Depth of Knowledge (DOK) levels of complexity." There are various types of small groups for</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the classroom teacher to use listed in the Teacher’s Guide. Several online tools are available to further support teachers and students. For example, at the beginning of every unit, there are “ELL access videos to build background.” Text Complexity Analysis for the Shared Reading text is provided in each unit. This analysis includes reader and task considerations for English Language Learners, Intervention, and On-Level/Advanced to support all learners.</p>
	<p>8g) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	<p>Yes</p>	<p>Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. Included in the Small Group Guide handbook, are suggestions for grouping students for interventions. It is explained that “from time to time, any student in the class may need intervention. While working on the same skills as other students, you may need to adjust the amount of support and scaffolding based on needs. The goal is to have all students master grade-level expectations. When working with students who are struggling with a skill, identify the related sub-skills they have mastered and build from there.”</p> <p>Leveled readers are provided to support students on their reading levels. Each reader supports different text elements and text structures and has guided reading instruction prompts. ELL targeted support is embedded throughout the lessons and gives</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>8h) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	<p>Yes</p>	<p>support for emerging, developing, and expanding/bridging.</p> <p>The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding and provides guidance about the amount of time a task might reasonably take. The curriculum consists of five units covering six weeks in each unit. Thirty weeks would extend over a school year, with some additional weeks available for enrichment or additional work during the summer. Suggested daily times are as follows: Reading Workshop foundational skills 20-30 minutes, Shared Reading 40-50 minutes, Reading Bridge 5-10 minutes, Small-Group 25-30 minutes, Writing Workshop mini-lesson 10 minutes, Independent Writing 30-40 minutes and Writing Bridge 5-10 minutes. Depending on the school day and minutes allowed for reading, some aspects might not be met every day or some sections may need to be minimized. Week 6 has also many flexible option lessons so that review week could be condensed to support some time to make up skills with which students struggle. The Suggested Weekly Plan delineates each lesson and offers suggestions on the length of time for each. As seen in Unit 1, Week 1, the Reading Workshop plan suggests 10-20 minutes to complete, 5-10 minutes for the Reading-Writing Bridge, and 20-30 minutes for Small-Group and Independent reading.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality¹⁶	1. Quality of Texts	Yes	Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward the independent reading of grade-level texts and (2) build content knowledge. The quality of texts is high and supports multiple readings for various purposes and exhibits exceptional craft, thought, and provides useful information. Materials present a progression of complex texts as stated by Reading Standard 10.
	2. Text-Dependent Questions	Yes	Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade-specific standards.
	3. Coherence of Tasks	Yes	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,

¹⁶ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and fluency, as needed so that students can gain meaning from text.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only) ¹⁷	4. Foundational Skills	Yes	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.
III. Additional Criteria of Superior Quality ¹⁸	5. Range and Volume of Texts	Yes	Materials reflect the distribution of text types and genres suggested by the standards.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	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.
	7. Assessments	Yes	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).
	8. Scaffolding and Support	Yes	Materials provide all students, including those who read below grade level, with

¹⁷ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

¹⁸ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier I rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

*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.¹⁹ In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts²⁰ independently. Thus, a strong ELA classroom is structured with the below components.



Title: **myView Literacy**

Grade: **2**

Publisher: **Pearson dba Savvas**

Copyright: **2020**

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

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

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

¹⁹ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

²⁰ A range of texts are texts written at different reading levels.



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

- Review the **required**²¹ Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2-4. Materials must meet all of the **Non-negotiable** in order for the review to continue to Section II²².
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

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

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

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

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

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

²¹ **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

²² For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 -4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. K-12 Non-negotiable Criteria of Superior Quality Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III.			
<p>Non-negotiable</p> <p>1. QUALITY OF TEXT SETS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</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>Required</p> <p>1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,²³ as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p> <p><i>A text analysis that includes complexity information is provided.</i></p>	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for the grade level, as outlined in the standards. Extensive read-aloud opportunities allow sufficient engagement with text that is more complex than students could read themselves. Quantitatively, text complexity, as measured by Lexile levels ranges from 500L to 700L. For example, in Unit 1, Week 5, students read “You Can’t Climb a Cactus” by Derrick Barnes, measuring 530L. In Unit 2, Week 2, they read “A Home on the Prairie” and in Unit 3, Week 5, “The Abenaki” by Joseph Bruchac, which measures 580L. In Unit 5, Week 5, students read “Introducing Landforms” by Bobbie Kalman and Kelley MacAulay measuring 520L. Qualitatively, text complexity features include language-demands with “Building on Nature: The Life of Antoni Gaudi” by Rachel Rodriguez and knowledge-demands in the field of geology with “Rocks!” by Christopher Cheng. Materials include extensive read-aloud opportunities beyond grade-level text complexity. For example, read-aloud texts include “Amazing Migrations: Butterflies, Bats, and Birds” by Cheryl Willis Hudson in Unit 2, Week 5, and “Introducing Landforms”</p>

²³ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			by Bobbie Kalman and Kelley MacAulay in Unit 5, Week 1.
	<p>Required 1b) At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	At least 90% of texts are of publishable quality and offer students an opportunity to meet the ELA standards. Texts provide historical, cultural, and informational context produced by experts in a variety of fields. Examples include the following: Unit 1, Week 5, “You Can’t Climb a Cactus” by Derrick Barnes; Unit 3, Week 2, “The Legend of the Lady Slipper” by Lise Lunge-Larsen and Margi Preus; Unit 4, Week 4, “One Plastic Bag” by Miranda Paul; Unit 2, Week 5, “Amazing Migrations” by Cheryl Willis Hudson; and, in Unit 3, Week 4, “The Abenaki” by Joseph Bruchac.
	<p>Required 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	Yes	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with topics and ideas connected through tasks in reading, writing, listening, speaking, and language. Each unit is built around a theme and has texts that support and enhance that theme. For example, in Unit 3, “Our Traditions” helps students in answering the Essential Question, “What makes a tradition?” Throughout the unit, students listen to texts and answer questions that build towards answering the essential question. For example, during Week 1, Lesson 5, the teacher states, “Today I want to remind you that comparing the morals of two or more traditional tales can help you better understand each tale. Notice which details in each tale help you identify the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>moral, and how those details are similar and different in different tales.” The teacher creates a three-circle Venn diagram, and students help to fill it in with similarities and differences among the details and morals in fables. In Week 3, Lesson 5, students are asked to compare and contrast one of the Cinderella stories with another folktale or story they read in their self-selected independent-reading texts.</p>
	<p>Required 1d) Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>Yes</p>	<p>Within a sequence or collection, quality texts of grade-level complexity are available for multiple, careful readings throughout the unit of study. Students revisit these texts as needed to support knowledge building. For example, in Unit 1, Week 1, students read realistic fiction: “How Many Stars in the Sky?” and continue to use this text in Lessons 1-5. Students engage in a teacher read-aloud and reread the text to discuss words that tell about a place, describe and understand the setting, use text evidence, and respond orally to realistic literature. During Unit 1, Week 2, students read realistic fiction: “Maybe Something Beautiful” and continue to use this text in Lessons 1-5. During the week, students reread and discuss words that describe characters, ask and answer questions, and write to sources. In Unit 2, Week 3, they conduct multiple readings of “The Seasons of Adam’s Apple Tree.” The focus during each reading is on a different skill while students build knowledge of the topic. In Unit 4, Week 4, students engage in multiple reads of “One</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Plastic Bag” and answer the weekly question, “How can people work together to solve a problem?”
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>2. TEXT-DEPENDENT QUESTIONS:</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>Required</p> <p>2a) 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>Yes</p>	<p>A majority of the questions are text-dependent and text-specific. Students express ideas through both written and spoken responses. For example, In Unit 1, Week 3, students determine the main idea of “Places We Go.” In Unit 2, Week 4, Lesson 1, students discuss how fiction and informational texts are different. The teacher uses multiple prompts during small groups such as “What are the external traits of the characters described? What are the internal traits of the characters described? What inferences can you make about the conflict?” and allows students to express their understanding. Students then refer to the first paragraph to identify details that help them make an inference about how Pip feels. Students refer to Paragraph 5 to identify words that describe how the character looks. In Unit 3, Week 1, Lesson 2, students read “The Hen and the Apple Tree” and determine what words on the page tell how the tree looks. Throughout the shared-read in Unit 4, Lesson 1, students engage directly with the text and “underline the text that tells what Merry does that shows how she feels about her family’s Egg.”</p>
	<p>Required</p> <p>2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards</p>	<p>Yes</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</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i>		standards to advance and deepen student learning over time. For example, in Unit 1, Week 4, Lesson 2, students act out the action words as they read and point out phrases such as “PUSH,” “spread,” and “A-SPREADING.” After partners reread the poem, they summarize the events and ideas together and recount stories. In this same lesson, students underline words that help them determine the meaning of the word “tend” in the final stanza using sentence-level context as clues. In Unit 2, Week 1, Lesson 3, students identify the text structure of the read-aloud and describe the overall structure of a story. In Lesson 4, students must ask and answer who, what, where, when, and how questions. In Unit 4, Week 3, Lesson 3, students use information gained from illustrations in the story “The Garden of Happiness” to demonstrate their understanding of characters, setting, or plot of the stories.
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate</p>	<p>Required</p> <p>3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented. Questions and tasks build knowledge and skills. Throughout Unit 1, students are focused on the unit’s Essential Question, “How Do Different Places Affect Us?” In Week 1, Lesson 1, students refer to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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>an infographic and discuss the question, “What can we understand about a place when we look at it closely?” Students listen to a read-aloud of the text “How Many Stars In The Sky?” and then close-read the story. Students answer the following questions: “How does the boy feel about looking at the stars in town? How does the country differ from the city? and Which setting allows the boy and his father to see more stars and why?” Students return to the text in Lesson 3 and are to “describe the setting and why is it important to the story.” In Week 6, “The Best Place,” students are to apply what they have learned about how places affect us as part of an inquiry-based project at the end of the unit. Students address questions such as: “How is the city like the countryside? How do these two readings connect to the team, and How do different places affect us?”</p> <p>In Unit 3, students seek to address the Essential Question, “What makes a tradition?” During Week 1 of the unit, students close-read “The Legend of the Lady Slipper” and participate in a read-aloud of “Thunder and Lightning.” During Week 2, Lesson 5, students use strategies for making connections between texts. Students use evidence to write about why people tell stories to explain things. The end of the week writing prompt states, “‘The Legend of the Lady Slipper’ is a story that explains why a flower grows. Think about other stories that you have read in this unit. On a piece of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 3b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p>Yes</p>	<p>paper, write a paragraph to tell why you think people made up stories to explain things.”</p> <p>Questions and tasks help students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. In Unit 1, Week 1, Lesson 2, students apply their knowledge and skills by participating in a “Turn, Talk, and Share.” Students are to find unfamiliar words in the text that tell about the setting. Students then decode the words to determine their meaning. In Lesson 2, students also participate in conferences with the teacher where they will answer three possible prompts: “What words did the author use to tell us about the setting? Why do you think the author chose those words? What helped you understand the words?” During independent reading time, students may read or listen to “How Many Stars in the Sky,” read a self-selected trade book, or partner-read with coaching.</p> <p>In Unit 1, Week 1, students participate in a writing workshop where they will choose a new text and look for author information, writing down the facts. Students then share the most interesting details they found about the author. In Unit 4, Week 3, students use “Turn and Talk” to establish a purpose for reading the text; then, students respond in writing by answering questions, “What about this story makes it realistic fiction?” and “How do illustrations help you</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>understand the story?” Students then work as a class to discuss the following questions: “Do you think your community would enjoy a garden? What other things do you think you and your neighbors could do to improve your community?”</p>
	<p>Required 3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <p>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>Yes</p>	<p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts and advance the depth of word knowledge. Word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) are emphasized rather than isolated vocabulary practice. Students also engage with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, speaking/listening).</p> <p>In Unit 1, Week 2, the teacher introduces the text “Maybe Something Beautiful.” Students preview the vocabulary of the first read. The teacher then elicits definitions from the students but provides them if they are experiencing difficulties. Student instructions are to “ask yourself how a word helps you better understand what a character is doing or how he is feeling. Create word maps to help you use each new vocabulary word in a sentence.” Then, during the “Reading-Writing Workshop Bridge,” students use context clues to find the synonym of a new word and pair a familiar synonym with a new vocabulary word to help them remember the new word’s meaning.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>In Unit 2, Week 4, students are introduced to the academic vocabulary before reading that includes words such as “oval,” “waddle,” “huddled,” “penguin,” and “flock.” Students are asked to underline the context clues that help them understand the phrase “puffed out.” During the close-read, students are provided definitions for words in the margins of the story. Then, students develop their knowledge of words read in the text by finding related words. Students also learn about word endings (e.g., “-er” and “-or”) and review weekly spelling words based on related sounds (e.g., “ee,” “ea,” “ey,” and “y”).</p> <p>In Unit 4, Week 1, students are provided academic vocabulary words such as “allowed,” “challenged,” “determined,” “refused,” and “accepted.” They underline those words that help them know the meaning of the phrase, “gnawed at.” Next, students find related words to develop their understanding of how words have “different shades of meanings.” Students are also introduced to the suffixes “-tion,” “-ion,” and “-sion.” They are to write the base word, plus the suffix, and use these words in a sentence.</p>
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in	Required *Indicator for grades K-2 only 4a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	Yes	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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input 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>This curriculum includes foundational skills toolkits that offer alphabet cards, decodable readers, high-frequency word cards, letter tiles, picture cards, and sound spelling cards. Also included are phonics word study online student resources.</p> <p>In the Foundational Skills Scope and Sequence, phonological awareness skills for Grade 2, by unit, are explained as follows: In Unit 1, the phonics skills are review skills from Grade 1, such as short vowels, long vowels (CVCe), consonant blends, consonant digraphs, and inflected endings. In Unit 2, the phonics skills include long /a/ (ai, ay, ea), vowel digraph ie, long /e/ (ee, ea, ey, y), and long /o/ (o, oa, ow). In Unit 3, the phonics skills include long /i/ (i, ie, i_e, igh, y), comparative endings, r-controlled vowels (er, ir, ur), diphthongs (ou, ow, oi, oy), vowel teams (oo, ue, ew, ui). In Unit 4, the phonics skills include closed syllables (VC/V), open syllables (V/CV), suffixes, prefixes. In Unit 5, the phonics skills include homographs, double consonants, vowel patterns (aw, au, augh, al), syllable pattern VCCCV, and abbreviations.</p>
	<p>Required 4b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	<p>Yes</p>	<p>The 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. Leveled readers for guided reading practice, decodable readers, and trade books are included in the materials. For example, in Unit 1, Week 1,</p>

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			<p>Lesson 2, students read the decodable story, “A Hot Job” and examine short vowels. In Unit 4, Week 1, Lesson 2, high-frequency words from the week’s lesson are identified and students practice reading them in the story. In Unit 5, Week 1, Lesson 2, students read the decodable story, “A Goose in Need,” which contains the high-frequency words “heard,” “door,” and “sure.” In Unit 1, Week 2, Lesson 2, students read the decodable story, “Homes,” which contains CVCe words.</p>
	<p>Required 4c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-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>Yes</p>	<p>The 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 with encoding (spelling) the sound-symbol relationships of English.</p> <p>For example, in Unit 2, Week 2, Lesson 2, the teacher explains that the long /a/ sound can be spelled “ai,” “ay,” and “ea.” Then, students spell one-syllable and multisyllabic words. In Unit 3, Week 5, Lesson 3, the teacher underlines the vowel sound spelling (e.g., “spoon,” “clue,” “few,” and “fruit”) then has students work in pairs to sort words with the target spellings into columns based on their vowel sounds. In Unit 4, Week 1, Lesson 2, students read the decodable story, “Talent Show,” which contains the high-frequency words “sometimes,” “mountains,”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and “young.” In Unit 5, Week 1, Lesson 2, students read the decodable story, “A Goose in Need,” containing the high-frequency words “heard,” “door,” and “sure.”
	<p>Required 4d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	Yes	Materials encourage students to use context to confirm and/or self-correct word recognition and understanding, directing students to read purposefully to acquire accurate meaning. For example, in Unit 1, Week 1, Lesson 2, the teacher shows students how to use words in a sentence to help identify the meaning of an unfamiliar word. Students then underline words that help to identify the word meaning. In Unit 2, Week 3, Lesson 1, the teacher conducts a “Think-Aloud” showing the students how to use surrounding words to understand the meaning of an unknown word. Students then circle the words in a short passage that provide clues to new vocabulary word meaning.
	<p>Required 4e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	Yes	Materials guide students to read the grade-level text and make frequent connections between the acquisition of foundation skills and meaning-making from reading. For example, in Unit 1, Week 2, Lesson 2, the teacher discusses “First Read” strategies with students such as reading for meaning, looking at illustrations to determine the meaning of words and phrases, asking questions about the text as they read, and discussing the text with a partner. In Unit 2, Week 3, students preview vocabulary and review the use of “-ly” to describe how actions are done then engage in a shared-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>read of “The Season of Arnold’s Apple Tree.” In Unit 3, Week 1, Lesson 2, students preview vocabulary words and highlight them as they are read. Then, students utilize the “First Read” strategies mentioned above. In Unit 4, Week 2, students practice vocabulary then engage in a shared-read of “Building on Nature: The Life of Antoni Guadi.”</p>
	<p>Required 4f) In grades K - 5, materials guide students to read grade-level text, making frequent connections between acquisition of foundation skills and meaning-making.</p>	<p>Yes</p>	<p>Materials seek a balance in instructional time between literature and informational texts. The balance of text genre is present both within units as well as across the grade band. Examples of literary texts include Unit 1, Week 5, “You Can’t Climb a Cactus” by Derrick Barnes; Unit 3, Week 2, “The Legend of the Lady Slipper” by Lise Lunge-Larsen and Margi Preus; Unit 4, Week 4, “One Plastic Bag” by Miranda Paul; and Unit 4, Leveled Reader, “Dear Diary” by Dona Foucault. Examples of informational texts include Unit 1, Leveled Reader, “Notes from Antarctica” by Mariel Early; Unit 2, Week 5, “Amazing Migrations” by Cheryl Willis Hudso;, and Unit 3, Trade Book, “Celebrating the New Year” by Traci Sorell.</p>
<p>Section III. Additional Criteria of Superior Quality</p>			
<p>5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3,</p>	<p>Required 5a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p>Yes</p>	<p>Materials include print and non-print texts of different formats and lengths. The materials include audio/video resources and infographics/charts to support teachers and students. Weekly lessons contain a launch video and the student online text contains audio and word-by-word highlighting for</p>

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<p>RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>student support. In Unit 5, Week 2, students begin with the infographic “The Grand Canyon.” In Unit 5, Week 3, students also begin with the infographic “Lightning!” In Unit 5, Week 6, Lesson 4, students create a TV infomercial.</p>
	<p>Required 5b) Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	<p>Yes</p>	<p>Materials include print and non-print texts of different formats and lengths. Students are exposed to a variety of different formats and lengths of materials including videos, infographics, radio transcripts, poems, and drama. In Unit 1, Week 4, rather than a single text, students work with a poetry collection that includes “Learning the Word,” “Latitude Longitude Dreams,” “A Map and a Dream,” and “Early Explorers.” In Unit 2, Week 2, students begin the weekly launch by exploring a map that includes information about different animals and their habitats in preparation to read “A Place for Frogs.” In Unit 5, Week 4, students read an infographic, “Let’s Talk Trash,” from the USDA and “It’s Time to Get Serious About Reducing Food Waste,” a transcript from NPR.</p>
	<p>5c) The majority of informational texts have an informational text structure rather than a narrative structure. In grades 3-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p>Yes</p>	<p>The majority of informational texts have an informational text structure rather than a narrative structure. For example, in Unit 2, “A Green Kid’s Guide to Watering Plants” has an informational text structure. In Unit 3, “The Albenaki” is written in an informational text structure. Additionally, students study informational texts in the form of infographics and diagrams throughout each unit.</p>

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	<p>5d) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	<p>Yes</p>	<p>Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. In Unit 1, Week 1, Lesson 1, students learn about the independent reading log and how to select an independent reading book. Students are to "Select texts by favorite authors, interesting topics, or in a particular genre. Establish a purpose for reading self-selected texts. Spend increasing time reading independently throughout the unit to build stamina." In Unit 2, students are taught to choose text by favorite authors, interesting topics, or certain genres and establish a purpose for reading.</p>
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 5; 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>Yes</p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. In Unit 2, Week 4, Lesson 2, the teacher directs students to "talk with a partner about how Pip and Merry feel when they find out both of their families have an egg. What is the author saying about how it feels when friends share feelings?" In Unit 3, Week 1, Lesson 1, students "Turn and Talk" with a partner to answer the following questions: "Tell what happens in a fable you know. What is its moral? What makes it a fable?" In Unit 3, Week 2, Lesson 1, students discuss the text with a partner and tell why it is a legend. In Unit 3, Week 1, students learn about poetry and begin writing a poem. In Unit 4, Week 1,</p>

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			students plan, write, and finalize a well-developed personal narrative with the help of peer feedback.
	<p>Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Yes	Materials address grade-level foundation standards that require students to know their letters, phonetic conventions, sentence structures, and spelling. The materials include foundational skills toolkits that offer alphabet cards, decodable readers, high-frequency word cards, letter tiles, and picture cards. For example, in Unit 1, Week 1, students learn long and short vowels. In Week 2, students study long vowels in the CVCe format. In Week 3, the focus is on rhyming words and consonant blends. In Week 4, students learn the consonant digraphs ch, sh, wh, th, ph, and the trigraph tch. In Week 5, students learn inflected endings -s, -es, -ed, -ing. In Unit 2, Week 2, students review sounds of /ay/, /ai/, and /ea/ and review high frequency words. In Unit 3, Week 1, students learn long i: i, ie, i_e, igh, y.
	<p>Required 6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades,</p>	Yes	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. For example, in Unit 1, Week 6, students write an opinion/persuasive text

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	<p>narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (e.g., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>		<p>about a favorite place in the community. In Unit 3, Week 3, Lesson 3, students study folktales and respond to the prompt, “Imagine you are writing the story of Cinderella. Start with this sentence and write two more sentences. Choose words to help you develop story events. Cinderella’s stepsisters are getting ready for the ball.” In Unit 4, Week 2 students choose buildings from their readings and write an opinion about two of the buildings. Then in Week 6, students collect personal items to include in a group time capsule. Students also write letters to themselves about the time capsule. In Unit 5, Week 2, after rereading the texts, “How Water Shapes the Earth” and “How Earthquakes Shape the Earth,” students compare and contrast water and earthquakes. Sentence stems are provided.</p>
	<p>Required 6e) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p>Yes</p>	<p>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 the unit’s texts.</p> <p>The materials include a Language Awareness Handbook which “includes a variety of activities that provide extra scaffolded practice and instruction for language skills and vocabulary development, such as Noun Activities, Verb Activities, Adjective Activities, Sentence Activities, Phonics</p>

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			<p>Activities, Vocabulary Activities & Games, Sentence Frames.” Specific examples include Unit 1, Week 1, wherein students focus on simple sentences. In Week 2, they spell words with long vowels (CVCe). In Week 3, students focus on constructing compound sentences. In Unit 2, Week 5, students review the use of collective nouns as called for by standard L2.1. In Week 3, students focus on constructing compound sentences, and in Week 4 students work on sentences and end punctuation. Moreover, in Unit 4, Week 4, students review the capitalization of people, places, months, and days of the week, placing commas in a letter greeting and on a date.</p>
	<p>6f) Materials provide additional supports for writing development in English language arts (i.e. modeled writing, student exemplars).</p>	<p>Yes</p>	<p>Materials provide additional supports for writing development in English language arts. For example, in Unit 3, Week 6, Lessons 1-5, students “write letters to the principal about traditions they think the school should celebrate or recognize.” The teacher models opinion writing using a mentor text and then students begin their research using websites. The teacher and students analyze a student model and read the article, “Birthdays Around the World.” In Unit 4, Week 6, Lessons 1-5, students create a time capsule and “write letters to themselves about the time capsule project.” The teacher models informational writing using a mentor text. Students begin their research using web sites. The teacher and students analyze a student model and read the article, “Connecting for a Cause.”</p>

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<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Yes</p>	<p>Measurement of progress via assessments include the gradual release of supporting scaffolds for students to measure their independent abilities. The materials include Baseline, Middle-of-Year, and End-of-Year Tests to measure mastery and progress in phonological awareness, phonics, and high-frequency words. For example, in Unit 2, Week 4, Lesson 2, the teacher assesses the student’s ability to decode and write words with the long vowel /e/ spellings, then decides the appropriate small group instruction for the student. In Unit 3, Week 2, Lesson 4, the teacher assesses proficiency as reading rate and accuracy. In Unit 4, Week 2, Lesson 2, the teacher determines whether the student can decode and write words with the open syllable V/CV pattern. "If students struggle, revisit instruction for Phonics in Small Group on pages T142-144. If students show understanding, extend instruction for Phonics in Small Group on pages T142-143."</p>
	<p>Required 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Yes</p>	<p>Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. The “Assessment Guide” provides teachers with “ongoing professional development support to read and interpret data to drive instruction.” This document supports teachers with all types of student assessments throughout the school year including a “Reading Strategy Checklist” in rubric form with categories of “Proficient,” “Developing,” “Emerging,” and “Not Yet.”</p>

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			<p>Additionally, questions are provided to guide teachers through the process of looking at student performance and determining the next steps. Example questions are: "Is this student making progress in this small group? Do I need to regroup this student? Do I need to change the way I am instructing this student? Do I need to change the texts this student is reading?"</p>
	<p>Required 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Yes</p>	<p>Materials use varied modes of assessment, including a range of pre-formative, summative, and self-assessment measures. Examples assessments include: Summative Assessments, Baseline, Middle-of-Year, and End-of-Year Tests, Unit Tests, Cold Reads for Fluency and Comprehension, Customizable Digital Assessments, Inquiry-Based Project Rubrics and Checklists, Progress Check-Ups, and Writing Workshop Assessments. Students are assessed in reading and writing throughout the materials. Teachers can assess students in a base-line, mid-year, and end-of-year assessment. Unit assessments are given to assess the standards addressed in that unit. Within each unit, teachers have access to give students weekly progress assessments. Cold read fluency passages are also used as an assessment monitoring tool for teachers on fluency and comprehension. Each unit contains an end of the unit project during Week 6, which has a rubric for teachers to assess student progress. Writing workshop assessments are also offered in the curriculum.</p>

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	<p>Required 7d) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>	<p>Yes</p>	<p>Materials assess student understanding of the topics, themes, and ideas presented in the unit texts, and the questions and tasks are developed so that students demonstrate the knowledge and skill as part of their culminating tasks in speaking and writing. Each unit ends with an Inquiry Project in Week 6 where students consider what they have learned across the unit to further develop their skills. Each unit and week is oriented around essential questions that drive the knowledge acquisition of students. For example, in Unit 1, the “Essential Question” is, “How do different places affect us?” Each week, students then read a text related to the unit’s theme and answer a weekly essential question during “Reflect and Share” and use what they learned from the week. At the end of the unit, students then answer the “Essential Question.”</p>
	<p>7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. The materials provide resources for teachers to create custom variations of rubrics and assessments. There is a tab that leads to the state customization of lesson plans that is available for all grade levels. The units are also planned in a way that allows the teacher to choose what best suits the needs of their classroom. All unit tests can modify or edit the questions based on the needs of the students. The Program Guide includes suggestions for teachers to differentiate instruction and assessments for students based on their needs, using</p>

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			"SuccessMaker" for "Tier 3" intervention support and "MyFocus Intervention" for the "Tier 2" intervention.
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p>Yes</p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text. For example, in Unit 3, students are to ask themselves three questions on page 10 before reading: "Am I reading to enjoy a story? Am I reading to learn about a topic? Am I reading to answer a question?" In Unit 1, Week 1, students read "How Many Stars in the Sky?" by Lenny Hort, which is realistic fiction with a Lexile measure of 530L. The teacher is advised: "Before reading the selection, use the "Reader and Task" considerations to help you plan how to address various student populations." The text's multiple levels of meaning are subtle and difficult to separate.</p>
	<p>Required 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	<p>Yes</p>	<p>Materials have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of skills or strategies for full comprehension of text. For example, units are designed around a coherent topic or theme as in Unit 2 where the theme is "Nature's Wonders." In Week 1, Lesson 1, the read-aloud, "Patterns on the Prairie," tells about patterns in nature and helps students start to visualize where they may see patterns. In Unit 3, the theme is "Our Traditions." This unit builds knowledge about what makes a tradition and includes examples of traditions around the world. In Unit 4, the theme is "Making a Difference."</p>

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			<p>In Week 3, Lesson 1, the read-aloud text, “Making a Difference in Your Community,” fits the theme of making a difference and introduces the topic to students for listening comprehension. In Week 5, Lesson 1, the read-aloud is titled “Volunteering Helps Everyone,” which shows the important ways people can make a difference by volunteering. The shared-read text is titled “Kids Can Be Big Helpers” and shows ways that even kids can make a difference in their community. Tasks and supports along the way serve students with developing comprehension of complex texts.</p>
	<p>Required 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	<p>Yes</p>	<p>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. For example, in Unit 1, Week 4, Lesson 2, students participate in the first shared-read of a poem. The first time the poem is read the teacher will model thinking aloud. During the next read of the poem the teacher’s edition states that students should underline pairs of words that rhyme. On the third read, students are asked the following questions about the poem: What are the ways that you can tell these are poems? Do you think “Pete at the Zoo” is a good title for the poem? Why or why not? How are the two poems alike and different? The teacher uses a think-aloud strategy to read aloud the text completely in Lesson 2. Then, in Lesson 3, the teacher returns to the text to model identifying and understanding a label. In Unit</p>

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			<p>2, the teacher returns to the text again to model how to make, confirm, and adjust predictions. Again in Lesson 5, the teacher returns to the text to model how to identify information from the text to use in their writing. In Unit 3, Week 4, Lessons 4 and 5, students read “The Story” to determine what kind of story the storyteller tells the children. Students reread the story and determine why the storyteller tells the children a story. In Unit 4, Week 4, the teacher reads aloud the text in Lesson 2. Then, the teacher returns to the text in Lesson 3 to model how to identify text structure. In Lesson 4, the teacher models how to make, confirm and adjust predictions. In Lesson 5, the teacher again returns to the text by modeling how to identify the important details to retell the text in their writing.</p>
	<p>Required 8d) The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>	<p>Yes</p>	<p>Materials are easy to use and well organized for students and teachers. The teacher manual is online with all units, weeks, and days included. The drop-downs allow teachers to see every part of each lesson including all parts of the introduction, reading workshop, reading-writing workshop bridge, and the writing workshop. Also available are leveled readers, the Small Group Guide, and The Language Awareness Guide, scope and sequence, along with information on the Book Club and end-of-unit projects. This site provides teachers a space to take notes and the search bar pulls up specific focuses for easy access. The “Student Interactive” workbook is</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			sequentially ordered and follows the order of the lessons. Each unit in the workbook has some of the same pages albeit on different topics (Check for Understanding, Develop Vocabulary) which would make it user-friendly for students. Leveled readers are accessible in print format or online and tend to be rooted in the theme of the unit.
	<p>Required 8e) *Foundational Skills Indicator for grades K-2 only Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	Yes	Materials provide opportunities for teachers to assess student mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. For example, the "End-of-Year" test allows the student to demonstrate foundational skills in high-frequency words and phonics. In Grade 2, fluency assessments provide the teacher with an assessment passage and tools to check a student's fluency. In Unit 2, Week 4, Lesson 2, the teacher will use this "Quick Check" to notice and assess the student's ability to decode and write words with the long vowel /e/ spellings, then decide whether the student has understanding or struggles and then move them into the appropriate small group instruction.
	<p>Required 8f) * Foundational Skills Indicator for grades K-5 only Materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skills supports.</p>	Yes	Materials are abundant and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skill supports. The Program Overview describes the support in the Teacher's Edition in "Reading Workshop" to include whole-group and small-group lessons. The Leveled Reader Teacher Guide, as well as a Small Group Guide, assists the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>classroom teacher. The Leveled Reader Teacher's Edition provides "possible teaching points for differentiation with Depth of Knowledge (DOK) levels of complexity." There are various types of small groups for the classroom teacher to use listed in the Teacher's Guide. Several online tools are available to further support teachers and students. For example, at the beginning of every unit, there are "ELL access videos to build background." Text Complexity Analysis for the Shared Reading text is provided in each unit. This analysis includes reader and task considerations for English Language Learners, Intervention, and On-Level/Advanced to support all learners.</p>
	<p>8g) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	<p>Yes</p>	<p>Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. Included in the Small Group Guide handbook, are suggestions for grouping students for interventions. It is explained that "from time to time, any student in the class may need intervention. While working on the same skills as other students, you may need to adjust the amount of support and scaffolding based on needs. The goal is to have all students master grade-level expectations. When working with students who are struggling with a skill, identify the related sub-skills they have mastered and build from there."</p> <p>Leveled readers are provided to support students on their reading levels. Each reader</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>supports different text elements and text structures and has guided reading instruction prompts. ELL targeted support is embedded throughout the lessons and gives support for emerging, developing, and expanding/bridging.</p>
	<p>8h) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	<p>Yes</p>	<p>The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding and provides guidance about the amount of time a task might reasonably take. The curriculum consists of five units covering six weeks in each unit. Thirty weeks would extend over a school year, with some additional weeks available for enrichment or additional work during the summer. Suggested daily times are as follows: Reading Workshop foundational skills 20-30 minutes, Shared Reading 40-50 minutes, Reading Bridge 5-10 minutes, Small-Group 25-30 minutes, Writing Workshop mini-lesson 10 minutes, Independent Writing 30-40 minutes and Writing Bridge 5-10 minutes. Depending on the school day and minutes allowed for reading, some aspects might not be met every day or some sections may need to be minimized. Week 6 has also many flexible option lessons so that review week could be condensed to support some time to make up skills with which students struggle. The Suggested Weekly Plan delineates each lesson and offers suggestions on the length of time for each. As seen in Unit 1, Week 1, the Reading Workshop plan suggests 10-20 minutes to complete, 5-10 minutes for the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Reading-Writing Bridge, and 20-30 minutes for Small-Group and Independent reading.

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality²⁴	1. Quality of Texts	Yes	Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward the independent reading of grade-level texts and (2) build content knowledge. The quality of texts is high and supports multiple readings for various purposes and exhibits exceptional craft, thought, and provides useful information. Materials present a progression of complex texts as stated by Reading Standard 10.
	2. Text-Dependent Questions	Yes	Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring the use of textual evidence in support of meeting other grade-specific standards.
	3. Coherence of Tasks	Yes	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

²⁴ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)²⁵	4. Foundational Skills	Yes	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.
III. Additional Criteria of Superior Quality²⁶	5. Range and Volume of Texts	Yes	Materials reflect the distribution of text types and genres suggested by the standards.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	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.
	7. Assessments	Yes	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).

²⁵ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

²⁶ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier I rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	8. Scaffolding and Support	Yes	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.

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

*As applicable

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

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

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

The [2019-2020 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Ascension, Beauregard, Bossier, Caddo, Calcasieu, Caldwell, City of Monroe, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, Jefferson, Jefferson Davis, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Livingston, LSU Lab School, Orleans, Orleans/Lusher Charter School, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, RSD Choice Foundation, St. John the Baptist, St. Charles, St. James, St. Landry, St. Mary, St. Tammany, Tangipahoa, Vermillion, Vernon, West Baton Rouge, West Feliciana, and Zachary. This review represents the work of current classroom teachers with experience in grades K-12.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.