LOUISIANA DEPARTMENT OF EDUCATION

Office of Teaching and Learning

ELA K-12 Louisiana Student Standards Review: K-5 ELA

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

Title: **myView Literacy**

Grade: **K-5**

Publisher: **Savvas Learning Company LLC**

Copyright: **2020**

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

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

- **Foundational Skills**: Print concepts in Grades K-2 (RF.1), Phonological Awareness in Grade K (RF.2), and Phonics and Word Recognition in Grade 3 (RF.3)
- **Writing**: Multi-paragraph Writing in Grades 3-12 (W.1, W.2, W.3) and Thesis Statements in Grades 5-12 (W.1)

The following criteria/indicators may be impacted:

- **Criterion 4:** Indicator 4a (K-2), Indicator 4c (K-5)
- **Criterion 6:** Indicator 6a (3-12), Indicator 6b (3-12), Indicator 6c (K-5), and Indicator 6d (3-12)

Beginning in June 2027, **this review will no longer be considered Tier 1**. As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that system curriculum staff, school leaders, and teachers consider this information when selecting and using instructional materials.

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. *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)

Indicator	Currently in the Rubric	Alignment Review	Impact of Review
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.	This program is currently reviewed as "Yes" for this criterion because the materials provide a logical sequence of instruction with opportunities for student proficiency. The materials integrate foundational skills toolkits with alphabet and high-frequency word cards, decodable readers, letter tiles, picture cards, and online phonics word study student resources to reinforce learning. Furthermore, the scope and sequence demonstrates a systematic progression across the units, intentionally building from initial, final, and medial sound identification to more complex linguistic manipulations such as syllable segmentation, onset-and-rime blending, word counts within sentences, and advanced phoneme addition and substitution routines.	Aligns	Materials align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts. **Foundational Skills Time Allotment** The materials allocate instructional time across foundational skills by including a 10- to 20-minute daily block for explicit word work. This block targets phonological awareness through oral blending and segmenting alongside phonics application focusing on sound-spelling relationships and high-frequency words. As the instructional progression advances, the time allocation systematically shifts toward advanced structural analysis, morphology, and complex syllabication rules to ensure foundational skill development remains continuous, systematic, and developmentally appropriate.
Required	This program is currently reviewed as "Yes"	Does Not Align	Materials do not align with the

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. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.	for this criterion because the materials provide systematic instruction and practice in word study, orthographic patterns, and the decoding of grade-level text. Through targeted routines, students identify complex spelling-sound patterns, such as circling digraphs and trigraphs, and learn formal syllabication rules. For instance, teachers explicitly model structural boundaries by contrasting open syllables that end in a vowel with closed syllables that end in a consonant, which students immediately reinforce by sorting open and closed words to master English sound-symbol relationships.		Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts. **Standards Misalignment** Although the materials include foundational skills instruction, they fail to align with the indicator because they provide limited encoding opportunities, rely on visual memorization for high-frequency words, and incorporate leveled readers for foundational skills practice. Rather than guiding students through explicit sound–spelling mapping, teachers instruct students to recognize common high-frequency words by sight by remembering the letter sequence.

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

Indicator	Currently in the Rubric	Alignment Review	Impact of Review
Required **6a)** Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 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.	This program is currently reviewed as "Yes" for this criterion because the materials include a variety of structured opportunities for students to listen, speak, and write about their understanding of texts. The materials embed collaborative text-dependent discussions and active listening routines into core lessons, requiring students to ask clarifying questions and follow established communication rules. Through text selections, students build comprehension by actively listening to details, paraphrasing main ideas, and integrating relevant facts to orally report on the text. Furthermore, the materials structure collaborative reasoning tasks, such as group discussions regarding alternate communication methods, where students must analyze multi-text examples to defend their responses and synthesize complex content.	Aligns	Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.
Required ***Indicator for grades 3-12 only** **6b)** The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and	This program is currently reviewed as "Yes" for this criterion because the majority of oral and written tasks require students to demonstrate knowledge built through the analysis and synthesis of texts, allowing them to present well-defended claims and clear information. The materials consistently demand that students draw on textual	Aligns	Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.

present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	evidence to support valid inferences, using grade-level language and conventions across varying modes of expression. Through targeted unit lessons, students synthesize textual details to write formal, text-supported arguments, such as evaluating how a shift in setting impacts a character's development or composing comparative essays that defend structural claims across two separate texts. Additionally, the materials integrate multi-modal tasks that require students to explore media, retell text paths, and paraphrase or summarize dense information while strictly maintaining the original meaning and logical order of the source material.		
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.	This program is currently reviewed as "Yes" for this criterion because the materials systematically address grade-level foundational standards covering letters, phonetic conventions, sentence structures, and spelling. The materials provide immediate structural support through foundational skills toolkits featuring alphabet cards, decodable readers, high-frequency word cards, letter tiles, and picture cards to reinforce active learning. Daily routines follow a logical orthographic progression, advancing intentionally from basic short and long vowel classification to CVCe silent-e patterns, rhyming words, and initial and final consonant blends. Furthermore, students build decoding and encoding proficiency by interacting with	Does Not Align	Materials do not align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts. **Standards Misalignment** While foundational skills are present in the materials, they fail to meet the indicator due to insufficient spelling practice and rely on sight memorization for high-frequency words, and the use of leveled texts. Instead of teaching students to analyze phonetic conventions through explicit sound–spelling mapping, instruction directs

	complex spelling-sound patterns, including common consonant digraphs like inflected endings and varied vowel teams.		teachers to have students memorize high-frequency words by visual letter recognition.
Required **6d)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (e.g., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	This program is currently reviewed as "Yes" for this criterion because the materials include multiple writing tasks that are explicitly aligned to the three modes of writing: informative, narrative, and opinion. Writing instruction is systematically delivered through comprehensive Writing Workshops that guide students through the complete writing process over the course of each unit. Additionally, the materials integrate writing applications across core reading lessons and shared inquiry projects, ensuring students regularly practice text-dependent composition.	Aligns	Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.

DEPARTMENT of EDUCATION
Louisiana Believes

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

FULL CURRICULUM
Instructional Materials

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



Title: **myView Literacy**

Grade: **K-5**

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) Grade 3 (Tier 1) Grade 4 (Tier 1) Grade 5 (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 texts[4] 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	
8. Scaffolding and Support	

[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 II[6].
- 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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. K-12 Non-negotiable Criteria of Superior Quality **Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III.**			
Non-negotiable **1. QUALITY OF TEXT SETS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**Required** **1a)** Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,[7] as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. ***A text analysis that includes complexity information is provided.***	**Yes**	Materials 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.

[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"

	Required **1b)** At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	**Yes**	At least 90% of texts are of publishable quality and offer 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.
	Required **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.	**Yes**	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with 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.
	Required **1d)** Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.	**Yes**	Within a sequence or collection, quality texts of grade-level complexity are 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

			"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.
Non-negotiable (only reviewed if Criterion 1 is met) **2. TEXT-DEPENDENT QUESTIONS:** Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. ☒ Yes ☐ No	**Required** **2a)** A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of 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-

			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, Tempera." 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."
	Required **2b)** Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. *(**Note:** not every standard must be addressed with every text.)*	**Yes**	Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. For example, 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

			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.
Non-negotiable (only reviewed if Criterion 1 is met) **3. COHERENCE OF TASKS:** Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text. ☒ Yes ☐ No	**Required** **3a)** Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	**Yes**	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. 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,

			"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?"
	Required **3b)** Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	**Yes**	Questions and tasks 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

			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. 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?"
	Required **3c)** Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**Yes**	Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts 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). In Unit 2, Week 2, Lesson 2, "Develop Vocabulary," teachers tell students, "Today I

			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?" 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. 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

			"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."
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ☒ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**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. 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, 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

			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.
	Required **4b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	**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."
	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. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)*	**Yes**	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. For example, in Unit 1, Week 1, Lesson 1, the teacher introduces the letter sound /m/.

	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.		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.
	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.	**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 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?'"
	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-	**Yes**	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,

	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.		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."
	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.	**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 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

			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			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☒ Yes ☐ No	**Required** **5a)** In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)	**Yes**	Materials 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.
	Required **5b)** Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	**Yes**	Materials include print and non-print texts 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

			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-

The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☒ Yes ☐ No	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.		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.
	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.	**N/A**	Not applicable for this grade level.
	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.	**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. During the weekly whole group reading instruction, the focus is on foundational skills. For example, in Unit 1,

			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.
	Required **6d)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (e.g., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	**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 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.
	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	**Yes**	Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous

	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.		grade levels through application and practice of those skills in the context of reading and writing about the unit's texts. 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.

	6f) Materials provide additional supports for writing development in English language arts (i.e. modeled writing, student exemplars).	**Yes**	Materials provide additional supports for writing development 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."
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☒ Yes ☐ No	**Required** **7a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**Yes**	Measurement of progress 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.

			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

			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

			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. ☒ Yes ☐ No	**Required** **8a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**Yes**	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text. 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."
	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	**Yes**	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

	strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.		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.
	Required **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	**Yes**	Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion, and writing about the ideas, events, and information 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

			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."
	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.	**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 Guid*e,* 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.
	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

	teachers can spend time, attention and practice with students who need foundational skills supports.		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.
	8g) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	**Yes**	Appropriate suggestions and materials are provided for supporting varying student needs 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.”

			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.
	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.	**Yes**	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.
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. ***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. ***Tier 3 ratings*** receive a "No" for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I. K-12 Non-negotiable Criteria of Superior Quality[8]	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.

			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 Quality[10]	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.

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 texts[12] 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 II[14].
- 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.**			
Non-negotiable **1. QUALITY OF TEXT SETS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**Required** **1a)** Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,[15] as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. ***A text analysis that includes complexity information is provided.***	**Yes**	Materials 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.
	Required **1b)** At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality	**Yes**	At least 90% of texts are of publishable quality and offer students an opportunity to meet the ELA standards. Texts provide historical, cultural, and informational context

[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
	of content, language, and writing that is produced by experts in various disciplines.		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.
	Required **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.	**Yes**	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with 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."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **1d)** Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.	**Yes**	Within a sequence or collection, quality texts of grade-level complexity are 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.
Non-negotiable (only reviewed if Criterion 1 is met) **2. TEXT-DEPENDENT QUESTIONS:** Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of	**Required** **2a)** A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of 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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
meeting other grade-specific standards. ☒ Yes ☐ No			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?"
	Required **2b)** Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. *(**Note:** not every standard must be addressed with every text.)*	**Yes**	Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. For example, 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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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."
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,	**Required** **3a)** Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	**Yes**	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"

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
so that students can gain meaning from text. ☒ Yes ☐ No			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?" 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."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **3b)** Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	**Yes**	Questions and tasks 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. 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?"

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **3c)** Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**Yes**	Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts 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). 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?" In the "Conferring" section of Lesson 2, teachers are to "have students share new words they acquire from their independent

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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?" 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.
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading	**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. 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. In the Foundational Skills Scope and Sequence, phonological awareness skills for Grade 1, by unit, are explained as follows:

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ☒ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)			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.
	Required **4b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	**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 1, Lesson 4, “Reading Workshop,” the decodable story, “Can Phil Help?” supports

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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.
	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. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.	**Yes**	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. 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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.	**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 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.
	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.	**Yes**	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 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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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.
	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.	**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 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

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			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☒ Yes ☐ No	**Required** **5a)** In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)	**Yes**	Materials 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.
	Required **5b)** Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	**Yes**	Materials include print and non-print texts 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
			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."
	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 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
	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 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."
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	**Yes**	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. In Unit 3, Week

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☒ Yes ☐ No	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.		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."
	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.	**N/A**	Not applicable for this grade level.
	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.	**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-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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.
	Required **6d)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (e.g., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	**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 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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			"write a play to persuade an audience that a certain season is better than the rest."
	Required **6e)** Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.	**Yes**	Materials explicitly address the grammar and language conventions specified by the 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. 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.
	6f) Materials provide additional supports for writing development in English language arts (i.e. modeled writing, student exemplars).	**Yes**	Materials provide additional supports for writing development in English language arts. For example, in Unit 1, Week 6, Lessons

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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."
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	**Required** **7a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**Yes**	Measurement of progress 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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
with appropriately complex text(s). ☒ Yes ☐ No			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.
	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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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.
	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, "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

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. ☒ Yes ☐ No	**Required** **8a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**Yes**	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text. 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
			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.’”
	Required **8b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	**Yes**	Materials have the goal 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

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.
	Required **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	**Yes**	Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion, and writing about the ideas, events, and information 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."
	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.	**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 Guid*e,* 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.
	Required **8e) *Foundational Skills Indicator for grades K-2 only**	**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
	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.		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."
	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.	**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 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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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.
	8g) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	**Yes**	Appropriate suggestions and materials are provided for supporting varying student needs 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." 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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			support for emerging, developing, and expanding/bridging.
	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.	**Yes**	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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. ***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. ***Tier 3 ratings*** receive a "No" for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I. K-12 Non-negotiable Criteria of Superior Quality[16]	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: **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.[19] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[20] independently. Thus, a strong ELA classroom is structured with the below components.



Title: **myView Literacy**

Grade: **2**

Publisher: **Pearson dba Savvas**

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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 II[22].
- 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.**			
Non-negotiable **1. QUALITY OF TEXT SETS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**Required** **1a)** Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,[23] as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. ***A text analysis that includes complexity information is provided.***	**Yes**	Materials 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"

[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.
	Required **1b)** At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	**Yes**	At least 90% of texts are of publishable quality and offer 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.
	Required **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.	**Yes**	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with 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
			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.
	Required **1d)** Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.	**Yes**	Within a sequence or collection, quality texts of grade-level complexity are 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

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?"
Non-negotiable (only reviewed if Criterion 1 is met) **2. TEXT-DEPENDENT QUESTIONS:** Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. ☒ Yes ☐ No	**Required** **2a)** A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of 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."
	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	**Yes**	Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	to advance and deepen student learning over time. *(**Note:** not every standard must be addressed with every text.)*		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.
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	**Required** **3a)** Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	**Yes**	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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text. ☒ Yes ☐ No			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?" 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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			paper, write a paragraph to tell why you think people made up stories to explain things."
	Required **3b)** Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	**Yes**	Questions and tasks 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. 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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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?"
	Required **3c)** Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**Yes**	Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts 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). 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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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”). 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.
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
concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ☒ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)			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. 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.
	Required **4b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	**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 1, Week 1,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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.
	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. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.	**Yes**	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. 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,"

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."
	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.	**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.
	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.	**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
			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."
	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.	**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 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.
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3,	**Required** **5a)** In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)	**Yes**	Materials 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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☒ Yes ☐ No			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.
	Required **5b)** Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	**Yes**	Materials include print and non-print texts 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.
	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, "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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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 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.
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☒ Yes ☐ No	**Required** **6a)** Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 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.	**Yes**	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,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students plan, write, and finalize a well-developed personal narrative with the help of peer feedback.
	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.	**N/A**	Not applicable for this grade level.
	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.	**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.
	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,	**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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (e.g., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.		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.
	Required **6e)** Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.	**Yes**	Materials explicitly address the grammar and language conventions specified by the 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. 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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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.
	6f) Materials provide additional supports for writing development in English language arts (i.e. modeled writing, student exemplars).	**Yes**	Materials provide additional supports for writing development 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."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☒ Yes ☐ No	**Required** **7a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**Yes**	Measurement of progress 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."
	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."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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 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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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 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.”
	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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			"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. ☒ Yes ☐ No	**Required** **8a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**Yes**	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text. 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.
	Required **8b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	**Yes**	Materials have the goal 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."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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.
	Required **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	**Yes**	Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion, and writing about the ideas, events, and information 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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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.
	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.	**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 Guid*e,* 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

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.
	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, 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.
	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.	**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
			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.
	8g) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	**Yes**	Appropriate suggestions and materials are provided for supporting varying student needs 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." Leveled readers are provided to support students on their reading levels. Each reader

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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.
	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.	**Yes**	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

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 Quality[24]	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 Quality[26]	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

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 texts[4] independently. Thus, a strong ELA classroom is structured with the below components.



Title: **myView Literacy**

Grade: **Grade 3**

Publisher: **Pearson dba Savvas**

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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	

[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 II[6].
- 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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. K-12 Non-negotiable Criteria of Superior Quality **Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III.**			
Non-negotiable **1. QUALITY OF TEXT SETS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**Required** **1a)** Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,[7] as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. ***A text analysis that includes complexity information is provided.***	**Yes**	Materials provide texts that are appropriately complex for the grade level as outlined in the standards. The majority of materials are appropriately complex for the grade, using both quantitative and qualitative analysis. Texts range in Lexile levels from 540L to 990L. For example, in Unit 1, Week 2, students read "Why the Sky Is Far Away" which is a folk tale measuring 810L, placing it within the Grade 2-3 complexity band. Qualitatively, the text structure, a chronological retelling, is simple; however, the knowledge demands are complex due to the cultural context which may be unfamiliar to students. In Unit 4, Week 2, students read from "Frederick Douglass" measuring 920L. Qualitatively, knowledge demands are high because of complex and sophisticated themes. Background knowledge about the fight against slavery and for civil rights is important in order to understand the context of Douglass's life story.
	Required **1b)** At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality	**Yes**	At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. Lessons are designed for students to master the ELA standards while also

[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"

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	of content, language, and writing that is produced by experts in various disciplines.		reading quality texts. For example, in Unit 3, Week 3, students read from "By the Shores of Silver Lake" by Laura Ingalls Wilder and analyze how the theme is developed. This historical fiction children's novel was originally published in 1939. In Unit 4, Week 4, students read "Green City" by Allan Drummond and focus on distinguishing viewpoints. This narrative informational picture book was originally published in March of 2016. In Unit 5, Week 5, students read "Aesop's Fox," a traditional tale originally published in 1999 and explore theme development.
	Required **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.	**Yes**	The 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. Each unit is designed around a theme with a specific essential question. Each text is selected to help students develop knowledge and vocabulary about the theme. The Readers Workshop, Readers Writers Workshop Bridge, and the Writing Workshop provide teacher modeling for sequences of text-dependent questions that allow students to observe, practice, and revise skills independently, with peers, and in groups. In Week 6, a Project-Based Inquiry task bridges what was learned in both the Reading and Writing Workshops. For example, Unit 1, Environment asks the essential question, "How does our environment affect us?"

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Students read several texts to learn how different cultures adapt to and appreciate their environments. In Unit 1, Week 1, students read “Grandma and the Great Gourd: A Bengali Folktale,” a text with themes about courage and taking risks, using cleverness to overcome problems, and with the importance of family being implicit and revealed over the entirety of the text and the unit. Unit 3 focuses on the topic of heroes, asking the essential question, “What makes a hero?” During Week 1, students read “Below Deck: A Titanic Story” in order to identify the qualities of heroes. In Week 2, students read “Granddaddy’s Turn: A Journey to the Ballet Box” and examine how a hero’s actions affect other people. In Week 3, students read “Little House on the Prairie” and “By the Shores of Silver Lake” to answer the question “How do challenges turn ordinary people into heroes?” In Week 4, students read “Mama Miti: Wangari Maathai and the Trees of Kenya” and examine the need for heroes. During Week 5, students read a variety of poems about heroes and determine the kinds of actions that can be heroic. In Week 6, students connect the ideas learned from the unit texts and write an opinion speech about why it is important to take advantage of opportunities to be heroic.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **1d)** Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.	**Yes**	Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. During Weeks 1 - 5 in each unit, the lesson pattern is repeated. In Lesson 2, students conduct an initial shared read of a complex text, with a focus on comprehension. In Lessons 3 and 4, a close read is done, with a focus on different aspects of analytical comprehension. In Unit 4, Week 3, Lesson 2, students participate in a shared read of "Milton Hershey: Chocolate King, Town Builder." In Lesson 3, students close read sections of the text in order to explain the author's purpose. In Lesson 4, students practice asking and answering questions about the text, highlighting specific evidence that ensures comprehension. In Unit 5, Week 4, Lesson 2, students read "Noah's Ark" through a shared read; then in Lesson 3, conduct a close read and analyze the point of view. Each week, students complete multiple careful readings of the unit texts.
Non-negotiable (only reviewed if Criterion 1 is met) **2. TEXT-DEPENDENT QUESTIONS:** Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.	**Required** **2a)** A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of questions in the materials are text-dependent and text-specific with student ideas expressed through both written and spoken responses. The majority of questions require students to use specific evidence and details from the text. For example, in Unit 2, Week 3, Lesson 4, students are required to analyze the relationship between key details from the text "Wolf Island" and the illustrations that the author included. Students also explain

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No			how the illustration worked to achieve the author's purpose. In the Unit 3 writing assessment, students write a narrative in which Paul Bunyan and John Henry work together to solve a problem. They use specific details from both passages in their own narrative. In Unit 4, Week 1, Lesson 5, students participate in a discussion to make connections across texts that were read during the week, citing specific examples and evidence from the text that demonstrates creative problem solving by the characters.
	Required **2b)** Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. *(**Note:** not every standard must be addressed with every text.)*	**Yes**	Questions and tasks include the language of the standards and require students to think at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. Questions in each unit build over the course of the week. For example, in Unit 1, Week 3, Lesson 3, students analyze Alejandro and Papi, two characters from "Cooliso." As part of the analysis, students provide specific details from the text, explain the traits or the motivation shown by the detail, and analyze how the relationship affects the plot (RL3.3). In Unit 2, Week 1, Lesson 3, students infer the main idea of the informational text "Patterns in Nature." They also identify key details that support the main idea and explain how they support the main idea (RI3.2). In Unit 4, Week 4, Lesson 3, students identify key details that reveal the author's viewpoint. In addition, students compare the author's viewpoint to their own (RI 3.6).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Non-negotiable (only reviewed if Criterion 1 is met) **3. COHERENCE OF TASKS:** Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text. ☒ Yes ☐ No	**Required** **3a)** Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	**Yes**	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. For example, each unit is designed around a guiding theme. Essential questions are introduced at the beginning of each unit and help drive the instruction throughout the weeks of a unit. Weekly questions help narrow the essential question, with each shared text chosen to guide students in their understanding of the essential question. Over the course of the week, questions from the weekly series build from basic comprehension to analysis. By the end of the unit, students are able to compare and contrast across the texts. In Unit 1, Week 5, Lesson 2, students do an initial read of “The Golden Flower” and answer questions such as “How can you tell ‘The Golden Flower’ is a myth?” and “ How do the child’s actions affect people’s lives?” These questions are designed to help students have a general comprehension of the story. In Lesson 3, students begin to analyze the text at a deeper level answering, “How does creating a mental image deepen your understanding of the myth?” In Lesson 5, they are required to connect across the texts answering, “Which of the texts do you think is the most effective at describing a particular environment?” In Unit 2, Week 3, Lesson 1, Check for Understanding, students

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			look back at the text to answer questions in their notebook such as, "How does the description of life on Wolf Island after the wolf family leaves reveal the author's voice?" and "What might have happened to the plant and animal life if the wolves had not returned to the island?"
	Required **3b)** Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	**Yes**	Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. In each unit, students read complex texts and write about and discuss the texts read. Each text has reader and task considerations with language and knowledge demands. Units center around a topic with embedded text-dependent questions. In addition, students work with multiple texts and are required to analyze information, build knowledge, and demonstrate their understanding using discussion, graphic organizers, constructed responses, and written text types that draw upon textual evidence by identifying key details and comparing/contrasting texts. For example, in Unit 1, Week 1, the weekly focus question is "How do people travel in different environments?" During Lesson 5, students participate in a group discussion, using information from various unit texts to suggest different ways the grandmother could have traveled. In addition, students respond in writing to the question at the end of Lesson 5. In Unit 1, Week 4, Lesson 5, students respond in writing to write to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			sources. The students select two of the texts from the unit and explain how people live, work, and play in different environments. Students use text evidence from each text to support their responses. In Unit 3, Week 1, Lesson 1, during the shared read, teachers use suggestions to prompt initial responses to "Below Deck: A Titanic Story" asking, "What did you learn about the Titanic from reading this story?" Students also discuss the prompt, "What lessons can you learn from this story?"
	Required **3c)** Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**Yes**	Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts and advance the depth of word knowledge. Each weekly series of lessons begins with shared read, where students work with content-specific vocabulary, and during the close reads, students use context clues to determine the meaning of additional vocabulary. In addition, students are often required to examine the author's use of specific vocabulary in order to build meaning. For example, in Unit 2, Week 4, Lesson 2, students focus on the language used by authors to be persuasive in "Welcome Back, Wolves." Students develop this vocabulary further through a study of their synonyms and antonyms. In Unit 3, Week 1, Lesson 2, students use context clues to establish the meaning of new vocabulary. Students underline the context clue that supports their definition. In the Unit 5 introduction,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the teacher begins an academic word wall and adds words as they generate new vocabulary related to the theme throughout the unit. Students respond to and ask questions using the newly acquired vocabulary as appropriate.
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ☒ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**Required *Indicator for grades K-2 only** **4a)** Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**N/A**	Indicator for grades K-2 only
	Required **4b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	**Yes**	Materials demand knowledge of grade-level phonic patterns and word analysis skills. Students participate in daily word study lessons, focused on phonics and word analysis skills. In Unit 2, Week 5, students focus on “Vce Patterns” to determine the pronunciation of grade-level words. In Unit 4, Week 1, students focus on understanding the relationship between words and use known roots to analyze the meaning of new words. In Unit 5, Week 1, Lesson 1, during the Reading-Writing Workshop, students are taught and apply vowel patterns, “aw,” “au,” “al,” “aught,” and “ough.”
	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.	**Yes**	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. In Unit 1, Week 1, Lesson 2, during a reading of “Patterns in Nature,” students practice using syllable patterns and “VCV Patterns” to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	*(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.		determine the pronunciation of the words. In Unit 2, Week 1, Lesson 1, students focus on strategies showing that related words share the same roots or word parts. In Unit 4, Week 3, Lesson 4, students work with "VCCCV Patterns" to practice spelling grade-level words.
	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.	**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 2, Lesson 4, a close read is conducted to focus on monitoring comprehension for acquiring accurate meaning. Students identify the text they did not understand, the strategy they used during re-reading, and how the strategy helped them. In Unit 1, the leveled reader "In Short Supply" has a fluency portion of the guided lesson to focus on accuracy in reading complex words. Students take turns reading the text and focus on making sure they are reading the words accurately to ensure meaning.
	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.	**Yes**	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. Each unit has a trade book students read independently under teacher observation and direction. There are also weekly class reads for shared and close

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			reading. In addition, each week's lessons include a developing, on-level, and advanced cold read for fluency and comprehension practice. Student progress monitoring charts provide feedback and allow students to set and monitor individual fluency goals. The cold reads come from a variety of genres. Teachers are given the discretion to use the cold reads in a variety of ways, including individual oral testing, individual silent practice, or working with a group to provide fluency instruction. For example, Unit 2, Week 1, Lesson 2 includes a small group lesson on fluency. Students practice with partners reading orally from "Patterns in Nature." They read from the "Cold Read" practice for their teacher with progress recorded on the fluency practice chart. In Unit 4, Week 2, Lesson 4, teachers use cold reads to assess the students. Students practice reading a passage fluently with a partner, while the teacher uses "Cold Reads" to assess and record the progress of students.
	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.	**Yes**	Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between the acquisition of foundational skills and making meaning from reading. The learning of skills is integrated into the understanding of a complex grade-level text, not through isolated skill practice passages.
Section III. Additional Criteria of Superior Quality			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☒ Yes ☐ No	**Required** **5a)** In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)	**Yes**	Materials seek a balance in instructional time between literature and informational texts. There are 25 shared read texts in the curriculum with 12 texts being informational and 13 literary. Units 1 and 3 are literary-text focused while Units 2 and 4 are informational-text focused. Unit 5 provides a blended focus. In Unit 5, students read three informational texts: "Deep Down and Other Extreme Places to Live," "Earthquakes, Eruptions, and Other Events that Change the Earth," and "A Safety Plan: In Case of Emergency." Students also read a historical fiction text, "Nora's Ark" and a traditional tale, "Aesop's Fox."
	Required **5b)** Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	**Yes**	Materials include print and non-print texts of different formats and lengths. Students are exposed to a variety of different formats and lengths of both print and non-print materials. For example, Unit 1 begins with an introductory video, "Where We Live, Who We Are" and in Unit 4, Week 5 the drama, "Grace and Grandma." In Unit 5, Week 2, students read "Earthquakes, Eruptions, and Other Events that Change the Earth" where the text includes a variety of photographs, diagrams, and maps to support student comprehension of the text.
	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. There are 13 informational texts included in the shared reads during the Reader's Workshop lessons. There are six informational texts, a procedural text, a persuasive text, four

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			biographies, and one narrative informational text. In Unit 2, Week 2, students read “Weird Friends,” an informational text organized in sections, to identify a variety of animal friendships. In Unit 4, Week 2, Lesson 2, students read the biography, "Frederic Douglass.” In Unit 5, Week 1, students read the informational text “Deep Down and Other Extreme Places to Live” with the text organized by headings and categories and the focus on a variety of different environments in which people live.
	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. Independent Reading is a key component of the Reader’s Workshop model. Each unit includes an independent reading log and lessons on planning an independent reading program. In Unit 1, Student Interactive pages 10-11, students set a purpose for reading with a series of questions, use the IPICK strategy to determine an independent reading text, and keep their independent reading log. In Unit 2, Student Interactive, specific strategies are taught for selecting an informational text for independent reading. Strategies are also introduced for monitoring comprehension during an independent reading with informational texts. In Unit 3, Week 3, Lesson 4, students discuss similarities and

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			differences between their independent reading text and another unit text.
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☒ Yes ☐ No	**Required** **6a)** Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 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.	**Yes**	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. Students express an understanding of the complex texts they have read through a variety of modes, including listening, speaking, and writing about the texts. In Unit 3, Week 1, Lesson 5, students participate in a group discussion to express their understanding of the unit texts answering the question, "Which character acted like a hero?" In Unit 3, Week 2, Lesson 5, students use evidence from the texts about heroes and provide a written response to the weekly question: "How can a hero's actions affect others?" In Unit 4, Week 2, Lesson 5, students write about the qualities exhibited by a person in their pursuit of reaching their goals and use textual evidence from the unit texts to support their responses.
	Required *Indicator for grades 3-12 only **6b)** The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	**Yes**	The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they build through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from the text. Students are required to use a variety of texts to defend responses, including the unit texts and independently read texts. In Unit 1, Week 3,

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			Lesson 5, students write an opinion to address the importance of the environment in a story. Students use textual evidence from at least two of the unit texts to support their claims. In Unit 2, Week 5, Lesson 5, students write an informational text, explaining how patterns and relationships help animals to survive. Students make a claim and defend the claim with evidence from two separate unit texts. In Unit 3, Week 3, Lesson 5, students write an opinion based on multiple texts but first compare the text themes, settings, and plots. Once they are able to form a strong opinion based on their comparison, students use evidence from the texts to support their opinion.
	Required *Indicator for grades K-2 only **6c)** Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**N/A**	Indicator for grades K-2 only
	Required **6d)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (e.g., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	**Yes**	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. There are five unit writings, of various modes, included in the Writer's Workshop portion of the curriculum. In addition, there are frequent brief analytical writings included in the work of the Reader's Workshop analysis of a complex text. In Unit 1, students complete a personal narrative writing during the first five weeks of the Writers Workshop component. In Unit 4, students write an opinion essay during the first five weeks of the Writing Workshop. In

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Unit 2, Week 6, students write an informational piece, based on research, explaining a beneficial relationship between two animals.
	Required **6e)** Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.	**Yes**	Materials explicitly address the grammar and language conventions specified by the language standards and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about the unit texts. Each unit includes Reading Like A Writer lessons, which focus on the conventions of language within the understanding of the complex text. For example, in Unit 2, Week 4, The Writer's Craft lesson focuses on prepositional phrases. Students analyze a text from the mentor text set and determine the author's use of prepositional phrases. Students then apply the knowledge to their own how-to writings. In Unit 3, Week 3, the Writing Workshop lesson focuses on developing a structure through composing dialogue. To begin the lesson, students read a mentor text and examine the use and punctuation of the dialogue. Students focus on what the dialogue is revealing about the character and how it moves the story along. Students then work to include correctly-punctuated dialogue in their own writing.
	6f) Materials provide additional supports for writing development in English language arts (i.e. modeled writing, student exemplars).	**Yes**	Materials provide additional supports for writing development in English language arts. There are modeled portions of the lessons in the Writing Workshop found in the Language Awareness Handbook. Also,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			teaching supports are listed within the teacher's manual for each unit. In Unit 1, Week 1 of Writing Workshop, students read a variety of mentor texts. In Unit 2, Week 4, as part of the Writing Workshop, teacher-modeled writing for adding prepositional phrases is included. The included rubric identifies success criteria such as focus, organization, development, language, and conventions. There are also written explanations for scoring in each category.
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☒ Yes ☐ No	**Required** **7a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**Yes**	Measurement of progress via assessments include the gradual release of supporting scaffolds for students to measure their independent abilities. Skills and standards on the unit assessments are taught during the units. Students first explore and practice the skills under direct teacher instruction before practicing with independent formative assessments. For example, in Unit 1, End of Unit Assessment, understanding of plot, including problem, solution, and the impact of setting is assessed. In Unit 1, Week 1, Lesson 3, students close-read "Grandma and the Great Gourd" with teacher involvement and focus on the impact of setting on the overall plot. Students complete a graphic organizer, which the teacher uses to determine the next steps for instruction. The skill is later assessed independently on the Week 1 cold read for Fluency and Comprehension assessment, before being assessed formally on the Unit Assessment. In Unit 2, Week 1, Lesson 1, students are presented with academic vocabulary and use

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			a PowerPoint for academic standards practice as a review. Students are then assessed at the end of the week on mastery of academic vocabulary in the weekly Progress Check-Up assessment.
	Required **7b)** Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	**Yes**	Aligned rubrics and assessment guidelines are included and provide guidance for interpreting student performance. Each Writing Workshop Unit includes a 4-point rubric where students are assessed on focus, organization, language, development, and conventions; however, there are no examples or exemplars to demonstrate quality work or clarify success criteria. For example, in Unit 3, the included rubric measures student proficiency with historical fictional writing. A score of "4" in development is defined as "thorough and effective use of details, dialogue, and description," while a "3" defines "adequate use of details, dialogue, and description." In Unit 5, using the Poetry writing rubric, a score of "4" in development indicates the "effective use of imagery and sound devices to convey ideas and to add specific effects." A score of "1" indicates "no imagery or sound devices to convey ideas."
	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. Each lesson has a quick check assessment, along with responses for students that need additional support, as well as for those students ready to be challenged. Each week has a progress check-in assessment that consists of vocabulary, word study, and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			comprehension. The cold-read comprehension assessment is from the same genre and focuses on the same skills as the weekly lessons. Materials contain a baseline test in vocabulary, reading, and comprehension with guidance to scoring the baseline test and Student Record Chart (page T15). Guidelines are given to help determine how to help improve students' areas of need and build upon students' areas of strength. In Unit 3, Week 5, Writing Workshop, students use a checklist to self-assess their proficiency in the skills required for historical fiction writing, as taught during the first four weeks of Writing Workshop. In Unit 4, Week 2, Lesson 4, students assess their abilities to make inferences about characters through a graphic organizer completed in the student-interactive. Each unit includes a summative unit assessment, which can be accessed online through "Exam View" and can also be printed or edited.
	Required **7d)** Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.	**Yes**	Materials assess student understanding of the topics, themes, and ideas presented in the unit texts, and the questions and tasks are developed so that students demonstrate the knowledge and skills built over the course of the unit. The tasks are designed around students understanding the basic theme or idea being presented through the essential question. In Unit 2, Week 5, Lesson 5, students participate in a group discussion, presenting claims on whether humans should protect natural habitats. The discussion requires students to use evidence

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			from all of the unit texts to support their answer, referring to the essential question, "How do plants and animals live together?" In Unit 5, Week 6, the project-based inquiry requires students to create a travel brochure to persuade someone "to" or "not to" visit a place likely to be subject to a natural disaster. This project requires students to demonstrate the knowledge they built during the first five weeks, reading and analyzing texts related to the unit question, "How does the world challenge us?"
	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.
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. ☒ Yes ☐ No	**Required** **8a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**Yes**	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Each unit begins with a brief video to engage students in the essential question. In Unit 1, Week 1, Lesson 2, students consider what the title and illustrations suggest that a traditional tale will be about and generate questions about the text. In Unit 2, Week 2, Lesson 2, the teacher begins by introducing content-specific vocabulary that students will need for understanding the informational text "Patterns in Nature." In Unit 4, Lesson 1, prior to reading the narrative informational story "Never a Quitter," the teacher provides background on Ellen Ochoa so that students can understand the subject of the story and as an aid for comprehension.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **8b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	**Yes**	Materials have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of skills or strategies for full comprehension of text. Within the teaching of each skill or strategy, the students work towards the comprehension of a complex text. For example, in Unit 1, Week 1, Lesson 3, students learn about the impact of setting on the plot. The focus on understanding the setting aids in comprehension of the story "Grandma and the Great Gourd," which takes place in an Indian village. In Unit 2, Week 2, Lesson 4, readers use the skill of the main idea and supporting details in order to monitor their own comprehension of text. In Unit 5, Week 1, Lesson 3, the focus is on the analysis of text features to aid students in comprehending the informational text, "Deep Down and Other Extreme Places to Live" which includes a variety of text features that may be new to students.
	Required **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	**Yes**	Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion, and writing about the ideas, events, and information found there. There are frequently focused rereads of the unit texts to guide understanding. In Unit 3, Week 2, Lesson 4, students conduct a close read of "Granddaddy's Turn" and write about the connections between the unit text and their own personal experiences. In Unit 2, Week 2, Lesson 3, students re-read sections of "Weird Friends: Unlikely Allies in the Animal

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Kingdom" and circle some precise verbs used by the author. Students then describe how the author's use of precise verbs achieves a specific purpose.
	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.	**Yes**	Materials are easy to use and well organized for students and teachers. The teacher's edition is well laid out. Lessons are well-organized, with information easily accessible. The student's edition is available electronically with links to everything needed. The texts are found on the Spotlight page at the beginning of each unit and are recognized easily as the core texts for the units. The Language Awareness Handbook shows a small picture of the text in the upper right-hand corner of the page that the lesson refers to. Print and digital resources are included. There is an overview for each unit, as well as weekly overviews.
	Required **8e) *Foundational Skills Indicator for grades K-2 only** Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	**N/A**	Foundational Skills Indicator for grades K-2 only
	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.	**Yes**	Materials are abundant and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skill supports. The curriculum provides ELL targeted scaffolds, leveled readers aligned to the unit, fluency assessments, and unit assessments. Print

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			resources contain small group guides, Leveled Readers' Teacher's Guide and Leveled Readers, Mentor Stacks, Read Alouds, Trade Books, Intervention Guides, Assessment Guide, Progress Check-Ups, and Teacher Manuals, Summative Assessment Guide and Cold Reads for Fluency and Comprehensive Guides. The Language Awareness Handbook is a collection of routines and reproducible graphic organizers, as well as engaging activities that teachers can use for support as you teach English Language Arts skills and address state standards. The Small Group Guide is included, to provide guidance for teachers on implementing effective small groups, to ensure time to practice foundational skill support with students who need it. Sections include using assessment to determine groups, managing time and materials, and ensuring effective learning happens.
	8g) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	**Yes**	Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. There are leveled readers, ELL support, and a variety of teacher suggestions throughout the lesson for scaffolding. The Language Awareness Handbook includes strategies for reading, writing, and fluency for English Language Learners. In Unit 1, Week 1, Lesson 2, during the initial read of "Grandma and the Great Gourd," a possible teaching point note is included to introduce students to the author's craft technique of simile if students are having difficulty comprehending the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			idea. In Unit 5, Week 1, Lesson 3, the quick check assesses students' understanding of text features. There is a "strategy intervention" activity suggested, as well as a leveled reader to further extend the skills.
	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.	**Yes**	The content can be reasonably completed within a regular school year and the pacing allows maximum student understanding and guidance about the amount of time a task might reasonably take. There are five units, each consisting of six week's worth of lessons. This leaves approximately 6 weeks of flexible time for teachers, including developing routines/procedures, routine assessments, state assessments, and school-specific activities. Each daily lesson is broken up into 2 sections: Reading Workshop and Writing Workshop. Each of the sections is subdivided and pacing suggestions are given for each component.

FINAL EVALUATION

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality[8]	1. Quality of Texts	**Yes**	Materials provide texts that are appropriately complex for the grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the

[8] 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
			grade-level ELA standards. The materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	**Yes**	A majority of questions in the materials are text-dependent and text-specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	**Yes**	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (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 designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			meaning of texts and advance the depth of word knowledge.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)[9]	4. Foundational Skills	**Yes**	Materials demand knowledge of grade-level phonic patterns and word analysis skills and 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. 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. Opportunities are built in to allow students to achieve reading fluency in oral and silent reading. Students read a variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between the acquisition of foundational skills and making meaning from reading.
III. Additional Criteria of Superior Quality[10]	5. Range and Volume of Texts	**Yes**	Materials seek a balance in instructional time between literature and informational texts. Print and non-print texts of different formats and lengths are included. The majority of informational texts have an informational text structure rather than a narrative structure. Additional materials

[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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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.
	6. Writing to Sources, Speaking and Listening, and Language	**Yes**	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they build through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from the text. Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. 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. Materials provide additional supports for writing development in English language arts.
	7. Assessments	**Yes**	Measurement of progress via assessments include the gradual release of supporting scaffolds for students to measure their independent abilities. Materials use varied modes of assessment, including a range of pre-formative, summative, and self-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			assessment measures. Aligned rubrics and assessment guidelines are included and provide sufficient guidance for interpreting student performance. Materials assess student understanding of the topics, themes, and ideas presented in the unit texts, and the questions and tasks are developed so that students demonstrate the knowledge and skills built over the course of the unit. Materials assess student proficiency using methods that are unbiased and accessible to all students.
	8. Scaffolding and Support	**Yes**	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text. Materials have the goal for students to gain full comprehension of complex text and do not confuse or substitute mastery of skills or strategies for full comprehension of text. 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. Materials are easy to use and well organized for students and teachers. The teacher's edition is well laid out and lessons are well-organized, with information easily accessible. The student's edition is available electronically with links to everything needed. Materials are abundant and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skill supports. Appropriate suggestions and materials are

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			provided for supporting varying student needs at the unit and lesson level. The content can be reasonably completed within a regular school year, the pacing of content allows for maximum student understanding, and guidance about the amount of time a task might reasonably take is included.
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 texts[12] independently. Thus, a strong ELA classroom is structured with the below components.



Title: **myView Literacy**

Grade: **Grade 4**

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 II[14].
- 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.**			
Non-negotiable **1. QUALITY OF TEXT SETS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**Required** **1a)** Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,[15] as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. ***A text analysis that includes complexity information is provided.***	**Yes**	Materials provide texts that are appropriately complex for the grade level as outlined in the standards. The majority of materials are appropriately complex for the grade, using both quantitative and qualitative analysis. Texts range in Lexile levels from 600L to 1050L. For example, in Unit 1, Week 2, students read "Rare Treasure: Mary Anning and Her Remarkable Discoveries" by Don Brown measuring 890L. Then, in Unit 1, Week 3, students read "Twins in Space" measuring 970L. Qualitatively, measures such as sentence complexity and content-specific background knowledge provide appropriate challenges in complexity. In Unit 3, Week 2, students read "Mama's Window" measuring 810L. Qualitatively, a subtly conveyed theme and the inclusion of many flashbacks makes the text appropriately complex for the grade. In Unit 4, Week 4, students read "Race to the Top from the Crystal Pool" measuring 970L. Qualitatively, complex sentences place the text within the grade band. In Unit 5, Week 5, "Trashing Paradise" by Rukhsana Khan, which measures 920L includes the author's purpose explicitly stated and photographs, captions, diagrams, and maps directly

[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
			supporting the text and aiding the reader's comprehension of the problems in Bali.
	Required **1b)** At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	**Yes**	At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. Each unit has a trade book that is a component of the unit instruction. Published texts are introduced during week-one lessons of each unit. In addition, the majority of the texts used are excerpts from published materials. The texts are authentic and offer students rich opportunities to master the ELA standards for the grade. For

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			example, in Unit 1, Lesson 2, students participate in a shared reading of "Mary Anning and Her Remarkable Treasures," a novel published in 1999 by Dan Brown; in Unit 3, Week 1, Lesson 1, students are introduced to the trade book, "Rickshaw Girl," a novel published in 1999; and in Unit 5, Week 2, students learn what scientists know about volcanoes reading "Volcanoes," an informational text with a descriptive text structure.
	Required **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.	**Yes**	The 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. Each unit is built around an essential question. There are also weekly questions that correlate to the overall essential question of the theme. The unit texts are selected to help students build the background needed to answer the questions. The Readers Workshop, Readers Writers Workshop Bridge, and the Writing Workshop provide teacher modeling for sequences of text-dependent questions that allow students to observe, practice, and revise skills independently, with peers, and in groups. In Week 6, a Project-Based Inquiry task bridges what was learned in both the Reading and Writing Workshops. In Unit 2, the theme is adaptations with the essential question asking, "How do living things adapt to the world around them?" The weekly readings are then about animals and their

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			methods of adaptation to their surroundings. In Unit 3, the essential question asks, "How can we reach new understandings through exploring diversity?" Topics explored include: how new places influence us, how music brings people together, and how our experiences help us see the world differently. In Unit 3, Week 1, Lesson 1, students read "Meals," a poem focused on a student having a meal with a friend from a different culture. In Unit 3, Week 2, Lesson 2, students participate in shared reading from "Mama's Window." Then, in Unit 3, Week 6, Lesson 1, students make inferences about characters from all of the texts and relate their traits to the idea of diversity.
	Required **1d)** Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.	**Yes**	Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. The texts are revisited to support knowledge building. For example, in Unit 1, Week 1, Lesson 2, students conduct a shared read of "Reaching for the Moon" then in Lesson 3, students conduct a close read of "Reaching for the Moon," that is focused on analyzing the author's purpose. In Lesson 4, students conduct another close read of "Reaching for the Moon," which is focused on providing text evidence to support analysis. In Unit 3, Week 3, Lesson 2, students do a shared read of "Trombone Shorty," then in Lesson 3, complete a close read that is focused on the author's purpose.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			The same text is revisited in Lesson 4, with a close read that is focused on making connections.
Non-negotiable (only reviewed if Criterion 1 is met) **2. TEXT-DEPENDENT QUESTIONS:** Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. ☒ Yes ☐ No	**Required** **2a)** A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of the questions in the materials are text-dependent and text-specific, with student ideas expressed through both written and spoken responses. The majority of the questions require students to refer back to specific details in the text in order to respond. Each week, the final lesson requires student discussion with their responses to be supported by text evidence. For example, in Unit 2, Week 1, Lesson 5, students participate in a group discussion and using evidence from all of the texts that have been read during the week express an opinion about why animals adapt. In Unit 3, Week 3, Reading Workshop, students read "Trombone Shorty" then answer, "Why does Troy Andrews compare the music in Tremé to gumbo?" In Unit 4, Week 1, Reading Workshop, students read "Can You Guess my Name" by Judy Sierra and are asked to "underline two details in paragraphs 9 through 11 that show how the girl feels about the bargain." In Unit 4, Week 4, the teachers ask students what the main character learns by the end of the myth, and students determine the theme or message of the myth. In Unit 5, Week 2, students answer the Weekly Question, "In what ways do volcanoes impact Earth?" Students use specific evidence to support their responses.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **2b)** Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. *(**Note:** not every standard must be addressed with every text.)*	**Yes**	Questions and tasks include the language of the standards and require students to think at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. Questions in each unit build over the course of the week. For example, in Unit 4, Week 1, Lesson 2, questions include: "What can you tell about the relationship between Jenna and her dad based on this conversation?" (RL6.3) "How does the context help you to understand what the meaning of the word reveals?" (RL6.4) "What clues does the author give you about Jenna, Adam, and Dad?" and "How would you describe each character?" (RL6.3). Then in Unit 4, Week 5, Lesson 5, students are asked to compare and contrast Zeus and Papa Lo based on their personalities, how students treat people, and what students want for people (RL6.3). Students are also required to analyze characters from different texts, identify key evidence first, and then compare the characters across texts. Students then use in-depth analysis of characters to analyze an author's symbolism.
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	**Required** **3a)** Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	**Yes**	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. For example, each unit is designed around a guiding theme. Essential questions are introduced at

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text. ☒ Yes ☐ No			the beginning of each unit and help drive the instruction throughout the weeks of a unit. Weekly questions help narrow the essential question, with each shared text chosen to guide students in their understanding of the essential question. Over the course of the week, questions from the weekly series build from basic comprehension to analysis. By the end of the unit, students are able to compare and contrast across the texts. In Unit 2, the essential question asks, "How do living things adapt to the world around them?" In Week 2, Lesson 2, students read the informational text, "Animal Mimics," then discuss to develop basic comprehension of the text and to understand animal adaptations. In Lesson 3, students close read, focusing on informational text structures. In Lesson 5, students write an opinion piece using information from two texts read during the week. By Unit 3, Week 6, students reference all of the texts read over the course of the unit in an inquiry project on animal adaptations and endangered animals.
	Required **3b)** Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	**Yes**	Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. In each unit, students read complex texts and write about and discuss the texts read. Each text has reader and task considerations with language and knowledge demands. Units center around a topic with embedded text-dependent questions. In

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			addition, students work with multiple texts and are required to analyze information, build knowledge, and demonstrate their understanding using discussion, graphic organizers, constructed responses, and written text types that draw upon textual evidence by identifying key details and comparing/contrasting texts. For example, in Unit 4, Week 1, students conduct multiple readings of "Can You Guess My Name" during the lessons of the week. Students close read the text, write about character inferences and summaries, and participate in discussions to analyze theme development in traditional tales. In Unit 2, Week 5, students 'close read' "The Weird and Wonderful Echidna" and "The Very Peculiar Platypus" multiple times. In the lessons that follow, students write to identify and explain domain-specific vocabulary, write to explain the author's purpose and participate in a whole-class discussion to compare and contrast animal adaptations in the texts.
	Required **3c)** Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**Yes**	Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts and advance the depth of word knowledge. Each weekly series of lessons begins with shared read, where students work with content-specific vocabulary, and during the close reads, students use context clues to determine the meaning of additional vocabulary. In addition, students are often required to examine the author's use of specific

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			vocabulary in order to build meaning. For example, in Unit 1, Week 4, Lesson 2, students conduct an initial shared read of "Life at the Top." Prior to the reading, students preview content-specific words (e.g., endurance, excel, capacity, motivation, drive), are provided the definitions, and focus on how the words help the reader understand the text. During the read to follow, students then explain how a combination of two words (e.g., motivation + excel) helped them understand an idea from the text. In Unit 1, Week 4, Lesson 3, during a close read of the same text, students explain how using context clues helped them to determine the meaning of the term 'expanding.' In Unit 2, Week 5, the focus is on applying coordinating conjunctions and making a travel brochure. Students examine language and work on advancing the depth of word knowledge through word meaning and relationships among words.
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central	**Required *Indicator for grades K-2 only** **4a)** Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**N/A**	Indicator for grades K-2 only
	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.	**Yes**	Materials demand knowledge of grade-level phonic patterns and word analysis skills. Students participate in daily word study lessons, focused on phonics and word analysis skills. For example, in Unit 3, Week 2, the focus is on r-controlled vowels. In the Language Awareness Handbook in Unit 1,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ☒ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.		Week 3, the language objective is for students to learn the spelling and pronunciation of words with VCe.
	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. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.	**Yes**	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. IIn Unit 1, Week 4, students work with digraphs or vowel teams. Students practice reading a series of words with digraphs and are given a list of high-frequency words with digraphs to look for in their independent reading. In Unit 2, Week 1, Lesson 1, students explore synonyms and antonyms through the academic vocabulary and complete a chart defining each vocabulary word and write two synonyms and one antonym for each word.
	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.	**Yes**	Materials encourage students to self-monitor and use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning. For example, in Unit 1, Week 4, “Life at the Top,” in Unit 4, Week 4, “The Secret of the Winter Count,” and in Unit 5, Week 3, “The Top 10 Ways You Can Reduce Waste,” students use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	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-	**Yes**	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,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.		poetry, and informational texts with accuracy, rate appropriate to the text, and expression. Each unit has a trade book students read independently under teacher observation and direction. There are also weekly class reads for shared and close reading. In addition, each week's lessons include a developing, on-level, and advanced cold read for fluency and comprehension practice. Student progress monitoring charts provide feedback and allow students to set and monitor individual fluency goals. The cold reads come from a variety of genres. Teachers are given the discretion to use the cold reads in a variety of ways, including individual oral testing, individual silent practice, or working with a group to provide fluency instruction. For example, in Unit 2, Week 2 the cold reads include the following poems: "Searching for Mustard," "Before the Tide," and "True, Wild Horses."
	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.	**Yes**	Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between the acquisition of foundational skills and making meaning from reading. The learning of skills is integrated into the understanding of a complex grade-level text, not through isolated skill practice passages.
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres	**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	**Yes**	Materials seek a balance in instructional time between literature and informational texts. Over the course of the five units, there are 7 informational texts, 8 literary, 1

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☒ Yes ☐ No	well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)		historical fiction, 3 argumentative texts, 2 poetry pieces, and 1 magazine article. Units 1 and 5 focus primarily on informational text, with Units 3 and 4 focused primarily on literary texts. Unit 2 contains both informational and literary texts. Unit 1 includes an autobiography, two biographies, a magazine article, and an informational text. Unit 4 includes traditional literature, tall tales, drama, historical fiction, and myths.
	Required **5b)** Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	**Yes**	Materials include print and non-print texts of different formats and lengths. Each unit begins with a short video to engage the students in the essential question for the unit. For example, in Unit 1, Introduction, students watch the video "Getting to School" to begin discussing the essential question for the unit. In Unit 1, Week 1, Lesson 1, students explore the map "Discover Extraordinary Iceland." In Unit 2, Week 5, Lesson 1, students analyze the infographic "Many Ways to Be One of a Kind." In Unit 5, Week 5, "Trashing Paradise" and "Bye Bye Plastic Bags on Bali" there is a short informational text and video.
	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 information texts have an informational text structure rather than a narrative structure. The informational texts found within the unit are organized in an expository structure, as opposed to a narrative structure. There are also a variety of informational pieces, including biographies and autobiographies. In Unit 1, Week 3, students read the magazine article

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			"Twins in Space" which is divided by subheadings and organized into categories of information. In Unit 1, Week 1, students read the autobiography, "Reaching for the Moon" by Buzz Aldren. In Unit 5, Week 2, students read "Volcanoes" which is an expository text written in an expository 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 in order to build stamina, confidence, motivation, enjoyment, and develop knowledge of classroom concepts or topics. Each unit provides a new focus for independent reading, designed to create the ability in students to be independent readers. Each unit also provides a reading log for students to monitor their independent reading. In Unit 1, students are introduced to an independent reading routine that includes strategies for selecting an independent reading book at the appropriate level and are also provided with a reading log that allows them to monitor and track independent reading. In Unit 2, students are taught to set the purpose for independent reading.
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres	**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	**Yes**	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. Students express an understanding of the complex texts they have read through a variety of modes, including listening, speaking, and writing about the texts. In Unit 1, Week 1, Lesson 1,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☒ Yes ☐ No	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.		students listen as the teacher reads the narrative nonfiction "Sally Ride." Students listen actively, paying careful attention to details. Students ask questions to clarify information and follow agreed-upon discussion rules. Students report on the text by paraphrasing the main ideas. Students include appropriate facts and descriptive, relevant details to support the main ideas. In Unit 3, Week 1, Lesson 5, students participate in a group discussion to answer the question: "What other forms of communication have we read about this week that might have helped Melody to communicate?" Students are required to use specific examples from the texts to support their responses.
	Required *Indicator for grades 3-12 only **6b)** The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	**Yes**	The majority of oral and written tasks require students to demonstrate the knowledge students build 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 the text. For example, in Unit 2, Week 3, Lesson 5, students make a claim about the impact of setting change on a character. Students write to defend the claim using evidence from the text. In Unit 3, Week 2, Lesson 5, students write to defend a claim comparing the settings in two texts that includes text evidence from both. In Unit 5, Week 2, Lesson 1, students explore the media, retelling, and paraphrasing or summarizing the texts in ways that maintain the meaning and logical order.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required *Indicator for grades K-2 only **6c)** Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**N/A**	Indicator for grades K-2 only
	Required **6d)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (e.g., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	**Yes**	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards. Each unit includes a Writing Workshop, which provides instruction over the course of the unit as a complete writing process. Each until also includes an inquiry project, which often results in a writing task. In addition, there are writing tasks throughout the Reading Workshop related to the complex text. For example, in Unit 1, Week 2, Lesson 5, students create a written response, forming an opinion and supporting it with text evidence; in Unit 2, Writing Workshop assessment, students create an informative travel article; in Unit 3, students complete the Writing Workshop assessment, a realistic fiction narrative; and, in Unit 4, Writing Workshop assessment, students write an opinion essay.
	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	**Yes**	Materials explicitly address the grammar and language conventions specified by the language standards and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about the unit texts. In Unit 1, Week 2, the reading/writing bridge lesson focuses on spelling words appropriately with suffixes. Students then use that knowledge in the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	texts as a way to develop more complex sentence structure and usage.		writing for their lesson. In Unit 2, Week 2, the reading-writing workshop bridge focus is on writing complex sentences appropriately (L4.1f) using samples from the unit text. In Unit 3, Week 1, there is a teaching point for "related words" as part of Word Study. Students are taught to use affixes and roots (L4.4) to determine the meaning of words in a unit text. In Unit 4, Week 2, Lesson 3, students figure out the meanings and connotations of unfamiliar words as students read.
	6f) Materials provide additional supports for writing development in English language arts (i.e. modeled writing, student exemplars).	**Yes**	Materials provide additional supports for writing development in English language arts. There are modeled portions of the lessons in the Writing Workshop found in the Language Awareness Handbook. Also, teaching supports are listed within the teacher's manual for each unit. In Unit 1, Week 1, students analyze a series of published travel articles as mentors for their upcoming writing assessment. The included rubric identifies success criteria such as focus, organization, development, language, and conventions. There are also written explanations for scoring in each category.
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	**Required** **7a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**Yes**	Measurement of progress via assessments include the gradual release of supporting scaffolds for students to measure their independent abilities. Each week provides a progress check-in assessment that consists of vocabulary, word study, and comprehension. The cold-read comprehension assessment is from the same genre and focuses on the same skills as the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
with appropriately complex text(s). ☒ Yes ☐ No			weekly lessons. The Unit 3 summative assessment requires students to make inferences about character feelings and actions, based on the details an author includes. These skills are first introduced through a think-aloud in a close read during Week 1, Lesson 3. These same skills are assessed on the weekly progress check-in Questions 11-14. The assessment addresses the impact of repetition and in Week 1, Lesson 3 (Reading Like a Writer), students analyze repetition from the class text with the teacher before going back into the text and independently assessing an example of repetition.
	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 and assessment guidelines are included and provide sufficient guidance for interpreting student performance. Writing Workshop Assessments, one per unit, have an individualized, aligned rubric. However, there are no exemplars or sample written responses provided for the summative (unit) or formative (weekly progress checks) assessments. Each unit rubric has an essay scorer. In Unit 1, the personal narrative essay, students can begin writing and receive feedback when they are ready. A score of “4” in development is defined as “thorough and effective use of details, dialogue, and description,” while a “3” defines “adequate use of details, dialogue, and description.” In Unit 5, using the Poetry writing rubric, a score of “4” in development indicates the “effective use of imagery and sound devices to convey ideas and to add specific effects.” A score of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			"1" indicates "no imagery or sound devices to convey ideas."
	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. Each lesson has a quick check assessment, along with responses for students that need additional support, as well as for those students ready to be challenged. Each week has a progress check-in assessment that consists of vocabulary, word study, and comprehension. The cold-read comprehension assessment is from the same genre and focuses on the same skills as the weekly lessons. Materials contain a baseline test in vocabulary, reading, and comprehension with guidance to scoring the baseline test and Student Record Chart (page T15). Guidelines are given to help determine how to help improve students' areas of need and build upon students' areas of strength. In Unit 1, Week 2, Lesson 2, the quick check formative assessment question is, "Can students identify how the vocabulary words describe character and setting in Rare Treasure?" In Unit 2, Week 1, Introduction, students complete a self-assessment of the four major skills of the unit. Students reflect throughout the unit on their progress to meeting the goals and re-evaluate in Week 6.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **7d)** Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.	**Yes**	Materials assess student understanding of the topics, themes, and ideas presented in the unit texts, and the questions and tasks are developed so that students demonstrate the knowledge and skills built over the course of the unit. The tasks are designed around students understanding the basic theme or idea being presented through the essential question. In Unit 3, Week 4, Lesson 5, students write about main characters from stories that do not fit in. This writing requires students to use evidence from the various unit texts to discuss the idea of what happens when people don't fit in, as it relates to the unit question, "How can we reach new understandings through the exploring of diversity?" In Unit 1, Week 6, the project-based inquiry requires students to create a brochure to convince the readers that a place in their community should be named as a historical landmark. This relates to the unit question and the knowledge built over the unit of "How can a place affect how we live?"
	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.
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend	**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 itself. Each unit begins with a brief video to engage students in the essential question. In Unit 1, Week 2, Lesson 2, the vocabulary words introduced

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
grade-level complex text as required by the standards. ☒ Yes ☐ No			(poverty, pursued, treacherous, remarkable, and assembled) are used to assist with understanding the text "Mary Anning and Her Remarkable Discoveries." Each unit begins with an essential question, such as in Unit 4, Impacts, where students explore the following essential question: "How do stories shape our world?" Weekly questions connect to the essential question. In Unit 4, Week 1, the weekly question asks, "How can revealing a secret make it lose its power?" In Unit 2, Week 5, Lesson 2, the only prereading activity is to introduce the four words (unique, adaptations, burrows, monotremes) that are specific to understanding the text, "The Weird and Wonderful Echidna."
	Required **8b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	**Yes**	Materials have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of skills or strategies for full comprehension of text. Within the teaching of each skill or strategy, the students work towards the comprehension of a complex text. In Unit 2, Week 1, Lesson 3, students complete a graphic organizer showing the main idea and details from nonfiction text. The purpose of the strategy being taught is for students to gain comprehension and understanding of a difficult informational text. In Unit 3, Week 5, Lesson 3, the skill being taught is poetic elements. However, the reason for the focus on the elements of figurative language is to guide students to an analysis of themes in poetry. In Unit 5, Week 1, Lesson 3, students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			recognize the characteristics and structures of informational text and use strategies for analyzing text features in informational text. Students then apply the knowledge to the comprehension of other nonfiction texts.
	Required **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	**Yes**	Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion, and writing about the ideas, events, and information found there. There are frequently focused rereads of the unit texts to guide understanding. In Unit 1, Week 1, Lesson 2, students do a shared read of "Reaching for the Moon." In Unit 1, Week 1, Lesson 3, students return to the text, this time through a teacher model of determining an author's purpose for including specific details in a text. In Unit 1, Week 1, Lesson 4, students return to the text, this time to identify key evidence pieces and details to support writing with a claim about the author's message. In Unit 3, Week 1, Lesson 2, students do an initial read of "Out of Mind." In Unit 1, Week 1, Lesson 3, students conduct a series of re-reads, under teacher direction, to re-read, discuss, and write about an analysis of character.
	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.	**Yes**	Materials are easy to use and well organized for students and teachers. The teacher's edition is well laid out. Lessons are well-organized, with information easily accessible. The student's edition is available electronically with links to everything needed. The texts are found on the Spotlight page at the beginning of each unit and are

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			recognized easily as the core texts for the units. The Language Awareness Handbook shows a small picture of the text in the upper right-hand corner of the page that the lesson refers to. Print and digital resources are included. There is an overview for each unit, as well as weekly overviews.
	Required **8e) *Foundational Skills Indicator for grades K-2 only** Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	**N/A**	Foundational Skills Indicator for grades K-2 only
	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.	**Yes**	Materials are abundant and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skill supports. The curriculum provides ELL targeted scaffolds, leveled readers aligned to the unit, fluency assessments, and unit assessments. Print resources contain small group guides, Leveled Readers' Teacher's Guide and Leveled Readers, Mentor Stacks, Read Alouds, Trade Books, Intervention Guides, Assessment Guide, Progress Check-Ups, and Teacher Manuals, Summative Assessment Guide and Cold Reads for Fluency and Comprehensive Guides. The Language Awareness Handbook is a collection of routines and reproducible graphic organizers, as well as engaging activities that teachers can use for support as you teach English Language Arts skills and address state standards. The Small Group

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Guide is included, to provide guidance for teachers on implementing effective small groups, to ensure time to practice foundational skill support with students who need it. Sections include using assessment to determine groups, managing time and materials, and ensuring effective learning happens.
	8g) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	**Yes**	Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. The curriculum includes specific strategies for addressing the needs of ELL students, as well as above and below level leveled readers, with mini-lessons to go along with each. In Unit 1, Week 1, Lesson 1 the class reads "Sally Ride" with pre-reading support that is provided for EL students and differentiated based upon the levels of language acquisition. Each lesson includes a "quick check" assessment. There are also "what now" lessons provided for strategy, intervention, and extension based on the responses to the quick check.
	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.	**Yes**	The content can be reasonably completed within a regular school year and the pacing allows maximum student understanding and guidance about the amount of time a task might reasonably take. There are five units, each consisting of six weeks' worth of lessons. This leaves approximately 6 weeks of flexible time for teachers, including developing routines/procedures, routine assessments, state assessments, and school-specific activities. Each daily lesson is broken

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			up into 2 sections: Reading Workshop and Writing Workshop. Each of the sections is subdivided and pacing suggestions are given for each component.

FINAL EVALUATION

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality[16]	1. Quality of Texts	**Yes**	Materials provide texts that are appropriately complex for the grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. The materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	**Yes**	A majority of questions in the materials are text-dependent and text-specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in

[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
			thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	**Yes**	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (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 designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts and advance the depth of word knowledge.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)[17]	4. Foundational Skills	**Yes**	Materials demand knowledge of grade-level phonic patterns and word analysis skills and 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. 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. Opportunities are built in to allow

[17] 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
			students to achieve reading fluency in oral and silent reading. Students read a variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between the acquisition of foundational skills and making meaning from reading.
III. Additional Criteria of Superior Quality[18]	5. Range and Volume of Texts	**Yes**	Materials seek a balance in instructional time between literature and informational texts. Print and non-print texts of different formats and lengths are included. The majority of informational texts have an informational text structure rather than a narrative structure. 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.
	6. Writing to Sources, Speaking and Listening, and Language	**Yes**	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they build through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid

[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
			inferences from the text. Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. 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. Materials provide additional supports for writing development in English language arts.
	7. Assessments	**Yes**	Measurement of progress via assessments include the gradual release of supporting scaffolds for students to measure their independent abilities. Materials use varied modes of assessment, including a range of pre-formative, summative, and self-assessment measures. Aligned rubrics and assessment guidelines are included and provide sufficient guidance for interpreting student performance. Materials assess student understanding of the topics, themes, and ideas presented in the unit texts, and the questions and tasks are developed so that students demonstrate the knowledge and skills built over the course of the unit. Materials assess student proficiency using methods that are unbiased and accessible to all students.
	8. Scaffolding and Support	**Yes**	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text. Materials have the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			goal for students to gain full comprehension of complex text and do not confuse or substitute mastery of skills or strategies for full comprehension of text. 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. Materials are easy to use and well organized for students and teachers. The teacher's edition is well laid out and lessons are well-organized, with information easily accessible. The student's edition is available electronically with links to everything needed. Materials are abundant and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skill supports. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. The content can be reasonably completed within a regular school year, the pacing of content allows for maximum student understanding, and guidance about the amount of time a task might reasonably take is included.
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.[19] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[20] independently. Thus, a strong ELA classroom is structured with the below components.



Title: **myView Literacy**

Grade: **Grade 5**

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 II[22].
- 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.**			
Non-negotiable **1. QUALITY OF TEXT SETS:** Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10. *(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)* ☒ Yes ☐ No	**Required** **1a)** Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,[23] as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. ***A text analysis that includes complexity information is provided.***	**Yes**	Materials provide texts that are appropriately complex for the grade level as outlined in the standards. The texts are appropriately complex for the grade, using both quantitative and qualitative analysis. Texts range in Lexile levels from 590L to 1040L. Qualitative measures include levels of meaning, text structure, language, and knowledge demands. For example, in Unit 1, Week 1, students read "Louie Share Kim: Paper Son" with the informational text measuring 990L. The qualitative measures, such as a simple author's purpose and text structure, combined with moderately complex knowledge demands make the text appropriately complex for Grade 5. In Unit 2, Week 4, students read "Tracking Monsters" from Park Scientists by Mary Kay Carson, an informational text measuring 1030L. Qualitatively, students infer that the author's purpose is to describe how and why scientists study the Gila monster, the text follows a description of text structure, and vocabulary consists of familiar words and some domain-specific words. In Unit 5, students read from "The Dog of Pompeii," a historical fiction story measuring 820L. Qualitatively, the chronological text structure is simple, but the levels of meaning

[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
			are complex, making the text appropriately complex for Grade 5.
	Required **1b)** At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	**Yes**	At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. The texts are engaging and well-written. The majority of texts represent previously published works. In Unit 2, Week 3, students read from "Hatchet" which is part of a series of novels first published by Gary Paulsenin in 1986 and focuses on word choice and character's point of view. In Unit 3, Week 5, students read from "The Wright

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			3" which is a realistic fiction novel published by Blue Baillet in 2006 and focuses on character analysis. In Unit 4, Week 1, students read from "Elijah of Buxton" which is a historical fiction novel published by Christopher Paul Curtis in 2007 and focuses on character development.
	Required **1c)** Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.	**Yes**	The 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. Each unit is created around a common theme or topic and is driven by an essential question. The Readers Workshop, Readers Writers Workshop Bridge, and the Writing Workshop provide teacher modeling for sequences of text-dependent questions that allow students to observe, practice, and revise skills independently, with peers, and in groups. In Week 6, a Project-Based Inquiry task bridges what was learned in both the Reading and Writing Workshops. For example, Unit 1, Journeys is based around the essential question "How do journeys change us?" In Week 1, Lessons 2-4, students read "The Path to Paper Son" and "Louie Share Kim, Paper Son" which are two informational texts about Chinese immigration to the United States. In Lesson 5, students participate in a group discussion of why people leave their homes. In Week 3, Lesson 5, students write an argumentative response, using text evidence from all

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			previously read texts, to defend why travel is worth the risk of leaving a person's home. In Unit 4, the theme is liberty. The essential question asks, "What does it mean to be free?" with the text's spotlight on historical fiction. In Unit 4, Week 2, the text is "The Scarlet Stockings Spy" and the weekly question asking "How can ordinary people contribute to a fight for freedom?" In Unit 4, Week 3, students read from "The Bill of Rights" with the weekly question asking "What can governments do to protect our freedoms?" In Unit 4, Week 5, the text is "Ezekiel Johnson Goes West" with the weekly question asking "How can going to a new place give a person new opportunities?" All texts investigate the essential unit question and build understanding and knowledge of the theme which is "Liberty."
	Required **1d)** Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.	**Yes**	Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Weekly lesson plans include a shared read of a text during Lesson 2, with close reads during Lessons 3 and 4. The texts are revisited during Lesson 5 to make connections across the texts. In Unit 3, Week 1, Lesson 2, students read "Love, Amalia." During the initial read, students focus on vocabulary and comprehension. Then, in Lesson 3, selected parts are close read with a focus on character analysis. In Lesson 4, the re-read focuses on making connections between self and text, as well as text to text. In Unit 4, Week 4, Lesson 2, students read

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			"Delivering Justice." In Lesson 3, parts of the text are re-read, with a focus on the problem and solution development in the plot. In Lesson 5, students re-read select parts of the text in order to write about unfair situations and how the characters in the stories react. In Unit 5, Week 2, Lesson 2, students preview text features and participate in a first read of the text, "Earth's Water Cycle." In Lesson 3, students close read the text and interpret text features.
Non-negotiable (only reviewed if Criterion 1 is met) **2. TEXT-DEPENDENT QUESTIONS:** Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards. ☒ Yes ☐ No	**Required** **2a)** A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.	**Yes**	A majority of the questions in the materials are text-dependent and text-specific, with student ideas expressed through both written and spoken responses. The majority of the questions require students to refer back to specific details in the text in order to respond. Each week, the final lesson requires student discussion with their responses to be supported by text evidence. For example, in Unit 1, Week 1, Lessons 2-4, students answer questions such as " What two events made it necessary and possible for people to create paper sons?" "What information in the paragraph helps you analyze the types of challenges that a paper son faced?" and " What were some opportunities that paper sons had?" and "What were some dangers of being a paper son?" In Lesson 5, students participate in a whole group discussion of why people leave their homes, providing evidence from the week's texts to support. In Unit 3, Week 1, Lesson 1, students turn and talk with a partner about realistic fiction characteristics in text. In Unit 3, Week 1,

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			Lesson 2, students respond to the text, "Love Amalia" by writing to the following prompt, "Do you think Abuelita gave Amalia good advice?" Why or why not?" Students also discuss "Do you think Amalia will follow Abuelita's advice? Why or why not?" In Unit 4, Week 2, Lesson 2, students answer text-dependent questions in the student interactive, such as "Identify details about 'The Scarlet Stockings Spy' that make it historical fiction" and " How does the news about Jonathan affect Maddy Rose? How do you know?" In Lesson 5, students respond to the prompt, "What other people fought for something they believed in? Was the risk worth it? How did the settings of the stories affect how the characters responded to the challenges?" Students use specific evidence to support their responses
	Required **2b)** Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. *(**Note:** not every standard must be addressed with every text.)*	**Yes**	Questions and tasks include the language of the standards and require students to think at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. Questions in each unit build over the course of the week. For example, in Unit 1, Week 2, Lesson 2 students draw conclusions about an informational text, questions include: " What conclusion can you draw about life on Mars based on information from the text?"(RI5.8) "Apply concepts from the text to develop a brief argument for or against additional funding for Chris and his team." (RI5.9) In Unit 3, Week 2, Lesson 3 students analyze character's reactions to Calving bringing

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			home a pet worm, questions include: "How and why does the author use humor?"(RL5.5) "How do different events of the plot show that Calvin thinks more about the worm's needs? Use text evidence to analyze plot elements."(RL5.6) "How do Calvin's parents' reactions to his pet worm differ from that of his grandmother? Analyze this conflict between the characters."(RL5.3) Then in Unit 5, Week 2, Lesson 2 students synthesize texts to draw conclusions and explain the water cycle, questions include: "Evaluate the strategies that the author uses to explain the water cycle."(RI5.2) "Draw conclusions about why the water cycle is so important to life on earth." (RI5.9)
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.	**Required** **3a)** Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	**Yes**	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. For example, each unit is designed around a guiding theme. Essential questions are introduced at the beginning of each unit and help drive the instruction throughout the weeks of a unit. Weekly questions help narrow the essential question, with each shared text chosen to guide students in their understanding of the essential question. Over the course of the week, questions from the weekly series build from basic comprehension to analysis. By the end of the unit, students are able to compare and contrast across the texts. In

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No			Unit 2, the students focus on the theme of observations in nature. During Week 5, Lesson 2, students read "Let Wild Animals Be Wild" and "Don't Release the Animals Back to the Wild." During the initial reading, students are introduced to key domain-specific words and make connections between the new texts and the previous texts in the unit. In Lesson 3, students examine the argumentative texts in isolation, ensuring they understand the claim each author has made. In Lesson 4, students complete a graphic organizer, comparing the details and evidence used by each author to support opposing claims. In Lesson 5, students use the information gathered from the authors to express their own opinion on the topic of the unit. Unit 5 focuses on the theme of systems. In Unit 5, Week 2, Lesson 2, students read "Earth's Water Cycle" with a focus on content-specific vocabulary and basic comprehension questions. In Lesson 3, during the close read, students focus on understanding the text features and how they help the reader to gain meaning from the text. In Lesson 5, students write, using all of the unit texts to explain what they have learned about systems in nature and how it will influence their everyday life. In Unit 5, Week 6, students look back at each text in the unit and use questions to help compare across texts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **3b)** Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.	**Yes**	Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. In each unit, students read complex texts and write about and discuss the texts read. Each text has reader and task considerations with language and knowledge demands. Units center around a topic with embedded text-dependent questions. In addition, students work with multiple texts and are required to analyze information, build knowledge, and demonstrate their understanding using discussion, graphic organizers, constructed responses, and written text types that draw upon textual evidence by identifying key details and comparing/contrasting texts. For example, in Unit 2, Week 5, Lesson 5, students use evidence from the week's texts to give a short presentation about how location affects people's lives. Students should make eye contact and communicate their ideas effectively. In Unit 3, Week 2, students read "A Pet for Calvin." During the initial read, either in pairs or as a class, students use first read strategies, such as notice, generate questions, connect, and respond to develop skills in reading complex text. Following the read, students complete a graphic organizer to examine the impact of the language on the reader. The week culminates with students responding to the prompt "How does determination help people reach their goal?" using evidence from texts in the unit.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **3c)** Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).	**Yes**	Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts and advance the depth of word knowledge. Each weekly series of lessons begins with shared read, where students work with content-specific vocabulary, and during the close reads, students use context clues to determine the meaning of additional vocabulary. In addition, students are often required to examine the author's use of specific vocabulary in order to build meaning. For example, in Unit 2, Week 2, Lesson 2, students synthesize information to create new understanding and determine or clarify the meaning of unknown multiple-meaning words and phrases. In Unit 3, Week 1, Lesson 2, students read "Love, Amalia." Following the read, students work with the vocabulary in the text and understand the effect that different words have on the characterization of Amalia and Abuletia. In Unit 4, Week 4, students focus on the question "What are some things people can do when their freedom is limited?" In Lesson 2, students are introduced to the words "segregation," "mistreated," "qualified," "demonstrators," and "sympathize." The words are discussed during the initial read of "Delivering Justice" to help students comprehend a historical fiction story. Following the shared read, students respond in the student interactive, explaining the connection between two of the words.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ☒ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**Required *Indicator for grades K-2 only** **4a)** Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**N/A**	Indicator for grades K-2 only
	Required **4b)** In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	**Yes**	Materials demand knowledge of grade-level phonic patterns and word analysis skills. Students participate in daily word study lessons, focused on phonics and word analysis skills. For example, in Unit 3, Week 4, the Reading-Writing Bridge lessons focus on the 'schwa' sound. Students work to understand the syllabication and variety of spelling patterns involved. In Unit 3, Week 3, Lesson 4, students synthesize information in a close read and participate in a word study, spiral review of suffixes "-ize," "-ance," "-ence," and "-ist."
	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. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using	**Yes**	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. In Unit 2, Week 1, the Reading-Writing Workshop Bridge lessons provide instruction on spelling words with open and closed syllables. In Unit 3, Week 5, Lesson 3, students review syllable patterns, divide words into syllables, identify the syllable types in each word, then complete page 93, Word Study from the resource download center. In Unit 4, Week 1, Lesson 2, students read "Keeping Mr. John Holton Alive." As part of the introduction of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	syllabication, and automaticity with grade-level regular and irregular spelling patterns.		vocabulary words, the focus is on related words, such as “settlers” and “settlement.”
	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.	**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 5, Week 4, Lesson 4, the teacher leads a strategy group on monitoring comprehension. Students share parts of the text they found confusing at first as well as what they did to help them understand.
	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.	**Yes**	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. Each unit has a trade book students read independently under teacher observation and direction. There are also weekly class reads for shared and close reading. In addition, each week’s lessons include a developing, on-level, and advanced cold read for fluency and comprehension practice. Student progress monitoring charts provide feedback and allow students to set and monitor individual fluency goals. The cold reads come from a variety of genres. Teachers are given the discretion to use the cold reads in a variety of ways, including individual oral testing, individual silent practice, or working with a group to provide fluency instruction. For example, the Reading Workshop is designed to include an

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			independent portion of time each day. During this time students read from self-chosen texts, unit book club books, or re-read weekly texts. Students read orally and silently and receive feedback from their peers and teacher. The teacher conducts fluency observations and provides feedback to the student through the use of the Fluency Progress Chart. In Unit 4, Week 3, Lesson 2, the focus of the fluency lesson during small group time is on accuracy. Students take turns reading orally from a short passage from an informational leveled reader such as "Power of the People" or "Road to Freedom" with a partner. Students are also assessed using Unit 4, Week 3 cold read with the teacher and student using the Fluency Progress Chart to monitor fluency.
	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.	**Yes**	Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between the acquisition of foundational skills and making meaning from reading. The learning of skills is integrated into the understanding of a complex grade-level text, not through isolated skill practice passages.
Section III. Additional Criteria of Superior Quality			
5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3,	**Required** **5a)** In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)	**Yes**	Materials seek a balance in instructional time between literature and informational texts. During the five units, students read 11 informational texts, 2 argumentative texts, 10 fiction texts, a drama, and a poetry collection. Unit 1 has a mixture of fiction and nonfiction, with three informational texts,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.) ☒ Yes ☐ No			historical fiction, and a poem. Unit 3 focuses mostly on fiction. Students read 3 realistic fiction texts, a legend, a poem, and a drama. Unit 5, is nonfiction focused, with students reading 2 informational texts, an argumentative text, 2 informational media articles, and a historical fiction text.
	Required **5b)** Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	**Yes**	Materials include print and non-print texts 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.
	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. Of the 13 nonfiction texts found in the unit, 10 are informative, one is a biography, and 2 are argumentative. Many include an expository structure. There are also a variety of literary nonfiction texts. In Unit 1, Week 2, students read "Life on Earth and Beyond," an informational piece

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			about exploration that is organized by categories such as “Journey to the Bottom of the Earth,” “Little Green Men,” and “What is Life?” In Unit 4, Week 4, students read the biography, “Delivering Justice.” As a biography, this nonfiction text has a narrative nonfiction structure. In Unit 5, Week 2, students learn more about informational text by interrupting text features in “Earth’s Water Cycle,” an informational text describing the way water changes and moves through the three states of liquid, gas, and solid.
	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. Each unit includes an independent reading log, lessons on planning an independent reading program, book club suggestions, and literacy activities. In Unit 1, Week 1, students set goals for their reading. The teacher explains that they should track progress toward their goals. Students are introduced to the reading log that they will complete during independent reading each day. In Unit 4, students discuss strategies for independent reading, such as choosing wisely, pacing themselves, limiting distractions, and setting reasonable goals. Students identify ways they will build their reading stamina during the reading of their chosen text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☒ Yes ☐ No	**Required** **6a)** Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 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.	**Yes**	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Students express an understanding of the complex texts they have read through a variety of modes, including listening, speaking, and writing about the texts. In Unit 4, Week 1, Lesson 1 students listen to a read-aloud of "The North Star." Following the read aloud, students participate in a 'turn and talk' with a partner to discuss the reasons authors write historical fiction. Students then write their own responses in the student interactive. In Unit 5, Week 1, Lesson 1, students listen to a read-aloud of "Geologists at Work." During Lessons 2, 3, and 4, students respond orally to a variety of questions about the main idea and author's craft of "Rocks and Fossils." In Lesson 5, students participate in a formal whole-class discussion of how geological processes are related using information and evidence from the week's texts.
	Required *Indicator for grades 3-12 only **6b)** The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	**Yes**	The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they build through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from the text. Tasks demonstrate knowledge connections among multiple texts, beyond a single lesson. Each weekly series of lessons ends with students being required to make an opinion based

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			argument, sometimes orally in a discussion and sometimes written, focused on the analysis of the complex texts read during the week. In Unit 3, Week 5, Lesson 5, students give an oral presentation that is based on the question, "How did an experience affect a character in a story or speaker in a poem?" Students present their opinion (claim) and defend it with evidence from the unit texts. In Unit 4, Week 3, Lesson 5, students write to the prompt, "What do you know about the freedoms people want or need?" Students are instructed to use evidence from the texts read in the unit to defend the claim they make about freedoms.
	Required *Indicator for grades K-2 only **6c)** Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	**N/A**	Indicator for grades K-2 only
	Required **6d)** Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (e.g., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	**Yes**	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Each unit includes a Writing Workshop, which provides instruction over the course of the unit as a complete writing process. Each until also includes an inquiry project, which often results in a writing task. In Unit 1, students produce a personal narrative during the Writing Workshop for weeks 1-5. In Unit 2, students produce an informational article during the Writing Workshop for weeks 1-5. In Unit 3, the students produce an opinion-based essay during the Writing Workshop for weeks 1-5. In Unit 3, Week 3,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			during the Writing Workshop, the teacher presents a mini-lesson on refuting viewpoints. Students transition into independent writing and record the opinions from their essays and write a possible counterargument for each one.
	Required **6e)** Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.	**Yes**	Materials explicitly address the grammar and language conventions specified by the 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 texts. There are ample opportunities for students to apply and practice Grade 5 language conventions. Each daily lesson includes Reading-Writing Workshop Bridge lessons, one of which is Language and Conventions. In Unit 3, Week 1, Lesson 4, Writing Bridge, students practice with prepositions and prepositional phrases. In Unit 4, Week 4, the Language and Conventions lessons teach correlating conjunctions. Students then edit their Writing Workshop assessment, focusing on their use of conjunctions. In Unit 5, Week 1, the Language Lessons teach using commas and semicolons in a series.
	6f) Materials provide additional supports for writing development in English language arts (i.e. modeled writing, student exemplars).	**Yes**	Materials provide additional supports for writing development in English language arts. There are modeled portions of the lessons in the Writing Workshop found in the Language Awareness Handbook. Also, teaching supports are listed within the teacher's manual for each unit. In Unit 1, Week 6, Lesson 1, students analyze a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			student sample of a persuasive travel guide. The student sample is referenced throughout the week providing specific examples of student requirements. In Unit 3, students write an opinion essay during the Writing Workshop. During Lesson 1, students use a variety of texts as models for quality opinion-based writing. A rubric is used to identify success criteria such as focus, organization, development, language, and conventions. There are also written explanations for scoring in each category.
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☒ Yes ☐ No	**Required** **7a)** Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	**Yes**	Measurement of progress via assessments include the gradual release of supporting scaffolds for students to measure their independent abilities. Prior to the unit assessment, skills are introduced, practiced with guidance, and formatively assessed. For example, in Unit 1, End of Unit Assessment, students are assessed for their ability to make inferences about a text that is based on information found in a sidebar. This skill is first introduced and practiced under teacher direction, in Unit 1, Week 2, Lessons 3 and 4. The skill is then assessed as part of the Week 2, Progress Check-Up. In addition, for students that struggle, intervention Lesson 31, found in the "My Focus Intervention Teacher's Guide" is used for remediation prior to the Unit Assessment. On the Unit Assessment, students are assessed for their ability to make inferences about a character based on actions and provide evidence to support it. This skill is first practiced in Week 1, Lesson 3, during a close read of "Love,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Amalia." Students participate in an informal assessment as questions asked and answered during the reading. Following the reading, students independently complete a graphic organizer analyzing the relationship between two characters, providing evidence to support. The skill is then formatively assessed in Unit 3, Week 1, Progress Check-Up.
	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 and assessment guidelines are included and provide sufficient guidance for interpreting student performance. Writing Workshop Assessments, one per unit, have an individualized, aligned rubric. However, there are no exemplars or sample written responses provided for the summative (unit) or formative (weekly progress checks) assessments. In Unit 2, students write an informational article. A four-point informational writing rubric is used. A "4" in development is defined as "thorough and effective use of supporting details and relevant text features," while a "1" defines "few or no relevant and accurate details." In Unit 4, students write a science fiction story. A four-point narrative rubric scores for focus, organization, development, language, and conventions.
	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. Each lesson has a quick check assessment, along with responses for students that need additional support, as well as for those students ready to be challenged. Each week

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			has a progress check-in assessment that consists of vocabulary, word study, and comprehension. The cold-read comprehension assessment is from the same genre and focuses on the same skills as the weekly lessons. Materials contain a baseline test in vocabulary, reading, and comprehension with guidance to scoring the baseline test and Student Record Chart (page T15). Guidelines are given to help determine how to help improve students' areas of need and build upon students' areas of strength. Unit 3 begins with a student self-assessment of the unit goals and at the end of each lesson teachers informally assess the success with the day's objective. In Week 2, Lesson 2, a vocabulary graphic organizer and comprehension questions in the Student Interactive provide a check for understanding. There is a multiple-choice formative assessment, using the cold read "How Bear Got In the Sky" for formatively assessing. At the end of Week 6, students revisit their self-assessment and reflect on their goals.
	Required **7d)** Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.	**Yes**	Materials assess student understanding of the topics, themes, and ideas presented in the unit texts, and the questions and tasks are developed so that students demonstrate the knowledge and skills built over the course of the unit. The tasks are designed around students understanding the basic theme or idea being presented through the essential question. In Unit 2 the essential question asks "How do we learn through our

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			observations?" and focuses on helping students understand the reasons people should observe the world around them. Students learn about what people learn from studying the ocean, how careful observation can help a person survive, what scientists learn about animals in their natural habitats, and about ways to observe and protect wildlife. In Week 6, students are to create an informational survival guide for a natural area they have visited, demonstrating the knowledge they have learned about nature during the reading and studying of the unit texts. Students will draw on information learned from reading "Hatchet" on how observation in a natural area can help you to survive.
	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.
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. ☒ Yes ☐ No	**Required** **8a)** Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	**Yes**	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Each unit begins with a brief video to engage students in the essential question. In Unit 3, Implementation Teacher's Guide, ELL Language Transfer Cognates, the teacher points out the Spanish cognates in the unit's academic vocabulary such as "demonstrate: demonstrar" and "perspective: perspective." In Unit 4, Week 2, Lesson 1, students examine a map of the American Revolution to build background knowledge in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			preparation to read "The Scarlet Stockings Spy."
	Required **8b)** Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	**Yes**	Materials have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of skills or strategies for full comprehension of text. Within the teaching of each skill or strategy, the students work towards the comprehension of a complex text. In Unit 2, Week 2, Lesson 4, students analyze text structure of an informational text. The goal is to see how the text structure, problem, or solution contributes to understanding the text on how people can protect a species in a changing environment. In Unit 3, Week 2, Lesson 3, students study the elements of plot in "A Pet for Calvin" and to observe how Calvin, as a character, changes over the course of the text, due to the events that occur in the story. In Lesson 5, students use the analysis of Calvin's character to build an understanding of the theme of determination. In Unit 4, Week 2, Lesson 4, students work with summarization. The purpose of summarization is to ensure comprehension of the informational text "The Bill of Rights."
	Required **8c)** Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	**Yes**	Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion, and writing about the ideas, events, and information found there. There are frequently focused rereads of the unit texts to guide understanding. In Unit 3, Week 4, Lesson 2,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students first read a collection of poetry for general comprehension. In Lesson 3, they close read portions of the collection, with an emphasis on figurative language. Students discuss and write how the figurative language expresses an idea or a feeling. In Lesson 4, the reread is for the purpose of examining descriptive language and its impact on the reader. In Unit 4, Week 4, Lesson 4, students use close read to annotate the text to identify details that add to a mental image.
	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.	**Yes**	Materials are easy to use and well organized for students and teachers. The teacher's edition is well laid out. Lessons are well-organized, with information easily accessible. The student's edition is available electronically with links to everything needed. The texts are found on the Spotlight page at the beginning of each unit and are recognized easily as the core texts for the units. The Language Awareness Handbook shows a small picture of the text in the upper right-hand corner of the page that the lesson refers to. Print and digital resources are included. There is an overview for each unit, as well as weekly overviews.
	Required **8e) *Foundational Skills Indicator for grades K-2 only** Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	**N/A**	Foundational Skills Indicator for grades K-2 only

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.	**Yes**	Materials are abundant and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skill supports. The curriculum provides ELL targeted scaffolds, leveled readers aligned to the unit, fluency assessments, and unit assessments. Print resources contain small group guides, Leveled Readers' Teacher's Guide and Leveled Readers, Mentor Stacks, Read Alouds, Trade Books, Intervention Guides, Assessment Guide, Progress Check-Ups, and Teacher Manuals, Summative Assessment Guide and Cold Reads for Fluency and Comprehensive Guides. The Language Awareness Handbook is a collection of routines and reproducible graphic organizers, as well as engaging activities that teachers can use for support as you teach English Language Arts skills and address state standards. The Small Group Guide is included, to provide guidance for teachers on implementing effective small groups, to ensure time to practice foundational skill support with students who need it. Sections include using assessment to determine groups, managing time and materials, and ensuring effective learning happens.
	8g) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	**Yes**	Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. There are leveled readers to meet independent reading level needs and improve literacy skills. The Language Awareness Handbook provides ELL supports and teacher

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			suggestions throughout the lessons for scaffolding. There are planned mini-lessons to support students below and above grade level. In Unit 2, Week 5, Lesson 3, students analyze two argumentative checks. Following the quick check, teachers are advised to use the intervention activity from the myFocus Intervention Teacher's Guide for instruction for struggling students, and for ELL concerns, specific examples for emerging, developing, and expanding levels are available.
	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.	**Yes**	The content can be reasonably completed within a regular school year and the pacing allows maximum student understanding and guidance about the amount of time a task might reasonably take. There are five units, each consisting of six weeks' worth of lessons. This leaves approximately 6 weeks of flexible time for teachers, including developing routines/procedures, routine assessments, state assessments, and school-specific activities. Each daily lesson is broken up into 2 sections: Reading Workshop and Writing Workshop. Each of the sections is subdivided and pacing suggestions are given for each component.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
I. K-12 Non-negotiable Criteria of Superior Quality[24]	1. Quality of Texts	**Yes**	Materials provide texts that are appropriately complex for the grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards. The materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	**Yes**	A majority of questions in the materials are text-dependent and text-specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	**Yes**	Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (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

[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
			tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts and advance the depth of word knowledge.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)[25]	4. Foundational Skills	**Yes**	Materials demand knowledge of grade-level phonic patterns and word analysis skills and 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. 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. Opportunities are built in to allow students to achieve reading fluency in oral and silent reading. Students read a variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between the acquisition of foundational skills and making meaning from reading.

[25] 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
III. Additional Criteria of Superior Quality[26]	5. Range and Volume of Texts	**Yes**	Materials seek a balance in instructional time between literature and informational texts. Print and non-print texts of different formats and lengths are included. The majority of informational texts have an informational text structure rather than a narrative structure. 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.
	6. Writing to Sources, Speaking and Listening, and Language	**Yes**	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they build through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from the text. Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. 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

[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
			about unit texts. Materials provide additional supports for writing development in English language arts.
	7. Assessments	**Yes**	Measurement of progress via assessments include the gradual release of supporting scaffolds for students to measure their independent abilities. Materials use varied modes of assessment, including a range of pre-formative, summative, and self-assessment measures. Aligned rubrics and assessment guidelines are included and provide sufficient guidance for interpreting student performance. Materials assess student understanding of the topics, themes, and ideas presented in the unit texts, and the questions and tasks are developed so that students demonstrate the knowledge and skills built over the course of the unit. Materials assess student proficiency using methods that are unbiased and accessible to all students.
	8. Scaffolding and Support	**Yes**	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text. Materials have the goal for students to gain full comprehension of complex text and do not confuse or substitute mastery of skills or strategies for full comprehension of text. 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. Materials are easy to use and well organized for students and teachers. The teacher's

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			edition is well laid out and lessons are well-organized, with information easily accessible. The student's edition is available electronically with links to everything needed. Materials are abundant and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skill supports. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. The content can be reasonably completed within a regular school year, the pacing of content allows for maximum student understanding, and guidance about the amount of time a task might reasonably take is included.
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.